

## VISUAL ARTS: DEPTFORD GREEN SCHOOL

### Faculty Vision

- It is our goal to promote and engender LORIC skills in all our students in order to promote high standards, high achievement and a commitment to being the best that they can be.
- We want our students to be equipped with the skills they need and to be ambitious in their goals.
- We want our students to be not only risk-takers but resourceful and tenacious students who rise to a challenge and can be imaginative and resilient in their approach to new learning.
- We want our students to be interesting as well as interested and to be enthusiastic discoverers of new learning.
- We want our students to be brave and motivated to be the best that they can be and to be able to thrive as individuals and develop their own independence. We will promote this vision through the learning culture that we will instil within our students through their experiences within the classroom and beyond. We will provide a curriculum that is broad and varied and accessible to all learners and which takes into account the individuality of our students.
- We will achieve this through our dedication to embracing new ideas and ensuring that our curriculum and teaching styles are constantly developed and honed.

## VISUAL ARTS: DEPTFORD GREEN SCHOOL

### Department Vision

**ARTSPACE** will be an integral new learning environment for the Visual Arts at Deptford Green School. The department will create and develop a dynamic space for students, visitors and staff. It will be a hub for practical workshops and visual art activities. It will offer students regular opportunities to showcase/perform/exhibit their work. We will host an annual exhibition, inviting parents, carers and staff, to celebrate the achievements of our GCSE student outcomes. Throughout the year workshop outcomes will be displayed for students, staff and visitors to view. We aim to establish 'student critique sessions' giving classes a space to view, review and peer assess outside their normal classroom environment. The walls will be used as gallery space to exhibit specialist techniques and outcomes, all year round.

[Lscannelli.visualarts.HOD](mailto:Lscannelli.visualarts.HOD)

### ARTSPACE: ART1.FLOOR1

EXHIBITIONS  
WORKSHOPS  
CRITIQUES  
STUDIO SPACE  
ARTISTS  
VISITORS  
TALKS  
CAREERS/COLLEGES  
INDUCTION  
SPECIALIST-PROCESSES  
  
GALLERIES.  
FINE ART/PAINTING  
TEXTILE/STITCH/WEAVE  
PHOTOGRAPHY  
PRINT/ETCHING  
MONOPRINTING  
LINO/POLY BLOCK  
CLAY/SOAP  
  
CRAFT SHOP  
COPIES  
PRINTS  
CARDS  
TEXTILE ITEMS

## VISUAL ARTS: Curriculum INTENT. Why? What? How?

We aim to provide an arts curriculum of quality, range and depth. We recognise the vital role of art and design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. Identity and cultural diversity are key themes within the curriculum and we aim to see these themes applied through the different disciplines we offer. Social and cultural diversity will be explored through the study of issues that shape our lives.

Visual arts at Deptford green, as in the art world past and present, has a focus on two very broad themes: an interpretation of the self and the human form, and representation or reinterpretation of the world in which we live. It is with these themes students will construct meaning by responding and interpreting artworks and through engagement in the process of creating art, craft and design.

The curriculum is taught through practical work in response to varied stimuli. Students experience a broad range of skills at KS3 to allow experimentation with techniques, skills and ideas, preparing them for learning at KS4. Units are designed to create multiple outcomes enabling students to identify, understand and demonstrate their individual strengths within the creative process. It is important that we design the curriculum to maximise each student's potential to experience success. Outcomes should validate a student's ideas and intentions through their ability to investigate, experiment and review.

Students are taught to explore and appreciate the visual world of art craft and design within the context in which it was made. Schemes of work include and overview of its social, political, cultural and historical context and allows students to engage in the process of making art based on their own experiences. The curriculum structure will build on key ideas, concepts, skills and knowledge previously taught to enable progression through understanding and making connections. We aim to fully integrate the disciplines we offer in order to make full use of teacher specialisms across all teaching groups.

Students are expected to extend their work as much as possible and not settle for what could be the easiest option. Our approach, through dialogue and feedback, towards problem solving, reflection and evaluation is to encourage a personal response from student artists. The learning at all stages is taught in a culture of personal development and growing independence. The teacher acts as facilitator in preparing students for learning, practicing new skills demonstrating understanding, reviewing, modifying and using initiative to explore solutions within their work.

The course is designed to cover four main areas for critical, practical and theoretical study of art craft and design.

- ✓ Contextual understanding
- ✓ Creative making
- ✓ Reflective recording
- ✓ Individual presentation

## KS2-4 ART CRAFT AND DESIGN

‘Creativity is an important **part of the national curriculum**, as it encourages children to work independently’.

A high-quality KS2 Art and Design curriculum should engage, inspire and challenge students, equip them with the knowledge and skills to experiment, invent, imagine and create works of art, craft and design. The curriculum is taught using a cross curricular approach – topic based.

### KS2

- exploring ideas and recording experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- use the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At KS3 students are encouraged to think critically and develop a more rigorous understanding of art and design. The curriculum structure builds on key ideas, concepts, skills and knowledge to enable progression through understanding and making connections. Self-expression and a personal approach is encouraged although a focus on knowledge and skills develops independence at KS4.

### KS3

- Observe and investigate
- Knowledge and understanding
- Explore and create
- Evaluate and develop.

At KS4 Students are expected to extend their work as much as possible and not settle for what could be the easiest option. Our approach, through dialogue and feedback, towards problem solving, reflection and evaluation is to encourage a personal response from student artists. The learning at all stages is taught in a culture of personal development and growing independence

### KS4

- Developing ideas: critical and contextual.
- Refine and experiment
- Recording own ideas and observations.
- Realising intentions.

Year 7 VISUAL ARTS (integrated specialisms)						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
<b>Text/Topic</b>	<b>ART GENRE: LANDSCAPE</b>	<b>ART GENRE: LANDSCAPE</b>	<b>ART GENRE: LANDSCAPE</b>	<b>ART GENRE: STIL LIFE</b>	<b>ART GENRE: STIL LIFE</b>	<b>WORKSHOP ACTIVITIES:</b>
<b>Skills/ Concept</b>	OBSERVE AND INVESTIGATE: The five genres in art. Aerial perspective. EXPLORE AND CREATE: acrylic paint. Colour value.	EXPLORE AND CREATE: mark making in response to artist Van Gogh. PRINT	KNOWLEDGE AND UNDERSTANDING: artist research and responses.	OBSERVE AND INVESTIGATE: shape and form. Light and dark.	EVALUATE AND DEVELOP: still life'set ups'. Workshops.	EXPLORE AND CREATE: practical workshop's. Outside classroom learning.
<b>ARTSPACE</b>				<b>YEAR 11 GCSE</b>		<b>SET UPS</b>
<b>Summative Assessments</b>	Portfolio/sketchbook outcomes. 1 (18 marks)	Portfolio/sketchbook outcomes. 2 (18 marks)	Portfolio/sketchbook outcomes. 3 (18 marks)	Portfolio/sketchbook outcomes. 1 (18 marks)	Portfolio/sketchbook outcomes. 2 (18 marks)	Crits and presentations.
<b>Links to GCSE</b>	People • <b>Places</b> • <b>Natural world</b> Objects <b>AO1 AO2</b> AO3 AO4	People • <b>Places</b> Natural world Objects <b>AO1 AO2</b> AO3 AO4	People • <b>Places</b> • <b>Natural world</b> Objects <b>AO1</b> AO2 <b>AO3</b> AO4	People Places Natural world • <b>Objects</b> <b>AO1</b> AO2 <b>AO3</b> AO4	People Places Natural world • <b>Objects</b> AO1 AO2 <b>AO3 AO4</b>	Experiment. Take risks. Hands on learning.
<b>Cultural capital/ enrichment</b>	'Distance' in landscape painting. Cultural traditions.	Styles in the history of European art. Mark making to express; visual vocabulary.	Folk art Environmental art/architecture. Expression of own ideas.	Traditions in still life painting. 20 <sup>th</sup> century. Symbolism.	Recording for own ideas: self-expression.	Artist practices.
<b>Literacy /linked reading</b>	Keywords and definitions.	Description and interpretation: talking and writing about art.	<a href="https://kids.kiddle.co/Friedensreich_Hundertwasser">https://kids.kiddle.co/Friedensreich_Hundertwasser</a>	<a href="https://kids.kiddle.co/Still_life">https://kids.kiddle.co/Still_life</a>	Application of keywords and key terms.	NA
<b>Oracy</b>	Review and questioning	Review and questioning	Description. Interpretation.	Keyword activity: pairs.	NA	Presentations.
<b>Numeracy</b>	Mathematical perspective.	Scale and distance.	NA	Scale and proportion.	Scale and proportion.	NA
<b>Careers</b>	Visual communication: Art history Artistic concepts. Architecture	Technical methods to create artistic effects.	Environmental.	Illustration. Art history.	Application of knowledge. Manufacturing. Skilled manual jobs /design.	Scenic design. Costume. Props. Performance.


Year 8 VISUAL ARTS (integrated specialisms)						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
<b>Text/Topic</b>	ART GENRE: PORTRAIT	ART GENRE: PORTRAIT	ART GENRE: PORTRAIT	ART GENRE: PORTRAIT	CULTURE AND DESIGN	CULTURE AND DESIGN
<b>Skills/ Concept</b>	OBSERVE AND INVESTIGATE: features of the face	EXPLORE AND CREATE: abstraction and design – ink & stitch.	KNOWLEDGE AND UNDERSTANDING: artist research and responses.	EVALUATE AND DEVELOP: own ideas, realising outcomes. Making connections.	OBSERVE AND INVESTIGATE: colour and mood.	EXPLORE AND CREATE: the decorative arts. Repetition and pattern.
<b>ARTSPACE</b>			DRY POINT	YEAR 11 GCSE		CRAFTS; ENRICHMENT
<b>Summative Assessments</b>	Portfolio/sketchbook outcomes. 1 (18 marks)	Portfolio/sketchbook outcomes. 2 (18 marks)	Portfolio/sketchbook outcomes. 3 (18 marks)	Portfolio/sketchbook outcomes. 4 (18 marks)	Portfolio/sketchbook outcomes. 1 (18 marks)	Portfolio/sketchbook outcomes. 2
<b>Links to GCSE</b>	✓ People Places Natural world Objects AO1 AO2 AO3 AO4	✓ People Places Natural world Objects AO1 AO2 AO3 AO4	✓ People Places Natural world Objects AO1 AO2 AO3 AO4	✓ People Places Natural world Objects AO1 AO2 AO3 AO4	People ✓ Places Natural world ✓ Objects AO1 AO2 AO3 AO4	People ✓ Places Natural world ✓ Objects AO1 AO2 AO3 AO4
<b>Cultural capital/enrichment</b>	The visual elements of art: visual vocabulary.	The visual elements of art: visual vocabulary	Early modernism. History of portraiture. Global influences on European art.	Contemporary artist practice. Combining technologies.	Art movements and styles. Colour to communicate.	Traditional techniques. Contemporary designs.
<b>Literacy /linked reading</b>	<a href="https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html">https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html</a>	<a href="https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html">https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html</a>	Guardian article: the weeping woman. <a href="https://www.ducksters.com/biography/artists/pablo_picasso.php">https://www.ducksters.com/biography/artists/pablo_picasso.php</a>	<a href="https://www.npg.org.uk/whatson/bp-portrait-award-2020/exhibition/">https://www.npg.org.uk/whatson/bp-portrait-award-2020/exhibition/</a>	<a href="https://www.artyfactory.com/art_appreciation/visual-elements/color.html">https://www.artyfactory.com/art_appreciation/visual-elements/color.html</a>	HPA <a href="http://flieschool.com/content/repetition-rhythm-and-pattern">http://flieschool.com/content/repetition-rhythm-and-pattern</a>
<b>Oracy</b>	Questioning Dialogue	Descriptions keywords	Compare and contrast	Evaluations	Word association Chinese whispers.	Keywords/description.
<b>Numeracy</b>	Proportion	Length and width/stitch	NA	Enlarging. Scale.	Measuring. Number and colour proportion. Symmetry.	Measuring. Number and colour proportion. Symmetry.
<b>Careers</b>	Visual communication	Technical processes. Fine motor skills	Creative industries; reference materials, styles.	Application of knowledge. PR, marketing, journalism...	Commercial Decorative design, Interiors Architecture ...	Commercial, Decorative design, Interiors Architecture...

Year 9 VISUAL ARTS (KS3). (integrated specialisms)						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
<b>Text/Topic</b>	<b>SHAPE</b> Stimulus for thought.	<b>SHAPE:</b> <b>THEMATIC EXPLORATION</b>	<b>THE FIGURE</b>	<b>THE FIGURE:</b> <b>WORKSHOP ACTIVITIES</b>	<b>STRUCTURES: NATURAL</b> <b>AND MAN-MADE WORLD</b>	<b>STRUCTURES:</b> <b>OUTDOOR LEARNING</b>
<b>Skills/ Concept</b>	OBSERVATION AND INVESTIGATION: observation, recording and presentation.	EXPLORE AND CREATE: refine ideas using techniques and processes.	KNOWLEDGE AND UNDERSTANDING: responding to artists use of the figure to express.	OBSERVATION AND RECORDING: first hand techniques for thematic exploration	OBSERVE AND RECORD: theme selection and focus.	EVALUATE AND DEVELOP: THEME FOCUS.
<b>ARTSPACE</b>		<b>TECHNIQUE CAROUSEL.</b> <b>DRYPOINT / PRINT / RESIST.</b>		<b>YEAR 11 GCSE</b>		
<b>Summative Assessments</b>	Portfolio/sketchbook outcomes. 1 (18 marks)	Portfolio/sketchbook outcomes. 2 (18 marks)	Portfolio/sketchbook outcomes. 3 (18 marks)	Portfolio/sketchbook outcomes. 4 (18 marks)	Portfolio/sketchbook outcomes. 5 (18 marks)	PORTFOLIO/ FINAL OUTCOME. 5
<b>Links to GCSE</b>	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> <li>✓ Natural world</li> <li>✓ Objects</li> </ul> <b>AO1 AO2 AO3</b> AO4	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> <li>✓ Natural world</li> <li>✓ Objects</li> </ul> <b>AO1 AO2 AO3</b> AO4	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> </ul> Natural world Objects <b>AO1 AO2</b> AO3 AO4	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> </ul> Natural world Objects AO1 <b>AO2 AO3</b> AO4	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> <li>✓ Natural world</li> <li>✓ Objects</li> </ul> <b>AO1</b> AO2 <b>AO3</b> AO4	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> <li>✓ Natural world</li> <li>✓ Objects</li> </ul> AO1 AO2 AO3 <b>AO4</b>
<b>Cultural capital/ enrichment</b>	Identifying & analysing sources for relevant research.	Develop ideas and opinions about art. <a href="https://youtu.be/3kdzGAjG26s">https://youtu.be/3kdzGAjG26s</a> what is abstract art?	Making connections to a wider context. Personal responses.	Collaborative project planning and organisation.	NON-GALLERY ART.	Making decisions and working with purpose and intention independently
<b>Literacy /linked reading</b>	Definitions: theme specific. Artist characteristics. Description.	Analysis: Artist interviews/quotes. Interpretation.	Analysis: Artist interviews/quotes. Historical context.	Description. Interpretation. Judgement. Review in art.	Own annotations. Review, modify, evaluate.	Gallery visit write up/ presentation.
<b>Oracy</b>	Classroom dialogue	Classroom dialogue	Classroom dialogue	Classroom dialogue	Classroom dialogue	Classroom dialogue
<b>Numeracy</b>	Mathematical shapes - geometric	Measuring, dividing, reflection, tessellation.	Scale	NA	Enlarging	Ratios.
<b>Careers</b>	Project development.	Communicating ideas.	Interpretation of ideas using skills and techniques.	Self-reflection; meeting specifications. Responding to design briefs.	Project management	Project management

Year 10 VISUAL ARTS. (Specialist techniques)						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
<b>Text/Topic</b>	<b>PROJECT BRIEF:</b>	<b>PROJECT BRIEF OUTCOME</b>	<b>UNIT2 –URBAN NARRATIVES</b>	<b>UNIT2 –URBAN NARRATIVES</b>	<b>UNIT2 –URBAN NARRATIVES</b>	<b>UNIT2 –URBAN NARRATIVES</b>
<b>Skills/ Concept</b>	EVALUATE AND DEVELOP: review and select focus for project brief.	REALISING IDEAS: recording with purpose and intention.	DEVELOPING IDEAS: starting point. Artist's work. Related images.	DEVELOPING IDEAS: Own observations. External learning.	REFINING IDEAS: Initial outcome. Section samples.	RECORDING WITH PURPOSE AND INTENTION: develop final coursework outcome.
<b>ARTSPACE</b>	<b>REFINE USE OF SPECIALIST TECHNIQUES</b>			<b>YEAR 11 GCSE</b>		
<b>Summative Assessments</b>	Portfolio from year 9 work: project journey-(selected work)	FINAL OUTCOME. Review.	Portfolio/sketchbook outcomes.	Portfolio/sketchbook outcomes.	PPE/MOCK EXAM 5-HOUR WORKSHOP. PRINT.	Portfolio/sketchbook outcomes. Final outcome.
<b>Links to GCSE</b>	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> <li>✓ Natural world</li> <li>✓ Objects</li> </ul> AO1 AO2 <b>AO3 AO4</b>	<ul style="list-style-type: none"> <li>✓ People</li> <li>✓ Places</li> <li>✓ Natural world</li> <li>✓ Objects</li> </ul> AO1 AO2 AO3 <b>AO4</b>	People Places Natural world Objects <b>AO1 AO2</b> AO3 AO4	People Places Natural world Objects <b>AO1</b> AO2 <b>AO3</b> AO4	People Places Natural world Objects AO1 <b>AO2 AO3</b> AO4	People Places Natural world Objects AO1 AO2 <b>AO3 AO4</b>
<b>Cultural capital/ enrichment</b>	GALLERY VISIT. Finding solutions.	Understanding connections. Physical investigations.	Context: identifying characteristics. Exploring techniques.	Themes within historic traditions and current art practices.	Responding to influences using own observations.	Organising the realisation of a project idea.
<b>Literacy /linked reading</b>	Gallery visit write up/ presentation.	Review and evaluate as work progresses: own annotations. Keywords & key terms.	See GCSE websites list Artist research: context.	See GCSE websites list Artist research: context. Keywords/key terms/brainstorming.	Youtube: techniques and processes video/s. Own annotations-reflect and review.	Describe, interpret and judge own artwork/s.
<b>Oracy</b>	Classroom dialogue	Classroom dialogue. Class crits.	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.
<b>Numeracy</b>	Ratios.	NA	NA	NA	NA	NA
<b>Careers</b>	Project management	Thinking innovatively to solve problems: tradespeople.	Primary research. Scouring sources.	Collecting visual resources to inform project development and ideas.	Careers talk: sustainable textiles/fashion. Ravensbourne.	Artist workshops: print.



**Year 10 VISUAL ARTS (COVID RESPONSE). (Specialist techniques)**

TERM	AUTUMN 1	AUTUMN 2	SPRING1 	SPRING 2	SUMMER 1	SUMMER 2
<b>Text/Topic</b>	<b>PROJECT BRIEF: MULTI CHOICE</b> (prior learning)	<b>PROJECT BRIEF OUTCOME</b>	<b>UNIT2 –URBAN NARRATIVES</b>	<b>UNIT2 –URBAN NARRATIVES</b>	<b>UNIT2 –URBAN NARRATIVES</b>	<b>UNIT2 –URBAN NARRATIVES</b>
<b>Skills/ Concept</b>	EVALUATE AND DEVELOP: review and select focus for project brief. (summarise year 9)	REALISING IDEAS: recording with purpose and intention.	DEVELOPING IDEAS: starting point. Artist's work. Related images.	DEVELOPING IDEAS: Own observations. External learning.	REFINING IDEAS: Initial outcome. Section samples.	RECORDING WITH PURPOSE AND INTENTION: develop final coursework outcome.
<b>ARTSPACE</b>	<b>REFINE USE OF SPECIALIST TECHNIQUES</b>			<b>YEAR 11 GCSE</b>		
<b>Summative Assessments</b>	Recording: MINI project journey-(selected work).	Gallery visit booklet. FINAL OUTCOME. Review.	'JOURNEY' PLANNERS. Portfolio/sketchbook outcomes.	JOURNEY' PLANNERS Portfolio/sketchbook outcomes.	PPE/MOCK EXAM 5-HOUR WORKSHOP. PRINT.	Portfolio/sketchbook outcomes. Final outcome.
<b>Links to GCSE</b>	<ul style="list-style-type: none"> <li>✓ <b>People</b></li> <li>✓ <b>Places</b></li> <li>✓ <b>Natural world</b></li> <li>✓ <b>Objects</b></li> </ul> <b>AO1</b> AO2 <b>AO3</b> AO4	<ul style="list-style-type: none"> <li>✓ <b>People</b></li> <li>✓ <b>Places</b></li> <li>✓ <b>Natural world</b></li> <li>✓ <b>Objects</b></li> </ul> AO1 AO2 AO3 <b>AO4</b>	People Places Natural world Objects <b>AO1</b> <b>AO2</b> AO3 AO4	People Places Natural world Objects <b>AO1</b> AO2 <b>AO3</b> AO4	People Places Natural world Objects AO1 <b>AO2</b> <b>AO3</b> AO4	People Places Natural world Objects AO1 AO2 <b>AO3</b> <b>AO4</b>
<b>Cultural capital/ enrichment</b>	GALLERY VISIT. Finding solutions. IN-DEPTH CRITICAL STUDIES	Understanding connections. Physical investigations.	Context: identifying characteristics. Exploring techniques.	Themes within historic traditions and current art practices.	Responding to influences using own observations.	Organising the realisation of a project idea.
<b>Literacy /linked reading</b>	Gallery visit write up/ presentation.	Review and evaluate as work progresses: own annotations. Keywords & key terms.	See GCSE websites list Artist research: context.	See GCSE websites list Artist research: context. Keywords/key terms/brainstorming.	Youtube: techniques and processes video/s. Own annotations-reflect and review.	Describe, interpret and judge own artwork/s.
<b>Oracy</b>	Classroom dialogue	Classroom dialogue. Class crits.	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.
<b>Numeracy</b>	Ratios.	NA	NA	NA	NA	NA
<b>Careers</b>	Project management	Thinking innovatively to solve problems: tradespeople.	Primary research. Scouring sources.	Collecting visual resources to inform project development and ideas.	Careers talk: sustainable textiles/fashion. Ravensbourne.	Artist workshops: print.

Year 11 VISUAL ARTS. (Specialist techniques)						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	MOCK ESA UNIT	MOCK ESA UNIT	ESA: EXTERNALLY SET ASSIGNMENT	ESA: EXTERNALLY SET ASSIGNMENT	COURSEWORK COMPLETION: IMPACT TARGETS	
Skills/ Concept	EXAM PRACTICE: working with a GCSE art and design paper. Structured preparation.	EXAM PRACTICE: working with a GCSE art and design paper. Structured preparation.	SEE DEPARTMENT ESA UNIT STRUCTURE. EDEXCEL SPECIFICATIONS.		TWO-WEEK PERIOD. COURSEWORK INTERVENTION TARGETS.	
ARTSPACE	INDEPENDENT WORKSHOP ACTIVITIES. PERIOD 6					
Summative Assessments	Marks out of 72: AO1-4	Marks out of 72: AO1-4 2 DAY MOCK EXAM(PPE)			Marks out of 72: AO1-4	
Links to GCSE	MODEL THE EXTERNALLY SET ASSIGNMENT.	MODEL THE EXTERNALLY SET ASSIGNMENT.			NA	
Cultural capital/ enrichment	CULTURAL AND SOCIAL CONTEXTS AND MAKING CONNECTIONS.	CULTURAL AND SOCIAL CONTEXTS AND MAKING CONNECTIONS.			CULTURAL AND SOCIAL CONTEXTS AND MAKING CONNECTIONS. PROJECT COMPLETION /MEETING DEADLINES.	
Literacy /linked reading	SEE GCSE WEBSITE LIST.	SEE GCSE WEBSITE LIST.			<a href="https://www.bbc.co.uk/bitesize/subjects/z6hs34j">https://www.bbc.co.uk/bitesize/subjects/z6hs34j</a>	
Oracy	Classroom dialogue. Whole class crits.	Classroom dialogue. Whole class crits.			Classroom dialogue. Whole class crits.	
Numeracy	NA	NA			NA	
Careers	PROJECT MANAGEMENT.	PROJECT MANAGEMENT.			COLLABOARTION AND INDEPENDENCE. Self employed. Freelancer.	