



		Weeks 1 – 7	Weeks 8 – 14	Weeks 15 – 20	Weeks 21 – 26	Weeks 27 – 32	Weeks 33 – 39
		Autumn 1 Ass 1 deadline:	Autumn 2 Ass 2 deadline:	Spring 3 Ass 3 deadline:	Spring 4 Ass 4 deadline:	Summer 5 Ass 5 deadline:	Summer 6 Ass 6 deadline:
Y E A R 7	Content	The Formal Elements – what is Tone and Line?	The Formal Elements – what is Colour Theory?	The Formal Elements – Shape	What’s in a face?	Picasso and Portraiture	Containers
	Key vocabulary	Tone, line, shape, observation, detail, proportion, gradation, continuous, colour.	Colour, colour wheel, primary, secondary, tertiary, warm and cool colours, complementary, harmonious, control, accuracy, tint, shade, line shape, foreground, background.	Shape, papercut, collage, line, design, colour, observe, develop.	Portrait, guidelines, proportion, shape, features, line, tone, colour, texture, media,	Cubism, portraiture, viewpoint, facial features, profile, scale, colour, emotion, pastel, low-relief, media.	Container, coil, slab, pinch, score, slip, texture, pattern, shape, media, decorate, function, colour.
	Key knowledge	<p>Students will be exploring the following questions:</p> <ul style="list-style-type: none"> What is Tone? How can we improve accuracy in our drawing skills? How can we use tone to help make drawings look 3D? What is Line? Can you explore continuous line techniques? Can you use continuous line to produce a self-portrait? How do we develop brush control? 	<p>Students will be exploring the following questions:</p> <ul style="list-style-type: none"> What is the Colour Wheel? Can I mix colours accurately? Can I paint with care and control? Can I make tints and shades of a colour? Can I investigate and respond to the work of Patrick Caulfield? Can I produce a painting inspired by the work of Patrick Caulfield? Can I demonstrate good brush control? 	<p>Students will be exploring the following questions:</p> <ul style="list-style-type: none"> Can I produce a range of leaf shape studies working from secondary sources? Can I produce a research page on the artist Henri Matisse? Can I design a papercut inspired by the work of Matisse? Can I prepare the backgrounds needed to create a papercut? Can I make a papercut demonstrating strong design and motor skills? Can I show a link between my work and that of Matisse’s 	<p>Students will be exploring the following questions:</p> <ul style="list-style-type: none"> How do we draw a face? Can I draw a self-portrait? Can I use media to add colour, tone and detail? Can I make a paper-paste background? Can I use acrylic paint to add colour and texture to my portrait? 	<p>Students will be exploring the following questions:</p> <ul style="list-style-type: none"> Can I investigate and respond to the work of Picasso? Can I design a cubist-style portrait exploring different viewpoints? Can I use oil pastels successfully to add colour? Can I create a low-relief portrait using paper-pulp? Can I add colour using acrylic paint? Can I use colour to convey emotion? 	<p>Students will be exploring the following questions:</p> <ul style="list-style-type: none"> Can I make a coil pot? Can I make a pinch pot? Can I design a container inspired by Greek Pottery? Can I design a container inspired by Chinese Blue and White Pottery? Can I demonstrate competence with the media to paint my clay container?
	Curriculum links	The content within this project are the main foundations of art within Secondary School. All techniques and keywords will be used at some point throughout the entire Key Stage 3 course.	<p>The Formal Elements – what is Tone and Line? How do we develop brush control?</p> <p>The Formal Elements – Shape Can I investigate and respond to the work of an artist?</p>	<p>The Formal Elements – what is Colour Theory? Can I investigate the work of an artist? Can I paint with care and control? Can I mix colours accurately?</p> <p>Picasso and Portraiture Can I use shapes successfully to create a Cubist portrait?</p>	<p>The formal elements- what is Colour Theory? Can I mix colours accurately?</p> <p>Picasso and Portraiture Can I design a cubist-style portrait exploring different viewpoints?</p>	<p>What’s in a face? How do we draw a face?</p> <p>The Formal Elements – Shape Can I explore a range of shapes within my Cubist portrait?</p> <p>Containers Can I demonstrate competence with media to paint?</p>	<p>The Formal Elements – what is Tone and Line? How can we improve accuracy in our drawing skills?</p> <p>How can we use tone to help make drawings look 3D?</p>
Cultural Capital	Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary.	Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Use of subject specific vocabulary. Exploring specific art movements within Britain; Pop Art.	Exploring specific art movements within Europe; Fauvism	Exploring the process of personal ideas. What makes us unique? How do we represent different cultures and Nationalities within a portrait? Discussion relating to PSHE- Prejudice and Discrimination; why shouldn’t we judge people by how they look?	Exploring specific art movements within Europe; Cubism Discussion relating to PSHE- Prejudice and Discrimination; why shouldn’t we judge people by how they look?	How can the artwork produced of Ancient Greece inform and develop our creativity in today’s culture? Trade deals created between the East and West during the Ming Dynasty- how did this impact the fine china industry within Britain?	



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Y E A R 8	Content	'Aboriginal Art' - Can I investigate and respond to the Art, Craft and Design of Aboriginal Culture?	'Hundertwasser Houses' - Can I design and paint a building inspired by the work of Hundertwasser? Can I turn my two-dimensional drawing into a clay relief tile?	'Sea Life' - Can I draw accurately from direct observation and demonstrate competency using a range of media? Can I explore printmaking techniques?	'Sea Life' cont. 'The Figure' - understanding proportions	'Zentangle Still life fruit bowl' Can I produce an accurate Still Life drawing of a fruit bowl? Can I use a variety of Zentangle designs to create a black and white background? (AO3, AO2, AO4)	'Isle of Wight Festival Posters' - Exploring Graphic Design and Composition. Can I design and make a festival poster showing clear links to Psychedelic Art and Art Nouveau?
	Key vocabulary	Research, pattern, symbol, design, warm colours, develop, refine, explore.	Research, investigate, respond, explore, architecture, feature, colour, line, shape, concentric, layer, texture, layer, foreground, mid-ground, background.	Observation, line, colour, texture, tone, shape, detail, media, scale, printmaking, mono-print, press-print, register, record	Observation, line, wire, manipulation, collaboration Figurative, proportion, shape, observation, line, distortion, media, sculpture, 3D	Still Life, Vanitas, observe, record, line, tone, colour, pattern, shape, texture, media, detail, design, contrast.	Psychedelic Art, Art Nouveau, design, typography, imagery, colour, line, shape, natural forms, media, Graphic Communication
	Key knowledge	Students will be exploring the following questions: <ul style="list-style-type: none"> What is Aboriginal Art? Can I present my findings and research? Can I develop design ideas and use imagery and symbols to tell a story? Can I present a final response through the medium of paint? 	Students will be exploring the following questions: <ul style="list-style-type: none"> What is the Colour Wheel? Can I mix colours accurately? Can I paint with care and control? Can I make tints and shades of a colour? Can I investigate and respond to the work of Patrick Caulfield? Can I produce a painting inspired by the work of Patrick Caulfield? Can I demonstrate good brush control? 	Students will be exploring the following questions: <ul style="list-style-type: none"> Can I record accurately from direct observation? Can I use a range of media with competence and confidence? Can I make a mono-print? Can I make and register a press-print? Can I use mono-printing to record from observation? 	Students will be exploring the following questions: <ul style="list-style-type: none"> What is the eight-head cannon system? Can I produce accurate observational studies of the figure? Can I explore different drawing techniques such as continuous line? 	Students will be exploring the following questions: <ul style="list-style-type: none"> What is a Still Life? Can I create a still life study of a fruit bowl? Can I mix a variety of tints and shades and apply these with care and accuracy when painting? Can I explore a variety of Zentangle patterns to create a background? 	Students will be exploring the following questions: <ul style="list-style-type: none"> What is Psychedelic Art? How does it link to Art Nouveau? Can I hand-render text accurately exploring typefaces and shape? Can I explore different colouring techniques? Can I produce 2 design ideas showing clear links to Psychedelic art and Art Nouveau? Can I enlarge, develop and refine my favourite design? Can I make appropriate choices with regards to colour and media?
Curriculum links (Backwards as well as forwards)	'The Formal Elements – what is Colour Theory?' - Students will build on their knowledge of Colour theory by further developing their understanding of mixing colours and creating tints and shades. 'Decorated Skin' Links to use of pattern within these units. How can patterns enhance our composition? Exploring patterns	'Containers' - Students will build on their previous knowledge of how to work with clay. 'Zentangle Still Life' - Students will continue to develop their fine motor skills by exploring brush control within the next project. 'Formal Elements' - links to all three projects studied at the beginning of year 7.	'Zentangle Still Life' - Students will continue to develop their observational drawing skills by looking carefully and accurately copying an image. Students will continue to develop their understanding of how to draw from three dimensional objects (direct observation). 'Bugs' - Students will experiment with a range of printing techniques that will be	The Formal Elements- What is Tone and Line' - Students will build on their previous knowledge of how to draw a figure using the correct proportions.	'The Formal Elements – what is Colour Theory?' - Students will build on their knowledge of Colour theory by further developing their understanding of mixing colours and creating tints and shades. 'Decorated Skin' - Links to use of pattern within these units. How can patterns enhance our composition? Exploring patterns used in different cultures around the world.	'The Formal Elements' - links to colour theory, shape and composition.	



		used in different cultures around the world.		developed further within the bugs project in Year 9.			
	Cultural Capital	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Verbal communications used during demonstrations, introductions and end of lesson evaluations. Understanding the wide range of cultural influences that shape the culture of others. 	<ul style="list-style-type: none"> Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Exploring different jobs within the creative industry- Architecture. 	<ul style="list-style-type: none"> Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Awareness of the world around us- discussions around pollution/climate change and how this is affecting our planet. 	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. How did the effects of WW2 impact the work of Giacometti- awareness of political, moral and ethical issues? 	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Exploring modern vanitas- How might we use every day 'rubbish' to create beautiful works of art? 	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Links to local culture- Isle of Wight Festival, past and present.
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Y E A R 9	Content	'Lino Bugs' Can I draw accurately from direct observation and use these drawings to design and produce a linocut print?	'Lino Bugs cont.' Can I draw accurately from direct observation and use these drawings to design and produce a linocut print? Can I register a clean print from my linocut design. Can I use my design to create an effective group display.	Pop Art Food Can I research an art movement and produce a series of artist research sheets which show analysis of the artist's work and are presented in a way which reflects the artists' style? Can I use clay to produce my own piece of sculpture that links with the Pop art movement? Can I work with control and accuracy?	'Pop Art Food cont.' Can I use clay to produce my own piece of sculpture that links with the Pop art movement? Can I select appropriate media to create my three dimensional response.	'Decorated Skin' Can I investigate and respond to the work of sculptor – Ben Jones? Can I work collaboratively with my peers? Can I produce a 3D sculpture inspired by his work?	'Decorated Skin cont.' Can I explore a range of patterns and decorate my 3D sculpture with accuracy. 'Eyes'- 5 week mini project Can I explore the subject matter 'eyes' through a range of different media techniques?
	Key vocabulary	Observation, line, colour, texture, tone, shape, detail, media, scale, printmaking, Lino-print, register, record	As previous	Observation, analyse, colour, texture, coil, slab, pinch, score, slip, texture, pattern, shape, media, decorate, colour.	As previous	Pattern, repetition, colour, contrast, shape, detail, model, mould, 3D, analyse,	Eyes, colour, tone, line, printmaking, monoprint, transfer, collage, accuracy, mixed media.



	Key knowledge	<ul style="list-style-type: none"> Can I record accurately from direct observation? Can I use a range of media with competence and confidence? Can I make a lino print? Can I register a successful print? Can I use lino-printing to record from observation? 	As previous	<ul style="list-style-type: none"> Can I produce a well presented and researched artist sheet and work in their style? Can I analyse the work I have produced? Can I produce a series of observational drawings of food? 	<ul style="list-style-type: none"> Can I work with clay to produce a sculpture? Can I explore other 3D materials to create interesting sculpture 	<ul style="list-style-type: none"> Can I produce a series of patterns that is inspired from other cultures? Can I use a range of media with competence and confidence? Can I use plaster of Paris to create a mould? Can I paint skilfully onto a 3D model? 	<ul style="list-style-type: none"> Can I produce an accurate copy of an eye following step-by-step instructions. Can I develop my use of tone through the application of colour? Can I create a clean and accurate mono print? Can I select a range of different hues to create an accurate collage of an eye?
	Curriculum links (Backwards as well as forwards)	<p>'Sea Life'- Students will continue to develop their observational skills and printing technique.</p> <p>'Natural forms' - Students will build on their previous knowledge of observational skills and continue to explore a wider range of natural forms.</p>	As previous	<p>'Containers'- Students will build on their previous knowledge of how to work with clay.</p> <p>'Cells and Natural forms'- Students will begin to learn about the way a GCSE project is created.</p>	As previous	'Zentangle Still life fruit bowl' Students will continue to explore the use of pattern and mark making within their artwork.	<p>'The Formal Elements'- links to colour theory, line and tone.</p> <p>'Cells and Natural forms'- Students will begin to learn about the way a GCSE subject matter can be developed in many different ways.</p>
	Cultural Capital	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. 	As previous	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Knowledge of other cultures and their traditions. 	As previous	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Knowledge of other cultures and their traditions. 	<ul style="list-style-type: none"> Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment and individuals. Use of subject specific vocabulary. Knowledge of other cultures and their traditions.
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	Content	<p>'Cells and Circles'- Artist research</p> <p>-Klari Rees</p> <p>-Angela Canada Hopkins</p>	<p>'Cells and Circles'- Observational drawings cont.</p> <p>Workshop</p> <ul style="list-style-type: none"> Gelli Prints 	<p>'Cells and Circles'- Workshops cont.</p> <ul style="list-style-type: none"> Marbling Monoprinting Pen & Wash Textiles 	<p>'Cells and Circles'- Circle compositions using samples from each workshop.</p> <p>Collaborative work.</p> <p>Clay vessel designs & Build</p>	<p>Natural Forms- Karl Blossfeldt Artist Research</p> <p>Gelatine Prints</p>	<p>'Natural Forms' –Georgia O'Keeffe Artist Research.</p> <ul style="list-style-type: none"> Enlargement of observational images- exploration of media



Y E A R 1 0		<p>‘Cells and Circles’- Observational drawings</p> <ul style="list-style-type: none"> • Batik • Silk painting 					<ul style="list-style-type: none"> • Artist Response – Macro shot photography / Close-up oil pastel response.
	<p>Key vocabulary</p>	<p>Circles, concentric, abstract, colour, microscope, microscopic, biology, science, colour, Bacteria, Petri dish</p>	<p>Observation, tone, line, drawing, accuracy, Printmaking, register, transfer, design, composition, wax, textile art</p>	<p>Mixed media, prepared papers, grounds, tone, detail, abstract, textile art</p>	<p>Composition, collaboration, design, vessel, clay, manipulate, resolve</p>	<p>Natural Forms, Investigate, respond, analyse, photography, magnify, detail, monochrome, media, printmaking.</p>	<p>Enlarge, Close-up, Zoom-in, viewfinder, media, blend, smooth, tone, detail, layer, texture, surface, media, natural forms, investigate, analyse, respond.</p>
	<p>Key knowledge</p>	<ul style="list-style-type: none"> • Can I investigate and respond to the work of Klari Rees/ Angela Canada Hopkins? • Can I produce a written analysis of the artist’s work? • Can I evaluate the successes and areas for improvement in my own work? • Can I respond to the art, craft and design of different times, cultures and places? • Can I record accurately from observation? • Can I explore a range of media? • Can I show competence and control and make appropriate media choices? • Can I present my work with care and consideration? 	<ul style="list-style-type: none"> • Can I explore a range of media? • Can I show competence and control and make appropriate media choices? • Can I present my work with care and consideration? • Can I make appropriate media choices? • Can I show competence and control in my use of media? • Can I demonstrate knowledge of relationships between colours? • Can I present my work with care and consideration? • Can I master new techniques following workshop tutorials? 	<ul style="list-style-type: none"> • Can I explore a range of media? • Can I show competence and control and make appropriate media choices? • Can I present my work with care and consideration? • Can I make appropriate media choices? • Can I show competence and control in my use of media? • Can I demonstrate knowledge of relationships between colours? • Can I present my work with care and consideration? • Can I master new techniques following workshop tutorials? 	<ul style="list-style-type: none"> • Can I show development of ideas towards a final resolve? • Can I refine my ideas through exploration of media? • Can I evaluate and comment upon the success and areas for development within my design ideas? 	<ul style="list-style-type: none"> • Can I investigate and respond to the work of Karl Blossfeldt? • Can I make and present a Gelatine print? • Can I produce a written analysis of the artist’s work? • Can I evaluate the successes and areas for improvement in my own work? 	<ul style="list-style-type: none"> • Can I investigate and respond to the work of Georgia O’Keeffe? • Can I use a camera to take a clear and detailed macro shot of natural forms? • Can I use a viewfinder to select an interesting composition? • Can I develop my understanding of different media by successfully exploring colour and blending with oil pastels to create different tones?
<p>Curriculum links (Backwards as well as forwards)</p>	<p>‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc.</p> <p>Students should be familiar with analysing and evaluating the work of other artists, designers and craftspeople from several projects across KS3.</p>	<p>‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc.</p> <p>Students should be familiar with analysing and evaluating the work of other artists, designers and craftspeople from several projects across KS3</p>	<p>‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc.</p> <p>Students should be familiar with analysing and evaluating the work of other artists, designers and craftspeople from several projects across KS3</p> <p>Moving forwards students will further develop and refine their chosen idea to produce a final piece and realise their intentions.</p>	<p>‘The Formal Elements’ - Use of key skills – line, tone, colour, shape, etc.</p> <p>Students should be familiar with analysing and evaluating the work of other artists, designers and craftspeople from several projects across KS3</p> <p>Moving forwards students will further develop and refine their chosen idea to produce a final piece and realise their intentions.</p>	<p>Students should be familiar with analysing and evaluating the work of other artists, designers and craftspeople from several projects across KS3 and their previous coursework project – ‘Cells and Circles’</p> <p>Students will further develop their knowledge and experience of printmaking techniques – as previously explored through monoprinting and press-printing in the Sea Life Unit covered in Yr8 and lino cuts in their Insects unit completed in Yr9.</p> <p>Moving forwards students will have the opportunity to take inspiration from the</p>	<p>Students have previously experienced working with oil pastels within several KS3 projects. They will develop these skills further by learning how to blend using cotton buds and thinning medium such as baby oil.</p>	



						work of Blossfeldt when developing their own ideas towards producing a final response.	
	Cultural Capital	<p>Knowledge of curriculum links between Art and Science.</p> <p>Development of modern medicine- How modern research can help with the development of medicine, vaccines and cures.</p> <p>Interaction with peers.</p> <p>Developing an understanding of the origins of art and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Photography techniques.</p>	<p>Interaction with peers.</p> <p>Developing an understanding of the origins of art and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Photography techniques.</p>	<p>Interaction with peers.</p> <p>Developing an understanding of the origins of art and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Photography techniques.</p>	<p>Interaction with peers.</p> <p>Developing an understanding of the origins of art and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Photography techniques.</p>	<p>Interaction with peers.</p> <p>Developing an understanding of the origins of art and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on Photography techniques.</p>	<p>Interaction with peers.</p> <p>Developing an understanding of the origins of art and value of codes and conventions.</p> <p>Respect for the environment, equipment and individuals.</p> <p>Use of subject specific vocabulary.</p> <p>Knowledge of another artist and their impact on painting techniques.</p> <p>Verbal communications used during demonstrations, introductions, and end of lesson evaluations.</p> <p>Students will be made aware of how Georgia O'Keeffe shaped feminist style in Art.</p>
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Y E A R	Content	<p>'Natural Forms' – Observational drawings.</p> <p>'Natural Forms'- Developing ideas.</p>	<p>'Natural Forms'- Developing Ideas</p> <p>'Natural Forms'- Producing a final response.</p>	<p>Controlled assessment ('Exam')</p> <p>Investigate a chosen theme from a paper issued in January. Select, research and record information / analyses on several established photographers (or styles) associated with this theme.</p> <p>Experiment and begin to plan a response to these investigations, according to the 4 AOs on the GCSE Art and Design assessment criteria.</p> <p>They will use the Spring term to produce the necessary sheet work in preparation for the 10 hour exam.</p>	<p>Controlled assessment ('Exam')</p> <p>Finish Investigations on chosen themes from paper issued in January.</p> <p>Plan and produce appropriate outcomes in response to these investigations, according to the 4 AOs on the GCSE Art, Craft and Design assessment criteria.</p> <p>Execute plan: complete photoshoot, edit; present; evaluate outcomes.</p> <p>They will use the Spring term to produce the necessary sheet work in preparation for the 10 hour exam.</p>	GCSE 10 HOUR EXAMINATION BEGINS.	
	Key vocabulary	Observation, line, tone, colour, shape, proportion, media, flora, fauna, develop, explore, refine, respond.	Observation, line, tone, colour, shape, proportion, media, flora, fauna, develop, explore, refine, respond.	Independent, Observational, Assessment, Objectives, Media, Experiment, Detail, Layer, Refinement, Intentions, Media, Investigate, Analyse, Respond.	Independent, Observational, Assessment, Objectives, Media, Experiment, Detail, Layer, Refinement, Intentions, Media, Investigate, Analyse, Respond.		



<p>1 1</p>	<p>Key knowledge</p>	<ul style="list-style-type: none"> Can I produce a series of observational studies, based on a specific theme within natural forms, e.g., fruit & veg, flora & fauna, Sea Life etc. Can I develop a range of ideas for a final piece which show clear links to the artists studied? Can I develop and refine my final idea through the exploration of media? Can I evaluate and comment upon the success and areas for development within my design ideas? 	<ul style="list-style-type: none"> Can I refine my ideas through exploration of media? Can I evaluate and comment upon the success and areas for development within my design ideas? Can I realise my intentions and produce a final response? Can I provide written analysis and evaluation of my work? Can I refine and improve my work? 	<ul style="list-style-type: none"> Can I investigate and record appropriate information on selected artists, designers and craft makers? Can I select an appropriate theme for my final assessment? Can I successfully plan and realise intentions? Can I review, refine and adapt my work? Can I evaluate my own work? 	<ul style="list-style-type: none"> Can I investigate and record appropriate information on selected artists, designers and craft makers? Can I select an appropriate theme for my final assessment? Can I successfully plan and realise intentions? Can I review, refine and adapt my work? Can I evaluate my own work? 		
	<p>Curriculum links (Backwards as well as forwards)</p>	<p>Moving forwards students will use this process of composition ideas – developing and refining this idea further and producing a final response in their Exam unit.</p>	<p>Moving forwards students will use this process of composition ideas – developing and refining this idea further and producing a final response in their Exam unit.</p>	<p>To complete a rich and exciting exam portfolio students will draw upon the following skills that they have learnt throughout the course:</p> <ul style="list-style-type: none"> Self-organisation skills. Experimentation with media. Compositional choices. Making further connections to the work of other artists and designers. Time management. 	<p>To complete a rich and exciting exam portfolio students will draw upon the following skills that they have learnt throughout the course:</p> <ul style="list-style-type: none"> Self-organisation skills. Experimentation with media. Compositional choices. Making further connections to the work of other artists and designers. Time management. 		
	<p>Cultural Capital</p>	<p>Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment, and individuals. Use of subject specific vocabulary. Verbal communications used during demonstrations, introductions, and end of lesson evaluations.</p>	<p>Interaction with peers. Developing an understanding of the origins of art and value of codes and conventions. Respect for the environment, equipment, and individuals. Use of subject specific vocabulary. Verbal communications used during demonstrations, introductions, and end of lesson evaluations.</p>	<p>Creating artwork from looking at a variety of cultures. Looking at Artist backgrounds and cultures and how this may affect their work.</p>	<p>Creating artwork from looking at a variety of cultures. Looking at Artist backgrounds and cultures and how this may affect their work.</p>		