

Academic Year <u>Year 7</u> <u>Art</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A/ B	Unit 1 – Understanding and developing the use of the Formal Elements of Art and Design – line, shape, tone, form, texture, composition.	<ul style="list-style-type: none"> • Observational drawing skills • Exploration of line through pen work. • Exploration of texture through rubbing and mark making. • Exploration of composition through collage making and creating mixed media outcomes • Development of digital learning skills through research and collection of appropriate imagery and information • Development of numeracy skills such as understanding of size, scale, proportion, symmetry, the rule of thirds and the golden rule Artists: <ul style="list-style-type: none"> • Vincent Van Gogh • Laslo Moholy Nagy 	Assessment through an extended drawing of a natural form collaged composition. Assessing composition, shape, line, form, tone, texture and mark making in the drawing.
Spring A	Unit 2 Clay tiles – Applying the understanding of use of the Formal Elements of Art and Design to create 3-dimensional clay tiles.	<ul style="list-style-type: none"> • Observational drawing skills • Learning about composition by designing various clay tiles • Applying digital learning skills through research and collection of appropriate imagery and information • Development of 2-dimensional drawings into a 3-dimensional sculpture • Application of numeracy skills such as measuring, understanding of size, scale, proportion and perspective • Exploration of Design Principles – rhythm, unity, harmony, emphasis, fluidity, movement • Oracy skills • Antony Gaudi - Architect 	Assessment of clay tile designs Assessing composition and elements such as form, line, texture, pattern of clay tile designs. Assessing students understanding of creating harmonious and unified compositions.

Spring B		<ul style="list-style-type: none"> • Exploration of clay modelling techniques such as sculpting, pressing, scraping and slab and using clay modelling tools • Problem solving through adaptation of design while making clay tile. • Development of resilience • Developing fine motor skills through modelling and sculpting clay 	<p>Assessment of the clay tile – outcome</p> <p>Assessing the skill of making clay tile by showing all clay modelling techniques; the precision of creating elements such as form, textures, patterns.</p>
Summer A	<p>Unit 3 Illustration and packaging – Consolidating and building on the Understanding of use of the Formal Elements of Art and Design through creation of mixed media illustrated outcomes.</p>	<ul style="list-style-type: none"> • Drawing skills • Exploration of variety of media such as pencil, pen, felt tips, inks, paints and techniques • Exploration of different types of illustrations • Applying digital learning skills through research and collection of appropriate imagery and information • Oracy skills <p>Artists:</p> <ul style="list-style-type: none"> • Nebo Peklo • Henri Matisse 	<p>Assessment of the interpreted illustration</p> <p>Assessing the precision of the drawing skill and the understanding of using elements of art to create original compositions.</p>
Summer B		<ul style="list-style-type: none"> • Drawing skills • Translating the illustration into 3-dimensional packaging • Application of numeracy skills such as measuring, understanding of size, scale, proportion and perspective • Using stencils • Oracy skills • Applying digital learning skills through research and collection of appropriate imagery and information • Resourcefulness 	<p>Assessment of the packaging</p> <p>Assessing the complexity and originality of the design, composition and elements such as form, line, texture, pattern.</p>

Academic Year Year 7 <u>Tx</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A	Developing Stewardship by reflecting how much responsibility we do have as individuals to look after the sea. Exploring textiles techniques and	<ul style="list-style-type: none"> • Observational drawing skills • Translating observational drawings into stitch drawings • Development of digital learning skills through research and collection of appropriate imagery and information • Developing analytical skills 	<p>Assessment of the observational drawing and drawing with stitch.</p> <p>Assessing shape, line, form, tone, texture and mark making in the observational and stitch drawings.</p>
Autumn B	processes such as dying and embellishing fabrics. Understanding and developing the use of the Formal Elements of Art and Design – line, shape, tone, form, texture, composition.	<ul style="list-style-type: none"> • Exploration of embellishing techniques through beading, sawing, fabric construction, • Exploration of variety of stitches through hand sawing • Exploration of shibori fabric dyeing and ink fabric dyeing • Developing fine hand motor skills through paper cutting • Resourcefulness through recycling and upcycling 	<p>Assessment of the technical pieces</p> <p>Assessing skills such as purposeful application of ink, detail and accuracy of hand sawing and embellishing fabrics.</p>
Spring A		<p>Designing and making the final outcome.</p> <ul style="list-style-type: none"> • Exploration of the Formal Elements of Art and Design principles through compositional arrangements • Designing Abstract final piece inspired by the Under the Sea theme incorporating all of techniques. • Development of numeracy skills such as understanding of size, scale, symmetry, • Oracy skills – discussion prompted by an article linked to environmental issues, presentation of designs for final pieces 	<p>Assessment of the design and final outcome</p> <p>Assessing composition, shape, line, form, tone, texture, pattern of the final outcome.</p> <p>-The originality of the composition and precision of application of technical skills.</p>

Academic Year Year 8	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A	Unit 1 – Exploring Identity through the creation of a mixed media portrait. Extend knowledge and understanding of drawing through the observation of the portrait embedding the use of tone, texture and mark making to create form.	<p><u>Observational drawing</u></p> <ul style="list-style-type: none"> • Development of drawing accurately though understanding and applying proportion on the portrait. • Shading – developing understanding of different pencils to show 3D elements. • Tone – Developing understanding and application of 3D features on the face to create a realistic and accurate drawing. • Mark making and texture – Develop shading and textures on the hair to show movement and surface. 	Assessment of the A3 pencil study portrait. Assessing use of accurate proportion, shading and control using pencils to show tone and texture.
Autumn B	Develop understanding of how to create individual stimulus to aid individual project development. Development of font design and composition to communicate ideas about identity. Exploration of lino printing as a tool to realise font designs. Exploring and using compositional techniques to amalgamate and layer drawings and	<p><u>Typography design and print</u></p> <ul style="list-style-type: none"> • Exploring what communication means to them • Understanding how words and language can be expressed in art • Font design and typography • Lino printing – designing and cutting out, executing the print • Understand how to lino cut safely • Composition and layering • Scale <p>Artists – Alan Kitching – Print and typography Tezzo Suzuki - Typography design</p>	The typographic design based on originality, links to the word and control and interest of the lettering and composition The quality of the print outcomes – even coverage, clear design.

	prints in relation to expressing identity.		
Spring A	Using objects to represent personality and identity through illustration Understanding the context of illustration through history and modern day. Understand the purpose of illustration today and connect to careers and the world around.	<p>Illustration</p> <ul style="list-style-type: none"> • Exploration of Line through pen work in response to primary interpretation • Pattern development amalgamating line and interpreted visual imagery into a composition. • Developing illustration • Brief history of illustration • Annotating to explain ideas and show connections • Collecting relevant imagery for design process and justification/inspiration • Connecting to careers and contemporary job opportunities. <p>Artists Elliana Esquivel – Contemporary line and pattern. Meni Chatzipanagiotou – contemporary and commercial illustration design.</p>	<p>Assessment of the illustration inspired by observation and interpretation amalgamated into the final outcome.</p> <p>Assessment of the illustration showing use of line, pattern and composition.</p> <p>Assessing the originality of the design and application of practical skills.</p>
Spring B	Using stitch to incorporate details from stream of consciousness	<p>Stitch</p> <ul style="list-style-type: none"> • Composition – Planning the integration of the stitch onto the outcome to develop another layer. • Idea Development – Connecting to individual stream of consciousness to inspire designs. • Technical textiles techniques such as sewing and embroidery. • Developing understanding of line and pattern through stitch techniques. • Developing understanding of movement and balance in design when integrating stitch onto final composition. <p>Artists - Tilke Schwartz - Story telling through stitch imagery and text.</p>	<p>Stitch on the final outcome</p> <p>Assessment of stitch design Assessment of application of stitch and textiles techniques. Assessment of composition and integration of stitch showing line and pattern. Assessing originality and creativity of design and execution.</p>

<p>Summer A and Summer B</p>	<p>Unit 2 - Designing and creating a 3D model</p>	<p><u>Project 2 – The Built Environment and Sustainability</u></p> <ul style="list-style-type: none"> • Observe, research, analyse – environmental design • Develop understanding of Architecture, Interior design. • Understanding place of architecture and interior design in the wider world. • Developing understanding of the role of sustainability in architecture in the modern world. • Exploring how the roles of women in architecture has evolved and making connections to careers. • Understanding and implementing the 3D design process. • Researching and connecting to existing designers. • Experimentation and exploration of different 3D materials in construction process. • Problem solving and risk taking to create and build a model. • Developing team building skills and resilience and communication when working in small groups. <p>Artists Zaha Hadid David Moreno Rachel Whiteread</p> <p>Exploring with materials and techniques</p> <p>Artists Giacometti Do Ho Suh Claus Oldenburg</p>	<p>Assessment of the design based on research and analysis.</p> <p>Assessment of the construction and the Final Outcome. Assessing individual contribution when designing and making to the group work. Assessing creativity and originality of design and outcome.</p>
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Academic Year Year 9 Tex	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A	Exploration of the properties and structures of fabrics leading in to their observation and recording through drawing. Understanding, exploration and explanation of ruffles and pleats, researching industry and craft examples and making links to stimulus for these structures in the visual world.	Project 1 Creative Process Depth – observe Techniques and Skills: Art and Textiles <ul style="list-style-type: none"> - Observational drawing focusing on formal elements - Mark making 	
Autumn B	Understanding, exploring and explaining fabrics that can change property due to heat and water and creation of a product based on stimulus from the visual world. Styling and use of these products in relation to advertising and fashion.	Textiles: Techniques and Skills: 3D fabric construction – ruffling, pleating Heat, water, moulding techniques, dyeing	
Spring A	Understanding, exploration and explanation of embellishment and dyeing through the use of individual stimulus from the visual world. Development of observational	Textiles: Techniques and Skills: Dyeing Printing – mono, screen, lino	

	drawing from this stimulus using mark making techniques to produce more impressionistic and detailed observations.	Embellishment – embroidery, beading	
Spring B	Fashion and product drawings using all explored techniques to build up a language of communication to realise intentions. Skills taught at KS3 are refined and layered with different and more sophisticated techniques. Drawing skills are developed through observation only and a more sophisticated understanding of mark making to allow for more impressionistic and detailed observations of stimulus.		
Summer A			

Academic Year <u>Year 9</u> <u>Art</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A	Observational drawing	Recording <ul style="list-style-type: none"> • Developing recording skills by drawing from first hand observation • Developing understanding and application of tone and shading through drawing and using different pencils. • Developing understanding of showing 3D features on 2D surface. • Learning about mark making and texture through new media such as ink. • Exploration of colour and exploring pastels through drawing. • Exploring texture and ink • Developing visual and written analysis of work and critical reflection 	Assessment of pencil drawings showing understanding of tone, shading, texture and line. Assessment of Ink and colour study – use of media to create texture and show understanding of colour. Showing control with media.
Autumn B	Acrylic painting of fabric	Exploring, research <ul style="list-style-type: none"> • Exploring digital Photography and editing • Understanding practical and technical elements of taking interesting and 	Assessment of final piece planning with photography showing idea development Assessment of oracy skills explaining photo and idea development. Assessment of

		<p>authentic photographs. Exploring composition, lighting and colour.</p> <ul style="list-style-type: none"> • Collecting and planning for primary imagery • Understanding Primary recording • Extending understanding of recording and collecting primary imagery as part of idea development. • Developing and refining acrylic painting techniques • Developing understanding of Colour mixing • Developing understanding of composition when developing final outcome. • Learning how to research independently to help support planning by collecting relevant visual imagery and aid. • Analysis and critical reflection of the artists work and own outcomes. • Experiment and take risks with the painting process, building resilience and confidence. <p>Artists: Caravaggio</p>	<p>subject specific language and key vocabulary.</p>
Spring A		<p>Final piece making</p> <ul style="list-style-type: none"> • Refining painting techniques • Responding to primary imagery • Problem solving and risk taking 	<p>Final Piece:</p> <ul style="list-style-type: none"> • Assessment of accuracy of painting in relation to primary image and supporting secondary imagery.

		<ul style="list-style-type: none"> • Developing colour mixing when painting. 	<ul style="list-style-type: none"> • Assessment of painting technique and application with colour mixing and control with media.
Spring B	Landscapes of your life- Mixed Media project	<p>Exploring, research (print, collage/ photomontage/ stitch)</p> <ul style="list-style-type: none"> • Developing understanding and application of printing techniques • Developing understanding and application of textiles techniques • Developing understanding of composition through layering and combing different media. • Exploration of line through drawing and illustration. 	<p>Assessment of extended outcomes in sketchbook showing print, collage, photomontage and stitch.</p> <p>Assessment of recording and idea development shown in sketchbook through research and experimentation.</p>
Summer A		<p>Develop and refine the final outcome</p> <ul style="list-style-type: none"> • Learning to self evaluate and develop work independently. • Refining work in stich, photomontage and printing. 	<p>Assessment of Final outcome – Integration and application of different media together showing undertsatnding of composioition, printing, stitich, photogrmontage/colalge.</p>

Academic Year <u>Year; 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Summer B	<p><u>Component 1: Personal Portfolio (Coursework)</u> Project 1 of 2</p> <p>Students work through a project showing and developing all 4 assessment criteria – idea development, exploring media and refining, recording and the final outcome. This is based on the theme of ‘Close Up’. Students are guided through drawings to develop specific drawing skills and use of media. Students’ are then given a limited option of artist models to develop 2D technical skills. Idea development is guided for the students through the idea of artist as collectors before individually developing their own</p>	<p><u>Component 1 – Personal Investigation for GCSE</u></p> <p>Idea generation through brainstorming from a given theme: ‘Close Up’ – making connections to the world, making connections between ideas.</p> <p>Collecting visual ideas relating to personal ideas from the theme - how to capture the idea through interesting, visual, clear and relatable imagery.</p> <p>Presentation of imagery in sketchbooks – layouts, titles.</p> <p>Annotating imagery responding to visual understanding and conceptual understanding.</p> <p>Responding to imagery through drawing – understanding the important visual elements within the imagery, choosing an appropriate media to respond with.</p> <p>Drawing skills relating to line, shape, tone, form, texture, composition, colour.</p> <p>Tonal, colour, texture and line studies using pencil, colour pencil, chalks/ charcoal, inks, mark making tools.</p> <p>Understanding primary recording.</p> <p>Understanding importance of primary recording through on-site drawing and authentic photography.</p> <p>Photographic skills to capture clarity of light, tone, texture and compositional ideas.</p>	<p><u>*All assessments are done from work in the sketchbook</u></p> <p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> • The relevance of their idea • The images collected in response to their idea. • Clarity of annotations. • Choices of primary recording in relation to their idea. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> • Control, accuracy of their drawings. • Choice and use of media showing control and relevance. • Understanding of the formal elements – line, tone, shape, form, texture, composition, colour. • Control, accuracy, choice of media for primary recording.

	collections and compositional outcomes.		<ul style="list-style-type: none"> • Clarity of photograph with light, tone, texture and composition.
Autumn A		<p>Understanding how given artists link to the theme of Close Up – their idea, how they express it visually and conceptually.</p> <p>Choosing appropriate artist imagery.</p> <p>Written analysis to understand artist’s in depth through a formal analysis – information about the artist, themes behind their work, making connections to the theme and understanding their work visually.</p> <p>Copying an artist’s work to develop media and technical understanding.</p> <p>Responding to the artist’s work through primary photography and drawing.</p>	<p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> • Artist copy for control, accuracy, competence with the techniques and understanding of the formal elements. • Choice of media. • Visual relevance and connection of primary photos. And understanding of the formal elements in the photos. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • Drawing of the primary sources for understanding and control of the formal elements.
Autumn B		<p>How to develop a project idea – use of external links and ideas to move the original idea forwards. Students research and explore an exhibition – Magnificent Obsessions looking at artist’s as collectors – select relevant information, summarise ideas, collect imagery.</p> <p>Thoughts and collections of students own ‘obsessions and collections’ through photography and annotations explaining.</p> <p>Visual analysis of artist’s compositions and summary of them.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <ul style="list-style-type: none"> • Photography and annotations of students own ‘obsessive collections’. • Summary of the idea for the final outcome. • Compositional plan of the final outcome.

		<p>Photomontage of students own compositions showing understanding and application of space, flow, movement, scale.</p> <p>Summarisation of compositional choices and intentions with the objects.</p> <p>Mapping out final pieces and drawing for painting.</p>	<p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • Photography of the students ‘obsessive collections’. <p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> • The final outcome.
Spring A	<p><u>Component 1: Personal Portfolio (Coursework)</u> Project 2 of 2</p>	<p>Idea generation through brainstorming from a given theme: ‘Close Up’ – making connections to the world, making connections between ideas.</p> <p>Collecting visual ideas relating to personal ideas from the theme - how to capture the idea through interesting, visual, clear and relatable imagery.</p> <p>Presentation of imagery in sketchbooks – layouts, titles.</p> <p>Annotating imagery responding to visual understanding and conceptual understanding.</p> <p>Responding to imagery through drawing – understanding the important visual elements within the imagery, choosing an appropriate media to respond with.</p> <p>Drawing skills relating to line, shape, tone, form, texture, composition, colour.</p> <p>Tonal, colour, texture and line studies using pencil, colour pencil, chalks/ charcoal, inks, mark making tools.</p> <p>Understanding primary recording.</p> <p>Understanding importance of primary recording through on-site drawing and authentic photography.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> • The relevance of their idea • The images collected in response to their idea. • Clarity of annotations. • Choices of primary recording in relation to their idea. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> • Control, accuracy of their drawings. • Choice and use of media showing control and relevance.

		<p>Photographic skills to capture clarity of light, tone, texture and compositional ideas.</p>	<ul style="list-style-type: none"> • Understanding of the formal elements – line, tone, shape, form, texture, composition, colour. • Control, accuracy, choice of media for primary recording. <p>Clarity of photograph with light, tone, texture and composition.</p>
Spring B		<p>Understanding how given artists link to the theme of Close Up – their idea, how they express it visually and conceptually.</p> <p>Choosing appropriate artist imagery.</p> <p>Written analysis to understand artist’s in depth through a formal analysis – information about the artist, themes behind their work, making connections to the theme and understanding their work visually.</p> <p>Copying an artist’s work to develop media and technical understanding.</p> <p>Responding to the artist’s work through primary photography and drawing.</p>	<p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> • Artist copy for control, accuracy, competence with the techniques and understanding of the formal elements. • Choice of media. • Visual relevance and connection of primary photos. And understanding of the formal elements in the photos. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • Drawing of the primary sources for understanding and control of the formal elements.
Summer A		<p>How to develop a project idea – use of external links and ideas to move the original idea forwards. Students research and explore an exhibition – Magnificent Obsessions looking at artist’s as collectors – select relevant information, summarise ideas, collect imagery.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <ul style="list-style-type: none"> • Photography and annotations of students own ‘obsessive collections’.

		<p>Thoughts and collections of students own 'obsessions and collections' through photography and annotations explaining.</p> <p>Visual analysis of artist's compositions and summary of them.</p> <p>Photomontage of students own compositions showing understanding and application of space, flow, movement, scale.</p> <p>Summarisation of compositional choices and intentions with the objects.</p> <p>Mapping out final pieces and drawing for painting.</p>	<ul style="list-style-type: none"> • Summary of the idea for the final outcome. • Compositional plan of the final outcome. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • Photography of the students 'obsessive collections'. <p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> • The final outcome.
Summer B			
Autumn A			
Autumn B	<p><u>Finalising Component 1</u></p> <p>Students go over work from component 1 and make changes and improve wrk from teacher feedback</p>		<p>All 4 criteria reassessed for both projects combined.</p>
Spring A	<p><u>Component 2: The Exam</u></p>	<p>Idea generation through brainstorming from a given theme: given by Edexcel – making connections to the world, making connections between ideas.</p> <p>Collecting visual ideas relating to personal ideas from the theme - how to capture the idea through interesting, visual, clear and relatable imagery.</p> <p>Presentation of imagery in sketchbooks – layouts, titles.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> • The relevance of their idea • The images collected in response to their idea.

		<p>Annotating imagery responding to visual understanding and conceptual understanding.</p> <p>Responding to imagery through drawing – understanding the important visual elements within the imagery, choosing an appropriate media to respond with.</p> <p>Drawing skills relating to line, shape, tone, form, texture, composition, colour.</p> <p>Tonal, colour, texture and line studies using pencil, colour pencil, chalks/ charcoal, inks, mark making tools.</p> <p>Understanding primary recording.</p> <p>Understanding importance of primary recording through on-site drawing and authentic photography.</p> <p>Photographic skills to capture clarity of light, tone, texture and compositional ideas.</p>	<ul style="list-style-type: none"> • Clarity of annotations. • Choices of primary recording in relation to their idea. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> • Control, accuracy of their drawings. • Choice and use of media showing control and relevance. • Understanding of the formal elements – line, tone, shape, form, texture, composition, colour. • Control, accuracy, choice of media for primary recording. • Clarity of photograph with light, tone, texture and composition.
Spring B		<p>Understanding how given artists link to the Exam theme – their idea, how they express it visually and conceptually.</p> <p>Choosing appropriate artist imagery.</p> <p>Written analysis to understand artist’s in depth through a formal analysis – information about the artist, themes behind their work, making connections to the theme and understanding their work visually.</p> <p>Copying an artist’s work to develop media and technical understanding.</p> <p>Responding to the artist’s work through primary photography and drawing.</p>	<p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> • Artist copy for control, accuracy, competence with the techniques and understanding of the formal elements. • Choice of media. • Visual relevance and connection of primary photos. And understanding of the formal elements in the photos. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p>

			<ul style="list-style-type: none"> • Drawing of the primary sources for understanding and control of the formal elements.
Summer A		<p>How to develop a project idea – use of external links and ideas to move the original idea forwards. Students research and explore an exhibition –looking at artist’s as collectors – select relevant information, summarise ideas, collect imagery.</p> <p>Thoughts and collections of students own ‘obsessions and collections’ through photography and annotations explaining.</p> <p>Visual analysis of artist’s compositions and summary of them.</p> <p>Photomontage of students own compositions showing understanding and application of space, flow, movement, scale.</p> <p>Summarisation of compositional choices and intentions with the objects.</p> <p>Mapping out final pieces and drawing for painting.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <ul style="list-style-type: none"> • Photography and annotations of students own ‘obsessive collections’. • Summary of the idea for the final outcome. • Compositional plan of the final outcome. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • Photography of the students ‘obsessive collections’. <p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> • The final outcome.