

	Year 12	Year 13
Autumn half term 1 Sequential knowledge and skills	<p>AS – Building on skills and introducing new techniques <u>‘Strange Nature’</u></p> <ul style="list-style-type: none"> • Introduction to Strange nature – AQA specification, assessment objectives • Black and white drawings & machine embroidery • Fabric manipulation techniques in calico • Sea urchins/jellyfish watercolour • Silk painting • Felt applique/ hand embroidery • Scales – fish, reptile, eyes- fabric bonding with soldering iron 	<p>Personal investigation continued</p> <ul style="list-style-type: none"> • Students to continue to work on their personal investigation unit <p>Week 2: Crit - To peer assess work using AQA assessment objectives.</p> <ul style="list-style-type: none"> • Observations/textiles samples using appropriate media and techniques for the subject matter • Contextual research to support and inspire development of ideas • Initial ideas for interim outcome- sketched and photoshop • Complete interim piece
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> • Feedback sheets • Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria. 	<ul style="list-style-type: none"> • Crit: Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Feedback sheets • Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
Autumn half term 2 Sequential knowledge and skills	<p>Crit - To peer assess work using AQA assessment objectives.</p> <ul style="list-style-type: none"> • Butterflies, patterns • Drawing or a corset on mannequin • Patterns – tiger, zebra, leopard etc • Feathers/wings • Microscopic/photograms • Designing – initial drawn 	<ul style="list-style-type: none"> • More focussed line of enquiry • Begin 3,000 word essay – peer examples, mind map journey, create essay plan. Broken into weekly chunks- introduction/justifications/ conclusion • Developing more studies, samples to lead to a final outcome • Sketched ideas • Adobe Photoshop designs • Peer assessment to determine which idea is the best • Complete feedback to improve sketch book
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> • Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. 	
	<ul style="list-style-type: none"> • Own studies – perhaps skeletons, floral, coral 	<ul style="list-style-type: none"> • Complete final outcome by end of January.

<p>Spring half term 3 Sequential knowledge and skills</p>	<ul style="list-style-type: none"> Toiling with samples on mannequin Designing - Adobe Photoshop Final design Making of a bodice 	<ul style="list-style-type: none"> Complete and present 3,000 word essay Feb 1st Externally set assignment Students to choose one theme to develop Mind map and mood board Observations/samples using appropriate media and techniques for the subject matter Contextual research to support and inspire development of ideas
<p>Assessment Content and methods used to judge learning</p>	<ul style="list-style-type: none"> Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria. 	<ul style="list-style-type: none"> Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – personal investigation project marked in February.
<p>Spring half term 4 Sequential knowledge and skills</p>	<p>Independent work – making of bodice</p> <p>Workshops on different techniques.</p>	<ul style="list-style-type: none"> Continue Observations/samples using appropriate media and techniques for the subject matter Contextual research to support and inspire development of ideas Refining ideas towards sketched and photoshop designs –peer assessment
<p>Assessment Content and methods used to judge learning</p>	<ul style="list-style-type: none"> Crit - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – assessing completed ‘Strange Nature’ project 	
<p>Summer half term 5 Sequential knowledge and skills</p>	<p>Begin personal investigation unit for A level</p>	<p>15 hour exam after Easter</p>
<p>Assessment Content and methods used to judge learning</p>	<ul style="list-style-type: none"> Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. 	<p>Personal investigation and exam units marked internally/externally moderated.</p>

<p>Summer half term 5 Sequential knowledge and skills</p>	<p>Personal investigation unit continued.</p> <p>Trip to London – gallery visits to V & A, Tate Modern, Tate Britain and Chelsea Art College or Newcastle – The Baltic, Biscuit factory, The Laing etc</p> <p>Trip reports x 2 double pages.</p> <p>End of term Crit: - Peer assess / acting on feedback to act on over the summer.</p>	N/A
<p>Assessment Content and methods used to judge learning Assessment</p>	<p>EOY Assessments</p> <ul style="list-style-type: none"> • Teacher assessment is made on new personal investigation project 	