



# YEAR 13

**External Component 40%**  
Exam  
Exam paper given out

Final pieces produced, course work handed in and mounted

Interview ready-portfolio

How to present a portfolio of work- presentation and mounting up.

Observational drawings, using a variety of materials

Discussion of final outcomes for exam-working to students strengths

Discussion of exam paper

Personalised checklist given

Making sure assessment objectives are being developed and answered in preparatory work

Structure of essay to run alongside personal project  
Past examples given out

Summer work presented

Developing Personal projects to ensure experimentation

Showing of past student work. Developing understanding of how to develop ideas, experiment with materials and review work, and to record from it.

Formal assessment

How to present a portfolio of work answering the 4 assessment objectives. Presentation and mounting up.

**External Exam -end of course**

Students working through assessment feedback ensuring assessment objectives are answered.

Summer work set, continuation of personal project and preparing for conclusions to personal project.

Personalised feedback/checklists for coursework

Continue to work on personal project

Course Introduction, breakdown of course, introducing of A 'Level assessment objectives. 60% coursework, 40% Exam

TERM 1  
Workshop based lessons encouraging experimentation within the summer project theme of Senses as part of the overall heading of Identity.

Recording of aspects of identity through 1<sup>st</sup> hand photography

Observational drawings, using a variety of materials

Continual feedback and formal assessment

London/Bristol trip

Personalised checklists for Personal projects

# YEAR 12

Using Assessment to ensure assessment objectives are being developed and answered

Observational drawings, using a variety of processes/materials

Discussion of exam paper

**External Exam -end of course**

Discussion of final outcomes for courses work-working to students strengths

Personalised checklist given

Coursework mounted and handed in

**Senses/Identity**  
What does you identity mean to you?

Experimenting with fabric print, lino print, sculpture, ceramics, drawing, painting

TERM 2  
**Personal projects**  
Inform using past students work. 1:1 tutorials to guide students

2 week tasks set personalised to student

Work shops continue on a fortnightly basis

Developing portfolio, building on strengths

Personalised checklists for coursework tasks

**External Component 40%**  
Exam  
Exam paper given out

Completion of final pieces for Course work

1:1 guidance informed by assessment to help decisions on final outcomes for course work-working to students strengths

Observational drawings, using a variety of materials

Developing understanding of assessment objectives

**Fragmented/Altered Portraits**  
Explore manipulation of portrait imagery to create personal outcomes. Connecting to artists, crafts people and photographers to inform personal responses

Object fabric  
Printing and graphic pen composition as final responses

Developing portfolio, building on strengths

# 10

**OBJECTS**

**Course Introduction**, breakdown of course, introducing of GCSE assessment objectives. 60% coursework, 40% Exam

Investigating Designers. cultural, personal identity-linking to careers development.

**Food Project**  
Introduction to food Project. Connecting to industry

Producing own food i 3D clay sculpture..

Producing own trainer design for an icon. inspired by a number of designers.

Researching 3D wires artists Jake Harwood/Cathy Miles. Turn own line drawings into wire sculptures

Observational drawing of shoes to build upon previous knowledge. Line/tonal drawing Sections of shoes drawing using a variety of materials. .

Introduction to shoe/ identity Project. Connecting to industry and cultural identity. Student have the freedom to explore their subject matter

Grid enlargement, blending, shades and tints.  
Building on previous knowledge mixing of colour using oil pastel

**Produce 3D Letters.**  
Students to have a freedom of design for their letter-identity.

**Lettering/Graphics Project**

Producing metamorphic collages informed by previous knowledge on Surrealism

JIM LASSER-Lino printing. Students have the freedom to explore their subject matter informed by range of artists and designer's. .

**Story Telling**-Exploring Books and Films such as Harry Potter, Alice and in Wonderland.

# YEAR 8

**Animals, Symbolism and Surrealism.**  
Looking at symbolism of animals in different cultures, Native American, And Chinese.

**Introduction of Metamorphosis/Surrealism**

Learning about the local landscape

**Experimenting with surrealism Collage**

To use their individual metamorphosis collage and to recreate this in paint.

**How the brain works** – left/right – verbal/visual. Developing hand/eye coordination. Measuring skills.

Name designs interpreted in clay.

Harry Potter World Trip

Producing own landscapes using the artists Van Gogh/David Hockney as reference and inspiration when applying paint and transferring into 3D clay

**Introduction to Colour**  
Meaning of - Tints, shades, colour, texture, mark making  
Colour theory  
Methods for mixing and blending.

Introduction to portraiture. Using measuring methods to produce own tonal portrait .

**Lettering**  
Introduction to illustrators to inform own name design.

Introducing the Formal Elements  
**Shade, shape, form, tone**