

Curriculum on a page

Art and Design	Autumn Term	Spring term	Summer term	Assessment of learning	Enrichment opportunities / wider reading
<p><b>Year 7</b></p>	<p><b><u>Bugs, Butterflies, Blooms &amp; Birds – Nature Within Art &amp; Design</u></b></p> <p>We will be looking at nature within Art &amp; Design beginning with the formal elements of drawing and mark making using insects as inspiration to record.</p> <p>Our project will explore marking making, measured drawings alongside exploring and understanding the work of the artist E.A.Seguy and to produce work and research relating to the artist. This will be presented in sketchbooks. Research and exploration will result in studies of bugs and butterflies through drawing, watercolour and collage.</p> <p><u>Trip</u> – Shakespeare North Playhouse, tour and architectural drawing workshop.</p>	<p><b><u>Nature Within Art &amp; Design</u></b> <b><u>A Midsummer Night’s Dream – Mask Making</u></b></p> <p>From our visual inspiration of bugs and butterflies we will produce masks for the theatre/stage inspired by the fairies of A Midsummer Night’s Dream.</p> <p>Students will familiarise themselves with the play and will look at the characterisation of the fairies by bringing literature to life and using nature as inspiration to make masks. Pupils will learn and apply a variety of making, painting, collage and mark making techniques to produce their final outcome.</p> <p>Work will be selected for a digital exhibition of our “Penketh Creative’s” to be shared via social media and giving students the start to their creative CV.</p> <p><b><u>Reflect, Evaluate, Present:</u></b> Pupils will reflect on their learning in a written evaluation including: How their work links to AMSND, their creative decisions, the influence of Nature and the artists explored. Careers within the creative industries is embedded through careers research/leaflets and talks.</p>	<p><b><u>Bugs, Butterflies, Blooms &amp; Birds – Nature Within Art &amp; Design</u></b></p> <p>Pupils will be researching the artist Angie Lewin and will use flowers as inspiration.</p> <p>We will explore collage, sketching in pen and also work in wire to produce 3 dimensional forms and collaged objects.</p> <p>We will produce research pages on the artist and we will produce our own 2 dimensional designs linked to the artist. This will be presented out of sketchbooks so we may explore scale and proportion on collaged backgrounds.</p> <p>The research and exploration will result in students designing their own Angie Lewin response, which will have clear links to the artist’s work.</p> <p><b><u>Reflect, Evaluate, Present:</u></b> Pupils will reflect on their learning in a written evaluation including: How their work links to Lewin and their creative decisions, the influence of Nature and the artists explored. Careers within the creative industries are embedded through research/leaflets and talks.</p>	<p><b><u>Assessment:</u></b></p> <p>Students are given verbal feedback in lesson with use of non-verbal cues to gauge understanding and visual assessment of practical work. Students are given written and formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark.</p> <p>All work be preparing students for their next steps in creative education and is linked to AQA assessment criteria: AO1-Contextual Analysis AO2- Development of ideas AO3 –Visual research AO4 -Realisation</p>	<p><b><u>Careers research -</u></b> Further reading of leaflets: Fine artist, prop makers/set design, 3D Model Maker, Illustrator. Careers talks by industry specialists and practising artist, designer, craftspeople</p> <p><b><u>Enrichment:</u></b> Autumn: Origami - Christmas tree books. Community participation raising funds for a local charity. Spring: Art Installation – wire wreaths community display. Summer: Architectural model making – online group exhibition.</p> <p><b><u>“Penketh Creative’s”</u></b> Work will be selected for digital exhibitions, social media displays and physical displays within our studio to show our creative talents.</p>

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<p><b>Year 8</b></p>	<p><b><u>Industry &amp; Identity:</u></b> <b><u>Industry-</u></b></p> <p>We will be looking at the theme of Industry by studying the work of Eduardo Paolozzi and looking at illustration and paintings inspired by mechanical objects.</p> <p>Our project will explore pattern and repetition within the interlocking shapes of Paolozzi. We will study the work of the artist and we will produce research within our sketchbooks. This will inform our practice through drawing and mono-printing.</p> <p>The research will then be used to create small scale, low relief mechanical compositions and illustrating the surface of our structures. We will explore: Composition, Shape, Form, Layering &amp; Overlaps, Interlocking, Shading and Pattern.</p>	<p><b><u>Identity -</u></b> <b><u>Jasper Johns/Jaume Plensa Inspired</u></b> <b><u>Group Installation</u></b></p> <p>Our theme of identity will allow us to explore literacy and numeracy by studying the work of Jasper Johns and Juame Plensa. Studying the work of the artists we will produce research within our sketchbooks. This will inform our practice through drawing and small-scale paintings, referencing the work of Johns. This will develop into 3-dimensional letter and number outcomes which will culminate in a group installation. This will be displayed within our outer studio space, suspended within our central skylight referencing the work of Plensa work of Johns and Plensa.</p> <p>We will explore Text &amp; Typography: Composition, proportion, spatial awareness, scaling up, acrylic/watercolour blending, collage, graduated shading.</p> <p><b><u>Reflect, Evaluate, Present</u></b></p> <p>Students will reflect on their learning in a written evaluation including: How their work links to Johns/Plensa and their creative decisions. Careers within the creative industries is embedded through careers research/leaflets and talks.</p> <p><b><u>Trip</u></b> – Drawing day in Manchester</p>	<p><b><u>Identity -</u></b> <b><u>Francisca Prieto</u></b></p> <p>Pupils will be researching the work of graphic and origami artist Prieto.</p> <p>This project will allow students to develop their manipulative skills when producing origami with consideration of text, fonts, ,materials and composition. Students will produce research pages on the artist and produce their own designs linked to origami and layout. This research and exploration will result in them designing their own origami canvas</p> <p><b><u>Reflect, Evaluate, Present:</u></b></p> <p>Students will reflect on their learning in a written evaluation including: How their work links to Prieto and their creative decisions. Careers within the creative industries are embedded through research/leaflets and talks.</p>	<p><b><u>Assessment:</u></b></p> <p>Students are given verbal feedback in lesson with use of non-verbal cues to gauge understanding and visual assessment of practical work.</p> <p>Students are given written and formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark.</p> <p>All work be preparing students for their next steps in creative education and is linked to AQA assessment criteria: AO1-Contextual Analysis AO2- Development of ideas AO3 –Visual research AO4 -Realisation</p>	<p><b><u>Careers research -</u></b></p> <p>Further reading of leaflets: Fine artist, Installation Artist, Sculptor, Origami Artist, Graphic Designer.</p> <p><b><u>Enrichment:</u></b></p> <p>Autumn: Origami - Christmas tree books. Community participation raising funds for a local charity. Spring: Art Installation – wire wreaths community display. Summer: Architectural model making – online group exhibition.</p> <p><b><u>“Penketh Creative’s”</u></b></p> <p>Work will be selected for digital exhibitions, social media displays and physical displays within our studio to show our creative talents.</p>
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<p><b>Year 9</b></p>	<p><b><u>Buildings &amp; Books</u></b></p> <p>We will be looking at the theme of buildings/urban decay and researching the work of artist Seth Clark, installation artist /sculptor Michael McMillen and photographer Matthew Merritt.</p> <p>Our project will explore architecture and urban decay, we will study the work of Clark and we will produce research within our sketchbooks. This will inform our practice through drawing, painting, mono-print, collage, print to inspire sculptural models</p> <p>The research will then be used to create a series of drawn studies which will act as designs for 3 dimensional sets/model of architectural urban decayed pieces. We will explore:</p> <p>Collage, de-collage, painting, surface detail, construction methods and cardboard cut work.</p>	<p><b><u>Architectural Model Making for Set Design and Installation</u></b></p> <p>Our research from our Winter term will be used to create a series of drawn studies which will act as designs for 3 dimensional sets/model of architectural urban decayed pieces. We will explore:</p> <p>Collage, de-collage, painting, surface detail and paint effects, construction methods, shape and form through model making model making.</p> <p>Work will be selected for a digital exhibition of our “Penketh Creative’s” to be shared via social media enabling students to develop their creative CV.</p> <p><b><u>Reflect, Evaluate, Present</u></b></p> <p>Students will reflect on their learning in a written evaluation including:</p> <p>How their work links to Johns/Plensa and their creative decisions. Careers within the creative industries is embedded through careers research/leaflets and talks.</p>	<p><b><u>Books</u></b></p> <p>We will be using book art, paper architecture and book pages as our theme to explore a range of crafts people, designers and makers including Studio Hutch, Ingrid Siliakus and Harri and Deepti.</p> <p>We will explore illustration and paper manipulation constructing and combing these 2 techniques.</p> <p>This research and exploration will result in students creating their own book art outcome relating to their chosen artist’s work for our display space.</p> <p><b><u>Reflect, Evaluate, Present:</u></b></p> <p>Students will reflect on their learning in a written evaluation including:</p> <p>How their work links to Lewin and their creative decisions, the influence of our theme Industry and identity with relation to the selected artists. Careers within the creative industries are embedded through research/leaflets and talks.</p> <p><b><u>Trip</u></b> London residential, 3 day trip. Natural history Museum, V&amp;A, Harry Potter studios. Dinner at Hard Rock Café, tbc.</p>	<p><b><u>Assessment:</u></b></p> <p>Students are given verbal feedback in lesson with use of non-verbal cues to gauge understanding and visual assessment of practical work. Students are given written and formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark.</p> <p>All work be preparing students for their next steps in creative education and is linked to AQA assessment criteria:</p> <p>AO1-Contextual Analysis AO2- Development of ideas AO3 –Visual research AO4 -Realisation</p>	<p><b><u>Careers research -</u></b></p> <p>Further reading of leaflets:</p> <p>Fine artists, Installation Artist, Sculptor, Set Designers, Book Artists, Sculptors, Craftsperson, Architect, Interior and Spatial Designer, Photographer,</p> <p><b><u>“Penketh Creative’s”</u></b></p> <p>Work will be selected for digital exhibitions, social media displays and physical displays within our studio to show our creative talents.</p>
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<p><b>Year 10</b></p>	<p><b><u>Component 1 Portfolio 60% of qualification.</u></b></p> <p>ENVIRONMENT – Man Made</p> <p>Artist-Happy Red Fish, Debbie Smyth Ingrid Siliakus, JO Peel, Kyle Henderson.</p> <p>Students will respond to a teacher led chosen series of artists on the above theme across the year and students will produce a series of work for their extended project across the disciplines of drawing, painting, making, mixed media and print.</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final framed product(s) with clear visual/ written links to the chosen artist(s).</p>	<p><b><u>Component 1 Portfolio 60% of qualification.</u></b></p> <p>ENVIRONMENT – Natural Forms – surface and textures within nature.</p> <p>Artists- Rachel Dein, Claire Malet, Chika Oghi.</p> <p>Students will respond to a teacher led chosen series of artists on the above themes across the year and students will produce a series of work for their extended project across the disciplines of drawing, painting, making, hand-made paper, metal work, clay and plaster and print.</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final product(s) with clear visual/ written links to the chosen artist(s). Work will be selected for a digital exhibition of our “Penketh Creative’s” to be shared via social media enabling students to develop their creative CV.</p>	<p><b><u>YR10 Mock Examination 10 hrs Component 1 Portfolio (60%) of qualification</u></b></p> <p>ENVIRONMENT</p> <p>Students will respond to a teacher led chosen series of artists on the above themes for the mock exam and students will produce an outcome in a 10-hour exam across two days.</p> <p><b><u>In the lead up to the mock exam</u></b></p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final preparation piece with clear visual/ written links to the chosen artist(s).</p>	<p><b><u>Assessment</u></b></p> <p>Students are given verbal feedback very lesson, from teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on marksheets outlining AQA Assessment Criteria</p> <p>The marking criteria used is AQA AO’s Mock exam work will feature a breakdown of marks awarded and written teacher feedback listing AQA AO’s marking criteria .</p> <p>All work be preparing students for their next steps in creative education and is linked to AQA assessment criteria: AO1-Contextual Analysis AO2- Development of ideas AO3 –Visual research AO4 -Realisation</p>	<p><b><u>Careers Research</u></b></p> <p>Wider reading into career pathways, 1:1 tutorial for careers, progression with consideration of level 3 provision within the local area. Shared leaflets to research careers within the creative industries. Miniclips of careers talks by industry guest speakers shown in las and shared Via MS Teams.</p> <p><b><u>“Penketh Creative’s”</u></b> Work will be selected for digital exhibitions, social media displays and physical displays within our studio to show our creative talents.</p>
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<p><b>Year 11</b></p>	<p><b><u>Component 1 Portfolio (100%) of qualification</u></b></p> <p>Individual projects: 1:1 tutorials and decision will form discussions and decision for the project brief for individual students, playing to their strengths to celebrate their skills.</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a preparation piece with clear visual/ written links to the chosen artist(s). Production of a purely independent and unaided piece(s) of work</p>	<p><b><u>Component 2 (100%) of qualification.</u></b></p> <p>Individual projects</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final preparation piece with clear visual/ written links to the chosen artist(s). Production of a purely independent and unaided study(s)</p>	<p><b><u>EXTERNALLY SET EXAM PAPER</u></b></p> <p>Released February. 10 hour timed exam session date tbc.</p> <p><b><u>Assessment</u></b> 1:1 tutorials and action planning allowing students to make progress and develop their own personal practical project.</p> <p>After school one to one support tutorials.</p> <p>Students are given verbal feedback very lesson, from teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on marksheets outlining AQA Assessment Criteria.</p> <p>The marking criteria used is AQA AO's Mock exam work will feature a breakdown of marks awarded and written teacher feedback listing AQA AO's marking criteria.</p> <p>All work be preparing students for their next steps in creative education and is linked to AQA assessment criteria: AO1-Contextual Analysis AO2- Development of ideas AO3 –Visual research AO4 -Realisation</p>	<p><b>Careers Research</b> Wider reading into career pathways, 1:1 tutorial for careers, progression with consideration of level 3 provision within the local area. Shared leaflets to research careers within the creative industries. Miniclips of careers talks by industry guest speakers shown in las and shared Via MS Teams.</p> <p>Work will be selected for a digital exhibition of our "Penketh Creative's" of our final GCSE work once assessed.</p>
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EPS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
1	<p><b>Project 1:</b> <b>THEME: Bugs, Butterflies, Blooms &amp; Birds</b></p> <p><b>Structure:</b> <b>Sketchbook:</b> To research, analyse and evaluate the work of E.A Seguy. Practice the formal elements of drawing and mark making.</p> <p><b>Final Outcome:</b> To produce a 2D studies of shaded/measured drawings of insects, bees or wasps.</p> <p><b>Knowledge &amp; Skills Assessed:</b></p> <ul style="list-style-type: none"> <li>Understanding and interpreting the work of Seguy.</li> <li>Annotation, graduated shading, composition, mark making, measured drawings, depth and detail, collage and watercolour.</li> </ul> <p>Using Nature as inspiration and translating 2 dimensional sketchbook research into a 3 dimensional outcome. Interpreting the work of artist's, craftspeople and designers to formulate their own design linked to sketchbook research.</p> <p><b>Careers Links:</b> Fine artist, illustrator.</p>	<p><b>Project 1:</b> <b>THEME: Industry &amp; Identity</b></p> <p><b>Structure:</b> <b>Sketchbook</b> To research, analyse and evaluate the work of Eduardo Paolozzi. Practice and recording using mechanical form as inspiration.</p> <p><b>Final Outcome:</b> Understanding and interpreting the work of Paolozzi to produce a low relief mechanical composition.</p> <p><b>Knowledge &amp; Skills Assessed:</b></p> <ul style="list-style-type: none"> <li>Composition</li> <li>Shape &amp; Form</li> <li>Layering &amp; Overlaps</li> <li>Interlocking shapes &amp; Structure</li> <li>Illustration</li> <li>Pattern</li> <li>Repetition</li> </ul> <p>Using the structure and interlocking shapes of the artist we will create our own pattern and shapes layered in card to create abstract 2d low relief patterned pieces, no bigger than A4. These patterns will form the overall shape and details will be added by illustration upon the surfaces.</p> <p><b>Careers Links:</b> Illustrator, fine artist, sculptor.</p>	<p><b>Project 1:</b> <b>THEME: Buildings &amp; Books</b></p> <p><b>Structure:</b> <b>Sketchbook:</b> To research, analyse and evaluate the work of Seth Clark's collaged and painted pieces of Urban decay and derelict buildings. Looking at urban landscapes and architectural decay within Liverpool and Manchester.</p> <p><b>Final Outcome:</b> Small scale model capturing architectural features of derelict buildings.</p> <p><b>Knowledge &amp; Skills Assessed:</b></p> <ul style="list-style-type: none"> <li>Build upon existing skills</li> <li>Develop skills when recording</li> <li>Sketching, shading, rendering.</li> <li>Measured drawings</li> <li>Mono-printing</li> <li>Timed drawings.</li> <li>Model making.</li> </ul> <p><b>Careers Links:</b> Photographer, fine artist, installation, architect, interior/spatial designer. Careers talks advice and guidance ahead of option choices.</p>	<p><b>Project 1:</b> <b>THEME: Environment: Man Made and Natural (Architectural urban decay)</b></p> <p><b>Structure:</b> <b>Sketchbook:</b> Research pages illustrating factual visual and written information on the chosen artist -Happy Red Fish, Ingrid Siliakus and Stephanie Beck. Illustration, sketches and studies from primary sources of Liverpool and Manchester architecture and cityscapes. Pin and thread samples. Illustration and cut work including shadow and light photograph. Framed pieces of architectural illustrations. Screen print design ideas.</p> <p><b>Knowledge &amp; Skills Assessed:</b></p> <ul style="list-style-type: none"> <li>Stitch and thread photography</li> <li>Illustration</li> <li>Cut work, Kirigami and pop up</li> <li>Presentation through shadow and light photography</li> <li>Record and realise through framed outcomes.</li> <li>Screen printed fabric.</li> </ul> <p><b>Final Outcome:</b> Realising intentions as evidenced in sketchbooks, leading 2 final pieces – framed illustrated cut work and a screen print. Participation in digital online exhibitions.</p> <p><b>Careers Links:</b> Artist, Illustrator, Architect, Interior/Spatial Designer, Textile Designer, Craftsperson, Jeweller, Industrial and Product Designer.</p>	<p><b>Coursework</b> <b>60% of overall grade:</b></p> <p>Assessed alongside AQA assessment objectives &amp; criteria: <b>AO1 – Contextual Analysis</b> <b>AO2 - Develop</b> <b>AO3 - Record</b> <b>AO4 - Realisation of intentions.</b></p> <p>This may include the following areas dependant on theme selected:</p> <ul style="list-style-type: none"> <li>Formal Elements</li> <li>Line, Tone, Shape form, Texture pattern colour composition</li> <li>Contrast</li> <li>Depth</li> <li>Colour Harmony/Tonality</li> <li>Collage</li> <li>Structure</li> <li>Painting and drawing</li> <li>Mask and garment making</li> <li>Surface pattern</li> <li>Fabric Screen printing</li> <li>Proportion/ perspective</li> </ul> <p>Research, Analysis, Development, Ideas, Exploration of materials and techniques, Review &amp; Refinement and Evaluation.</p> <p><b>Mock Exam: Independent Project - Sketchbook work</b> Research, Analysis, Development Ideas, Exploration of materials and techniques, Review &amp; Refinement, Evaluation. Refinement of ideas leading to a finished piece(s) of work. <b>5 Hour un- aided mock exam outcome.</b></p>

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
2	<p><b>Project 2:</b> <b>THEME: Bugs, Butterflies, Blooms &amp; Birds</b></p> <p><b>Structure Sketchbook:</b> Using Nature as inspiration and translating 2-dimensional sketchbook research into a 3-dimensional outcome. Interpreting the work of artist's, craftspeople and designers to formulate their own design linked to sketchbook research.</p> <p><b>Final Outcome</b> - Mask Making, inspired by surfaces and textures from butterflies and plant forms in nature for the fairy's form Shakespeare's A Midsummer Night's dream</p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>• Balancing composition and proportion.</li> <li>• Collage onto cardboard and tissue paper backgrounds.</li> <li>• Textured paint effects – dry-brushing and mark making. colour mixing.</li> <li>• Decoration and embellishment.</li> <li>• Design, gum-stripping, painting (dry Brush, mark making and block painting), colour mixing, low relief work, pattern, collage, detail and surface patterns.</li> </ul> <p><b>Careers Links:</b> Prop maker, set designer, 3D model maker.</p>	<p><b>Project 2:</b> <b>THEME: Industry &amp; Identity</b></p> <p><b>Structure Sketchbook:</b> Analysing the work of Jasper Johns and using text, font and typography, numeracy and literacy as a topic to explore identity. Exploration of recording through drawing, overdrawing, painting - letters and numbers as individual compositions and grid formats for layout as in the work of Johns. Written analysis and research of Jasper John's and Juame Plensa's work will support practical exploration. Francisca Prieto work will inspire paper manipulation.</p> <p><b>Final outcome</b> – A5 painted typography pieces, referencing the work of John's will culminate in a suspended group installation for the whole year group referencing the work of Plensa. Origami samples relating to the work of Prieto.</p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>• Text &amp; Typography:</li> <li>• Composition</li> <li>• Proportion</li> <li>• Scale</li> <li>• Watercolour blending</li> <li>• Collage</li> <li>• Graduated Shading</li> <li>• Application of acrylic paint through various methods.</li> <li>• Origami</li> <li>• Group Installation</li> </ul> <p><b>Careers Links:</b> Installation artist, sculptor, graphic designer.</p>	<p><b>Project 1:</b> <b>THEME: Buildings &amp; Books</b></p> <p><b>Structure:</b> <b>Sketchbook:</b> To research, analyse and evaluate the work book artists Cara Barer, Brian Dettmer, Hutch Studios, Stephanie Beck and using this work to inform practical sample through collaged illustrations, book art samples, nets and paper buildings. Project 1 architectural images may support as visual inspiration, contemporary architectural structures to support paper samples.</p> <p><b>Final Outcome:</b> Illustration exploring pen and ink studies on collaged backgrounds of papers A4/A3. A collection of Paper house samples. Digital online exhibition of a collection of work.</p> <p><b>Knowledge &amp; Skills Assessed:</b></p> <ul style="list-style-type: none"> <li>• Paper manipulation</li> <li>• Origami/Kirigami</li> <li>• Book art samples</li> <li>• Design drawings of samples and structures.</li> <li>• Photography of work</li> <li>• Combined painting and drawings on book pages and collected and collaged papers from project 1.</li> </ul> <p><b>Careers Links:</b> Book Artist, craftsperson, fine artist, product designer. Careers talks advice and guidance ahead of option choices.</p>	<p><b>Project 1:</b> <b>THEME: Environment: Man Made and Natural(Structure, surface and texture within our natural environment)</b></p> <p><b>Structure:</b> <b>Sketchbook:</b> Researching the work of Claire Malet, Origami and Japanese textile artists for techniques and processes to inform practice. Samples when working to record from surface sand textures within nature. Drawings/pritns will act as a medium for origami, recording through metal embossing and clay &amp; plaster.</p> <p><b>Knowledge &amp; Skills Assessed:</b></p> <ul style="list-style-type: none"> <li>• Illustration – Record</li> <li>• Illustration - Design &amp; Develop</li> <li>• Ink, pen, watercolour studies</li> <li>• Origami, handmade paper, metal embossing</li> <li>• Clay and plaster relief</li> </ul> <p><b>Final Outcome:</b> Body Adornment in metal, hand-made paper or Origami relating to structures, forms or surfaces within nature.</p> <p><b>Careers Links:</b> Artist, Illustrator, Architect, Interior/Spatial Designer, Textile designer, Craftsperson, jeweller, Industrial and Product Designer. Miniclips and talks for careers. Portfolio practice and participation in digital online exhibitions.</p> <p><b>Mock Exam: Independent Project - Sketchbook work</b> Refinement of ideas leading to a <b>2-5 Hour un- aided mock exam outcome.</b></p>	<p><b>Externally set Exam Paper</b> <b>40% of overall grade:</b></p> <p>Assessed alongside AQA assessment objectives &amp; criteria: <b>AO1 – Contextual Analysis</b> <b>AO2 - Develop</b> <b>AO3 - Record</b> <b>AO4 - Realisation of intentions.</b></p> <p><b>Sketchbook work</b> Research Analysis Development Ideas Exploration of materials and techniques Evaluation <b>Preparation</b> Refinement of ideas leading to a finished piece(s) of work. <b>10 Hour un- aided exam piece</b></p> <p><b>Careers Links:</b> See KS3 re-cap plus careers advice and guidance form guest speakers and visiting colleges. College application support.</p>