

# HONLEY HIGH SCHOOL

## CURRICULUM GUIDE 2023-2024

### ART & DESIGN

# PHOTOGRAPHY & TEXTILES (KS4)

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STRIVE FOR THE HIGHEST





# Art Year 7

## AUTUMN 1

### STREET ART

An introductory unit, allowing us to establish students' understanding of key skills such as line, texture, shading and use of tonal gradation and colour-blending - providing a foundation to build on, using basic drawing materials. Students will create their own name in a vibrant Street Art inspired design.

#### Prior Learning

KS2- Knowledge and drawing skills.

### CAREERS LINKS

Fine Artist, Photographers, Mixed Media Artist. Shoe Designers, Sculptors, Puppet Makers, Animators

## AUTUMN 2

### COLOUR

Students will initially develop practical skills in brush control, handling watercolour paint and colour mixing. Understanding basic colour theory in order to be able to apply their knowledge and use colour selectively.

### PORTRAITURE

Student will learn about the fundamental elements of proportions and facial features, resulting in an observational drawing.

#### Prior Learning

KS2- Knowledge and painting skills.

### CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) when creating independent photographic responses.

## SPRING 1

### POLINA BRIGHT

Taking inspiration from contemporary portrait artist Polina Bright, students will create a stylized oil pastel mono printed portrait. Investigating how the artist uses mark-making to create tone in portraiture. Development of observational skills and how to create tone using a varied range of marks and tonal water colour painting.

#### Prior Learning

KS2- Knowledge and drawing skills.  
Y7 Street Art- line, tone, shape, shading, mark making.

## SPRING 2

### MICROWORLDS

Research into the multi-colour illustrations of animals and sea creatures of Ernst Haeckel and Yellena James will act as inspiration for this unit of work. Further development of observational skills, creating tone using white on black drawing.

#### Prior Learning

Y7 Polina  
Y7 Colour- Colour theory, tone, pattern

## SUMMER 1

### MICROWORLDS

Students will create a personal response combining inspiration from the styles of Yellena James and Haeckel. Students will be required to combine ideas, materials and processes explored within work created earlier within the Microworlds project.

### RUTH PIPER

Students will conduct an artist analysis of Ruth Piper's 'Dream Maps', exploring the connections between abstract art and the real world, before designing their own artist inspired Dream Map.

#### Prior Learning

Y7 Polina Bright  
Y7 Colour  
Y7 Miro Worlds- Fine detail, artist studies

### KEY ASSESSMENT DATES

Formative teacher assessment and guidance is ongoing through lesson, the entire year.

## SUMMER 2

### MIXED MEDIA TECHNIQUES

A series of process-led lessons, introducing a variety of materials and techniques, to include layered tissue paper, felt tips used for layering and washout, and oil pastel sgraffito. Students are encouraged to experiment with taught techniques to develop and refine their use of variety of materials. Working towards a mixed media outcome, based on the built environment, and referencing artist Ruth Piper's 'Dream Maps'.

#### Prior Learning

Y7 Polina Bright, Colour, Miro Worlds, Y7 Mixed Media

Summative assessment takes place after each half terms work.

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Art Year 8

## AUTUMN 1

### CUBIST SCULPTURE

Students will be introduced to the Cubist portraits artworks of Pablo Picasso and use this work as inspiration for their own Cubist inspired paper sculpture. The sculptures will need to be personal artworks that is creative but also continue to investigate the key ideas of fragmented portraiture. Sculptures will be embellished with a range of mark making and fine details.

**Prior Learning**  
Y7 Polina Bright  
Y7 Colour

## AUTUMN 2

### CUBIST PORTRAIT

Students will translate their Cubist portrait drawing into an observational drawing. After observing a range of viewpoints, the drawings that appear fragmented and abstracted. Artworks will be made using drawing materials, re-establishing drawing fundamentals of line, tone, shading, texture and layering.

**Prior Learning**  
Y7 Polina Bright  
Y7 Colour  
Y8 Cubist Sculpture

## SPRING 1

### MYTHICAL BEASTS- MIXED MEDIA COLLAGE

Taking inspiration from Street Artist Alexis Diaz, students will produce their own complex mythical beast artworks. Through the collaging of printed images of medieval mythical creatures, students will create their own artworks. These collage designs will be embellished with a range of mark-making, colour and tones, using mixed media drawing materials and techniques

**Prior Learning**  
Y7 Mixed Media  
Year 8 Cubist Portrait-  
Cubism, abstract portraits

## SPRING 2

### MYTHICAL BEASTS- MIXED MEDIA INK PAINTING

Taking inspiration from their mythical beast collages and illustrator Ralph Steadman, students will create a mixed media artwork combining, gestural drawing, Indian ink, biro, crayons and acrylic paints. Students will over lay materials to create layers within their colour and mark making, creating depth within their artworks.

**Prior Learning**  
Y7 Colour  
Y8 Mythical Beasts

## SUMMER 1

### GRIDDED PORTRAIT DRAWING

Introduction to using grids within drawing to create accurate reproduction of portrait. Students will create their own gridded portrait observational drawing, combining accurate proportions, a range of tones and mark making.

**Prior Learning**  
Y7 Colour  
Y8 Mythical Beasts

## SUMMER 2

### CHUCK CLOSE PORTRAIT DRAWING

Chuck Close's colourful grided portraits will act as inspiration for student's personal artwork. Students will create an enlarged grided portrait, which also included colour and pattern that replicates Chuck Close's artwork. Students will have the choice of pencil crayon and/or water colour. Regardless of material choice, artworks will need to demonstrate accurate control, variety of colours and range of tones. Student may also have an opportunity to develop their work into a larger scale oil pastel artwork.

**Prior Learning**  
Y8 Mythical Beasts

## CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

## CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

## KEY ASSESSMENT DATES

Formative teacher assessment and guidance is ongoing through lesson, the entire year.

Summative assessment takes place after each half terms work.

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Art Year 9

## AUTUMN 1

### IDENTITY - PORTRAITURE

Students will start Year 9 producing a detailed and accurate portrait pencil drawn portrait using the gridding method. This project builds onto the fundamental basics of drawing with an enhanced focus to use of ranges of drawing pencils, line weight, accuracy, range of tones, directional mark making and facial proportions. This work is support with artist research on Teesha Moore, leading into future work.

#### Prior Learning

Y8 – Chuck Close – Artist Analysis

## CAREERS LINKS

Fine Artists, Photographers, Mixed Media Artists, Shoe Designers, Sculptors, Puppet Makers, Animators

## AUTUMN 2

### IDENTITY - TEESHA MOORE

Using the gridded portrait from last half term as a starting point, students will create a personal collage, based on the mixed media artist Teesha Moore. This project includes elements of mind-mapping, typography, compositional arrangements, and pattern. Completed collages can then lead into large scale drawing using tonal oil pastel and ink resist.

#### Prior Learning

Y8 - Mythical Beasts  
Y8 - Chuck close  
Y9 - Portraiture

## SPRING 1

### NATURE - BLACK AND WHITE LANDSCAPE PAINTING

Students will learn how to mix acrylic paint, apply paint using a range of techniques, layer materials, compose and develop a piece of landscape artwork referencing the work of landscape photographer Ansel Adams.

#### Prior Learning

Y7 - Colour  
Y8 - Mythical Beasts

## CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues).  
Autonomy (intellectual virtues) when creating independent photographic responses.

## SPRING 2

### NATURE - BLACK AND WHITE LANDSCAPE PAINTING

Students will produce a monochrome landscape acrylic painting through non-traditional painting methods and materials, referencing techniques covered in the previous half-term.

### NATURE – OBSERVATIONAL DRAWING

Students will be guided through creating an A3 observational study of a subject from the natural world, utilising their previous drawing skills at a larger and more ambitious scale.

#### Prior Learning

Y9 - Identity- Line drawing, proportions, line weight, attention to details.  
Landscape Painting- tone, mark making, gestural lines

## SUMMER 1

### NATURE – MONO PRINTING

A series of process-led lessons, introducing mono printing using printing inks. Students will take inspiration from their observational studies to create their own prints. These artworks will be combined with drawings inspired by print artist Angie Lewin, to create a personal design for a block print.

#### Prior Learning

Y8 -Mythical Beasts- Mixed media artworks. Y9 - Nature- Artist analysis, artist response, colour theory, observational drawing

## KEY ASSESSMENT DATES

Formative teacher assessment and guidance is ongoing through lesson, the entire year.  
Summative assessment -after each half terms work.

## SUMMER 2

### NATURE – BLOCK PRINTING

A series of process-led lessons, introducing block printing using printing inks. Student will create a series of reduction block prints, using multiple colours, tones and layers of detail. This working process is recalled and developed during the first year of GCSE study giving the students an insight to the next stage of Art education.

#### Prior Learning

Y9 - Nature

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Art Year 10

## AUTUMN 1

### ARCHITECTURE

Mixed media artist Jon Measures acts as inspiration for the initial project of Y10 GCSE Art students who will analysis his multi layered architectural compositions of buildings before creating their own artworks using collage, drawing, mono printing, and mixed media.

**Prior Learning**  
Y9 - Nature

## AUTUMN 2

### ARCHITECTURE

Students will use their own artworks from the first half-term to design a block print design. Use reduction printing to create layers of colour and textures within their prints. The printing process is followed by a series of workshop focused on mixed media techniques. Students will also have an opportunity to develop personal artworks using a taught technique of their own choice.

**Prior Learning**  
Y9 - Nature

## SPRING 1

### SELF-IMAGE

Initially using photographer Rankin as inspiration, students will complete a photoshoot to capture expressive portraits of each other. These primary images will then be 'destroyed' using a wide variety of material and processes (including wire work, biro drawing, texture drawing and font design), aiming to increase students' ability to explore ideas and take creative risks. The abstracted figures of painter Christiane Spangenberg will act as an initial inspiration for exploring experimental drawings.

**Prior Learning**  
Y9 - Teesha Moore  
Y10 - Architecture

## SPRING 2

### SELF-IMAGE

Following on from primary photos and drawings, students are introduced to the work of expressive painter Jean-Michel Basquiat. Informed by a short series of painting workshops, students will need to use their primary photos to create their own artwork to the figurative work of Basquiat. This also provide the opportunity to combine artistic influences, ideas, materials and processes explored within this project to create a highly personal and meaningful response to the theme 'Self Image'

**Prior Learning**  
Y9 - Landscape painting  
Y10 - Architecture

## SUMMER 1

### SELF IMAGE

Students will create a highly personal and meaningful response to the theme 'Self Image', using relevant images, materials and processes, to realise their own intentions.

### OUR WORLD

Taking inspiration from their own research and primary studies, students will explore the theme 'Our World'. Students will need to demonstrate an ability to record their observations and refine their ideas.

**Prior Learning**  
Y10 - Architecture

## SUMMER 2

### OUR WORLD

Using the imagery from the previous half-term, students will need to work with an increased amount of independence, developing a personal concertina book inspired by the theme of 'Our World'. Students will make visual responses that take inspiration from their chosen artist(s) in suitable materials.

**Prior Learning**  
Y10 - Our World

## CAREERS LINKS

Fine Artist, Photographers, Mixed Media Artist. Shoe Designers, Sculptors, Puppet Makers, Animators

## CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

## KEY ASSESSMENT DATES

Summative assessment takes place every 4 weeks. Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing

Mock Exam June

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Art Year 11

## AUTUMN 1

### OUR WORLD: EXTENDED PROJECT

A personal project that shows explicit coverage of the four assessment objectives. It must evidence the journey from initial engagement to the realisation of intentions.

#### Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

### CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

## AUTUMN 2

### PORTFOILO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

#### Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

### CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

## SPRING 1

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## SPRING 2

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

### KEY ASSESSMENT DATES

Coursework is constantly reviewed throughout lessons with verbal feedback. Summative assessment takes place 4 weeks, combination of lesson and homework.

## SUMMER 1

### PORTFOILO PRESENTATION

Students will complete and improve their coursework and present their portfolio of artwork ahead of final submission for work before GCSE marking.

#### Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

Final Coursework Assessment - May 2023

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Photography Year 10

## AUTUMN 1

### SHAPE – SHAPE SAFARI AND FLETCHER BENTON

Students learn basics of using a digital camera and use shapes within the school environment to develop skills in composition, use of focus, tone, line and detail. Development of Photoshop skills using cropping, quick selection, curves, hue and saturation, black and white. Students study sculptor Fletcher Benton and use his work to inspire their own paper sculptures and photo shoot. Students also study compositional rules of photography to develop analytical and theoretical knowledge.

#### Prior Learning

Minimal knowledge of working of a camera from own personal use and editing packages online. Some Photoshop experience via ICT

## CAREERS LINKS

Fine Artist, Artist, Photographers, Mixed Media Artist, Shoe Designers, Sculptors, Puppet Makers, Animators

## AUTUMN 2

### SHAPE – VORTOGRAPHY

Students complete the Shape project with a creative take on a kaleidoscope by taking photos through a triangular mirror, results are edited on Photoshop using learnt methods from the start of the course

### TONE & LIGHT – EDWARD WESTON

Students start a new project based on the use of tone and light. They research Edward Weston and develop black and white still life images of vegetables. They experiment with lighting effects and use of tone within Photoshop.

#### Prior Learning

Developed knowledge of Photoshop from HT1. Students may have drawn from still life in Art classes at KS2

## CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

## SPRING 1

### TONE & LIGHT – SHADOW & LIGHT

Students select to research one of the following Photographers: George Hurrell, Annie Leibovitz or Lee Jefferies. They produce analysis of their work and then utilise their knowledge to experiment with various ways to produce shadows and different lighting effects within portraiture. There is a 5-activity carousel in which students work in groups to produce images using props and lighting effects. They then edit these in Photoshop. Students then extend their skills by experimenting with Photomontage, or connector images as another form of representing portraiture.

#### Prior Learning

Students may have experimented with shadow and lighting within Art, Drama or Science previously. They may have personal knowledge of the photographers selected.

## KEY ASSESSMENT DATES

Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing. Summative assessment over 4 weeks, combination of lesson and homework. Mock Exam to take place in June

## SPRING 2

### TONE & LIGHT – LANDSCAPE, FAYE GODWIN

Next to Portraiture, Landscapes are a fundamental part of Photography. Students will explore the work of Faye Godwin and take their own images of local landscapes. They will use Lighting Effects and Controls to subtly edit their work in the style of Faye Godwin using Photoshop.

#### Prior Learning

Students are likely to have taken landscape images on their phones and will now have comprehensive knowledge of compositional rules from the Shape Project in order to inform their work.

## SUMMER 1&2

### TEXT & TYPE

Students will be developing their knowledge and skills using the Text tool in Photoshop and combining it with craft-based imagery in a practical and digital project. They will make text from craft-based items that will then be photographed using lighting and digital editing tools. They will study the work of graphic designer David Carson and develop imagery based on Text and Font.

#### Prior Learning

Prior knowledge of Photoshop throughout the course so far

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Photography Year 11

## AUTUMN 1

### RURAL INDUSTRIAL

Students will produce imagery based on a range of artists and photographers that focus on the Rural and Industrial environment. They will use the school surroundings and their home surroundings to develop work on these themes using contemporary design ideas to merge the two together. They will look at blending imagery using the work of The Boyle Family and artist Paul Fowler as inspiration.

#### Prior Learning

Landscape photography in Y10 as part of Tone and Light project, use of basic Photoshop tools in Y10

## CAREERS LINKS

Fine Artists,  
Photographers, Mixed  
Media Artists, Shoe  
Designers, Artists,  
Sculptors, Puppet Makers,  
Animators

## AUTUMN 2

### PORTFOILO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

#### Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## CHARACTER LINKS

Respectful and honest  
feedback (moral virtues)  
given in peer assessment.  
Increased confidence and  
perseverance  
(performance virtues)  
Autonomy (intellectual  
virtues) when creating  
independent photographic  
responses.

## SPRING 1

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## KEY ASSESSMENT DATES

Coursework is constantly  
reviewed throughout  
lessons with verbal  
feedback.  
Summative assessment  
takes place 4 weeks,  
combination of lesson and  
homework.

## SPRING 2

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

**Final Coursework  
Assessment - May 2023**

## SUMMER 1

### PORTFOILO PRESENTATION

Students will complete and improve their coursework and present their portfolio of artwork ahead of final submission for work before GCSE marking.

#### Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**





# Textiles Year 10

## AUTUMN 1

### ARCHITECTURE

Mixed media artist Jon Measures acts as inspiration for the initial project of Y10 GCSE Art students who will analysis his multi layered architectural compositions of buildings before creating their own artworks using collage, drawing, mono printing and mixed media.

**Prior Learning**  
Y9 - Nature

## AUTUMN 2

### ARCHITECTURE

Students will use their own artworks from the first half-term to design a block print design. Use reduction printing to create layers of colour and textures within their prints. The printing process is followed by a series of workshop focused on mixed media techniques. Students will also have an opportunity to develop personal artworks using a taught technique of their own choice.

**Prior Learning**  
Y9 - Nature

## SPRING 1

### SELF-IMAGE

Initially using photographer Rankin as inspiration, students will complete a photoshoot to capture expressive portraits of each other's. These primary images will then be 'destroyed' using a wide variety of material and processes (including wire work, biro drawing, texture drawing and font design), aiming to increase students' ability to explore ideas and take creative risks. The abstracted figures of painter Christiane Spangenberg will act as an initial inspiration for exploring experimental drawings.

**Prior Learning**  
Y9 - Teesha Moore  
Y10 - Architecture

## SPRING 2

### SELF-IMAGE

Following on from primary photos and drawings, students are introduced to the work of expressive painter Jean-Michel Basquiat. Informed by a short series of painting workshops, students will need to use their primary photos to create their own artwork to the figurative work of Basquiat. This also provide the opportunity to combine artistic influences, ideas, materials and processes explored within this project to create a highly personal and meaningful response to the theme 'Self Image'

**Prior Learning**  
Y9 - Landscape painting  
Y10 - Architecture

## SUMMER 1

### SELF IMAGE

Students will create a highly personal and meaningful response to the theme 'Self Image', using relevant images, materials and processes, to realise their own intentions.

### OUR WORLD

Taking inspiration from their own research and primary studies, students will explore the theme 'Our World'. Students will need to demonstrate an ability to record their observations and refine their ideas.

**Prior Learning**  
Y10 - Architecture

## SUMMER 2

### OUR WORLD

Using the imagery from the previous half-term, students will need to work with an increased amount of independence, developing a personal concertina book inspired by the theme of 'Our World'. Students will make visual responses that take inspiration from their chosen artist(s) in suitable materials.

**Prior Learning**  
Y10 - Our World

## CAREERS LINKS

Fine Artist, Photographers, Mixed Media Artist. Shoe Designers, Sculptors, Puppet Makers, Animators

## CHARACTER LINKS

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## KEY ASSESSMENT DATES

Summative assessment takes place every 4 weeks. Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing

Mock Exam June

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**



# Textiles Year 11

## AUTUMN 1

### OUR WORLD: EXTENDED PROJECT

A personal project that shows explicit coverage of the four assessment objectives. It must evidence the journey from initial engagement to the realisation of intentions.

#### Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## AUTUMN 2

### PORTFOILO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

#### Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## SPRING 1

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## SPRING 2

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## SUMMER 1

### PORTFOILO PRESENTATION

Students will complete and improve their coursework and present their portfolio of artwork ahead of final submission for work before GCSE marking.

#### Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

## CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

## CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

## KEY ASSESSMENT DATES

Coursework is constantly reviewed throughout lessons with verbal feedback. Summative assessment takes place 4 weeks, combination of lesson and homework.

Final Coursework Assessment - May 2023

*The timeline of projects might change slightly to better reflect student progress.*

**NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST**