



<p>KS3 Y7 ART</p>	<p><b>DEVELOPING RECORDING SKILLS</b> Reinforcing and building traditional drawing skills as a foundation for further study</p>	<p><b>THE ELEMENTS OF ART</b> Investigating and exploring colour, line, pattern, texture and form through the work of Matisse, Delaunay, Klee, Stella and Ray.</p>
<p>KS3 Y7 TEXTILES</p>	<p><b>LANDSCAPE AS AN ARTFORM</b> Investigating the art of representing landscape in textiles with particular focus on the work of Hundertwasser and Schulten</p>	<p><b>DESIGN AND TECHNOLOGY</b> - Please see the POS for DT</p>
<p>KS3 Y8 ART</p>	<p><b>DESIGNING FOR PRINT</b> Introduction to lino printing and repeat patterns.</p>	<p><b>ART AND MEANING</b> Looking at 6 contemporary black artists and how meaning in their art is shaped by their experiences. Using this understanding to develop a 3D letter that has meaning for the students</p>
<p>KS3 Y8 TEXTILES</p>	<p><b>HEAT PRESS AND ABSTRACT ART</b> Introduction to abstract art - designing and making a wall hanging based on Saa and Touchon.</p>	<p><b>DESIGN AND TECHNOLOGY</b> - Please see the POS for DT</p>
<p>KS3 Y9 ART</p>	<p><b>CONSTRUCTION IN CARD</b> Investigating mask making traditions from Africa and building skills in constructing three dimensional forms.</p>	<p><b>GCSE LEAD IN PROJECT</b> Individual subject teacher decided project that develops skills introduced across KS3 and reinforces the assessment objectives from KS4. Student autonomy over outcome, format, media and contextual links.</p>
<p>KS3 Y9 TEXTILES</p>	<p><b>PROTEST BAG</b> Students design and make a bag with a protest message after looking at Bob and Roberta Smith, Banksy and Emin. Processes include applique, heat dying, stencilling and construction.</p>	<p><b>DESIGN AND TECHNOLOGY</b> - Please see the POS for DT</p>
<p>KS4 Y10 ART, TEXTILES &amp; GRAPHICS</p>	<p><b>COMPONENT 1 - Portfolio (60%)</b> Unit 1: Teacher structured unit to introduce students to how an art project/theme can be developed from several initial starting points. Students are given more freedom to explore individually pathways as the unit progresses. Emphasis is on skill and confidence building and allowing students to experience the process of art making covering all 4 exam board assessment objectives.</p>	<p><b>COMPONENT 1 - Portfolio (60%)</b> Unit 2: Students are given the choice of between 4 - 8 starting points for a project. Students are guided through their work with individual tutorials and encouraged to maintain their pace with interim deadlines.</p>

<p><b>KS4 Y11</b> ART, TEXTILES &amp; GRAPHICS</p>	<p><b>COMPONENT 1 - Portfolio (60%)</b> Unit 2: Continued. Project culminates in a 5hr mock exam in which students should produce their final outcome. All work for Unit 1 and 2 must be complete by the end of the Michaelmas term and ready for internal assessment.</p>	<p><b>COMPONENT 2 - Externally Set Assignment</b> Set by the exam board and marked internally. Papers available from 2nd Jan - 10hr final exam in which final outcome(s) must be produced.</p>
<p><b>KS5 Y12</b> ART &amp; GRAPHICS</p>	<p><b>UNIT 1 - DISTORTION</b> Internally set unit of work designed to push students' understanding of 'what is art?' and encourage high quality drawings, recording and thinking skills. Students work to internal deadlines set and agreed by staff.</p>	<p><b>COMPONENT 1 - Personal Investigation (60%)</b> Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation</p>
<p><b>KS5 Y13</b> ART &amp; GRAPHICS</p>	<p><b>COMPONENT 1 - Personal Investigation (60%)</b> The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p>	<p><b>COMPONENT 2 - Externally Set Assignment</b> Set by the exam board and marked internally. Papers available from 1st Feb - 15hr final exam in which final outcome(s) must be produced.</p>