



Ruislip
High
School

YEAR 7

	Autumn term	Spring term	Summer term
Graphics			
What students are learning	What is Graphics?	Typography	Logo and Monograms
Key Content and Skills	<ul style="list-style-type: none"> • Health & safety in the graphics rooms • Typography • How Graphics is used in the real world • Image analysis • Colour theory 	<ul style="list-style-type: none"> • Typography • Literacy link - idioms, onomatopoeia • Designing ideas based on previous knowledge • Application of colour pencil • Identifying and appropriate themes and ideas 	<ul style="list-style-type: none"> • Understanding monograms • Looking at how branding is used • Understanding and analysing what makes a good logo • Developing logo designing skills
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Look at different types of font styles on the internet • Look up different poster designers • Research shape and onomatopoeia 	Students should: <ul style="list-style-type: none"> • Look at different types of font styles on the internet • Look up different poster designers • Research shape and onomatopoeia 	Students should: <ul style="list-style-type: none"> • Research monograms and where they can be found in the consumer industry • Look up different types of logos • Research what 'branding' is

	and typography	typography	
Textiles			
What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting
Key Content and Skills	<ul style="list-style-type: none"> • Introduction to textiles • Health & safety in the textiles room • Researching artists and designers • Observational work to inform product designs 	<ul style="list-style-type: none"> • Understanding and implementing brand designs • Upscaling • Layered coloured fabric • Collagraph printing 	<ul style="list-style-type: none"> • Students will learn how to safely use a sewing machine • Understand how to hand stitch • Learn what and how to apply seam allowances and a hem • Construction techniques
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Research artists' and designers' work under the theme of 'packaged food' • Practise their drawing skills e.g complete direct observational drawings of packaged food • Research how to print different textures 	Students should: <ul style="list-style-type: none"> • Research hand stitch techniques • Learn parts of the sewing machine, operating a sewing machine safely (Bernina 1008) • Research what a seam allowance and a hem is 	Students should: <ul style="list-style-type: none"> • Refine any work in their sketchbook • Research what a production plan is • Refresh your memory on skills practised so far this year
Food and Nutrition			

What students are learning	Hygiene and safety in the kitchen The eatwell guide Macronutrients	Macronutrients Healthy Eating	Food choices and the media
Key Content and Skills	<ul style="list-style-type: none"> Food groups (carbohydrates, fats & sugars) 	<ul style="list-style-type: none"> Food groups (dairy, protein) Breakfast 	<ul style="list-style-type: none"> Hydration Food and the media Bake off challenge
Assessment	Teacher feedback given, both verbal and written, throughout this period.	Teacher feedback given, both verbal and written, throughout this period.	Teacher feedback given, both verbal and written, throughout this period.
How can students prepare beyond the classroom?	<ul style="list-style-type: none"> Read the government guidance including the Eatwell guide (click here) Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes 	<ul style="list-style-type: none"> Practise the skills learnt at school at home, including making dishes Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes 	<ul style="list-style-type: none"> Practise the skills learnt at school at home, including making dishes Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes

Robotics

What students are learning	Through specialist DT curriculum days, students learn how to build a vehicular robot and code it accurately, using touch and colour senses.
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Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Graphics

What students	Packaging	Logo and branding	Creating packaging
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are learning			
Key Content and Skills	<ul style="list-style-type: none"> • Health & safety in the graphics rooms • Types of packing and their uses • Introduction to theme of fragrance packaging • Understanding legal elements of graphics design • Developing ideas for students own fragrance packaging 	<ul style="list-style-type: none"> • Colour Theory • Logo Design and Theory • Importance of branding • Understanding and analysing what makes a good logo • Developing and refining design ideas • Practical/making skills to create fragrance packaging 	<ul style="list-style-type: none"> • Application of prior knowledge onto final packing design • Photo editing software • Company branding • Advertisement- pros and cons
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopea.com • Research the importance of brand identity/ slogans and logos • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching 3D forms to develop drawing skills 	Students should: <ul style="list-style-type: none"> • Take an interest in 2D design, Photoshop/ Publisher/PowerPoint • Research the importance of brand identity/ slogans and bylines • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching in 3D to develop communication skills 	Students should: <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopea.com • Research the importance of brand identity/ slogans and bylines • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching in 3D to develop communication skills
Textiles			

What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting
Key Content and Skills	<ul style="list-style-type: none"> • Introduction to the animal theme • Health & safety in the textiles room • Researching artists and designers • Create initial designs inspired by artists/designers based off of endangered animals 	<ul style="list-style-type: none"> • Refining animal designs • Understand how to completed and apply freezer paper stencils • Students will learn how to safely use an iron • Understand The different qualities of fabric and which ones to select for applique 	<ul style="list-style-type: none"> • Students will be reminded how to use a sewing machine safely • Understand how to hand stitch • How to applique fabric • Learn what and how to apply seam allowances and a hem • Construction techniques
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008) • Research textiles techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Research what fabric is best for applique and why • Research how to create simple and complex freezer paper stencils • Research hand stitch techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Refine any work in their sketchbook • Research what a production plan is • Refresh your memory on skills practised so far this year
Food and Nutrition			
What students are learning	Healthy eating and better diets	Food around the world	Meal planning

Key Content and Skills	<ul style="list-style-type: none">• Tips for a better diet• Nutritional analysis• Diet and health	<ul style="list-style-type: none">• Where food comes from• Allergens• Food science	<ul style="list-style-type: none">• Energy• Ready steady cook• Masterchef Challenge			
Assessment	Teacher feedback given, both verbal and written, throughout this period. Self evaluation of practicals.	Teacher feedback given, both verbal and written, throughout this period. Self evaluation of practicals.	Teacher feedback given, both verbal and written, throughout this period. Self evaluation of practicals.			
How can students prepare beyond the classroom?	<ul style="list-style-type: none">• Practise the skills learnt at school at home, including making dishes• Watch clips added on google classroom for ideas and better understanding of practicals, as well as health and safety advice.• Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes	<ul style="list-style-type: none">• Research different recipes to help elevate your practicals• Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes• Watch clips added on google classroom for ideas and better understanding of practicals, as well as health and safety advice	<ul style="list-style-type: none">• Research different recipes to help elevate your practicals• Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes• Watch clips added on google classroom for ideas and better understanding of practicals, as well as health and safety advice			
Robotics						
What students are learning	Through specialist DT curriculum days, students learn how to design and build their own vehicles with a focus on ensuring stability and a good grip. Students use distance sensors so that their vehicles can be programmed to avoid obstacles.					
Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Graphics and media						
What students	Media codes and conventions		Graphics techniques and tools		Using Photoshop	

are learning			
Key Content and Skills	<ul style="list-style-type: none"> Health & safety in the graphics/media room The action/adventure genre Media codes, conventions and semiotics Learning technical language for graphics and media Analysing existing posters to inform own ideas 	<ul style="list-style-type: none"> Developing own action adventure ideas and poster design. Develop understanding and application of media codes, conventions and semiotics Learning technical language for graphics and media Introduction to photo editing software 	<ul style="list-style-type: none"> Completing poster design based on developed and refined plan Using Photoshop to create a strong developed action adventure poster Reflecting and evaluation poster design Pitch and presentations
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Research examples of posters from action adventures Research what mise-en-scene is Watch age appropriate action adventure movies looking out for symbolism and meaning 	Students should: <ul style="list-style-type: none"> Research examples of posters from action adventures Research what mise-en-scene is Watch age appropriate action adventure movies looking out for symbolism and meaning 	Students should: <ul style="list-style-type: none"> Experiment with free editing software such as www.photopea.com Research what a storyboard is Look at some of the characteristics of action adventure trailers Research information included on DVD covers
Textiles			
What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting

Key Content and Skills	<ul style="list-style-type: none"> • Introduction to the bugs and beetles theme • Health & safety in the textiles room • Researching artists and designers • Create initial designs inspired by artists/designers 	<ul style="list-style-type: none"> • Refining bug/beetle design • Learn what and how to apply seam allowances and a hems • How to accurately hand paint fabric including gradients and texture • Understand the different qualities of fabric and how they are made 	<ul style="list-style-type: none"> • Students will be reminded how to use a sewing machine safely • How to freehand stitch on a sewing machine • Understand how to hand stitch • How to applique fabric • Construction techniques to create a 3D textiles outcome
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008) • Research textiles techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Research what fabric is best for applique and why • Research how to freehand stitching on a swimming machine (Bernina 1008) • Research hand stitch techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Refine any work in their sketchbook • Research what a production plan is • Refresh your memory on skills practised so far this year • Research new techniques such as fusions and couching
Robotics			
What students are learning	Through specialist DT curriculum days, students learn how to design a vehicle capable of carrying large payloads, how to use basic gearing mechanisms and how to apply their learning to enable their vehicle to lift a heavy object. Students also design a rescue robot that uses a winch mechanism and magnet.		

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Textiles						
What students are learning	Natural Forms: <ul style="list-style-type: none"> Broadening skills in different media Refinement of current skills learnt in KS3 			Sustained project: <ul style="list-style-type: none"> Applying developed skills Refining skills and techniques 		
Key Content and Skills	<ul style="list-style-type: none"> Gain a greater understanding on the assessment objectives Expand skills set and knowledge of how to use different media Understand how to create a coherent sketchbook Understanding of how artists can influence your own work Taking primary images Understanding how to record ideas through drawings and annotations Create a personal and meaningful response 			<ul style="list-style-type: none"> Understanding the multiple interpretations of a theme project Continuing to develop understanding of the assessment objectives Expand skills set and knowledge of how to use different media Understanding of how to analyse the work of others Focus on recording and refinement 		
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Formative holistic marking for entire project	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video
How can students	Students should: <ul style="list-style-type: none"> Research the topic theme and the different ways it could be interpreted 		Students should: <ul style="list-style-type: none"> Research the topics theme Find three artists/designers who relate 		Students should: <ul style="list-style-type: none"> Research the topics theme Find three artists/designers who relate 	

prepare beyond the classroom?	<ul style="list-style-type: none">Find three artists/designers who relate to the themeComplete five direct observational drawings of images linked to the theme eg. buildings, anatomy etc.Go to galleries OR view galleries collections online to gain inspiration linked to the them	<ul style="list-style-type: none">to the themeComplete five direct observational drawingsGo to galleries OR view galleries collections online to gain inspiration	<ul style="list-style-type: none">to the new themeComplete five direct observational drawingsGo to galleries OR view galleries collections online to gain inspiration			
Media Studies						
What students are learning	Component 1: Section A - Advertising and Marketing	Component 1: Section A & B – The Film Industry	Component 1: Section B – Fortnite	Component 1: Section A & B – Newspapers	Component 3: Practical Production Unit Component 1: Section B – The Archers	Component 2: TV Comedy Component 3: The NEA
Key Content and Skills	<ul style="list-style-type: none">Students will complete their study of the Component 1, Section A set texts - This Girl Can and Quality Street adverts	<ul style="list-style-type: none">Students will explore the marketing for the film's The Man with the Golden Gun and SpectreStudents will explore the industry issues related to the film No Time To	<ul style="list-style-type: none">Students will study Fortnite, focusing on the media themes of Industry and Audience <p>Key theories to be studied: Uses & Gratifications, Young & Rubicam, Stuart Hall</p>	<ul style="list-style-type: none">Students will explore The Guardian and The Sun, focusing on the media themes of Media Language, Representation, Audience & Industry <p>Key theories to be studied: Roland</p>	<ul style="list-style-type: none">In the summer term all students will be working on their individual practical productionsThe selected brief for this unit is the creation of a DVD cover/back	<ul style="list-style-type: none">Students will explore issues o representation. how media language is used to create meaning and the industry context for FRIENDS and Modern Family, in preparation for Section A of

		Die		Barthes, Vladimir Propp, Stuart Hall, Uses & Gratification, Young & Rubicam's 'The 4 Cs' and Levi-Strauss' 'Binary Oppositions'	<p>cover and a film poster for a new coming-of-age film.</p> <ul style="list-style-type: none"> Students will study The Archers, focusing on the media themes of Industry and Audience; Key theory to be studied: Uses & Gratifications 	<p>the Component 2 examination.</p> <ul style="list-style-type: none"> Students will continue working on their production work
Assessment	Settling in assessment - Representation comparison essay	Comparison Essay between 'This Girl Can' and an unseen print advert	<p>Component 1, Section B, Question 3 (Industry) practice questions focused on No Time to Die.</p> <p>Component 1, Section B, Question 4 (Audience) practice questions focused on Fortnite.</p>	Year 10 PPEs - full Component 1 exam paper	Component 1, Section B, Questions 3 and 4 practice questions focused on The Archers	Component 3 - Statement of Aims
How can students	<p>Students should:</p> <ul style="list-style-type: none"> Look at a range of adverts and think 		<p>Students should:</p> <ul style="list-style-type: none"> Analyse both set articles from The Sun 		<p>Students should:</p> <ul style="list-style-type: none"> Research a range of posters for 	

prepare beyond the classroom?	<p>about how audiences are targeted through the advert (how do they get audiences to buy the product?)</p> <ul style="list-style-type: none"> • Watch a James Bond film of their choice 		<p>and The Guardian, in addition to one full edition of each paper of their choice. They should be confident analysing both papers in depth for Media Language, Representation, Audience and Industry</p> <ul style="list-style-type: none"> • Read one whole edition of both The Sun and The Guardian (the editions should be from the same day). Please keep hold of the newspaper you read • Be able to analyse the issues of Audience and Industry surrounding the mobile video game, Fortnite • Be able to answer a set of Section B questions focused on the film industry, in relation to Fortnite, with confidence • Be able to analyse the issues of Audience and Industry surrounding BBC Radio 4 soap opera, The Archers • Be able to answer a set of Section B questions focused on the film industry, in relation to Pokémon Go, with confidence • Listen to three episodes of The Archers on iPlayer 		<p>teen/coming-of-age films, thinking about how characters are represented; what types of camera shots are used; what colours are used; and what language is used as part of the design</p>	
Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Textiles						

What students are learning	Sustained project:		Externally set task			
Key Content and Skills	<ul style="list-style-type: none"> • Provided greater evidence of the assessment objectives • Refine skills set and knowledge of how to use different media • Show evidence of how artists can influence your own work • Taking purposeful and refined primary images • Understanding how to record ideas through experimentation and in depth annotations • Show a journey of development throughout a sustained project • Create a personal and meaningful response 		<ul style="list-style-type: none"> • Complete a project based on an external starting point • Develop skills of independent interpretations of an independent theme • Apply knowledge learnt through the coursework process to create a refined and highly developed exams sketchbook • Create a personal and meaningful response in the 10 hour exam 			
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework & externally set tasks for exam board submission	
How can students prepare beyond	Students should: <ul style="list-style-type: none"> • Review the work completed towards the end of last year and highlight areas for improvement and areas of 		Students should: <ul style="list-style-type: none"> • Take primary photographs that link to your theme within natural forms/Structure 		Students should: <ul style="list-style-type: none"> • Revise and prepare for exams 	

the classroom?	<ul style="list-style-type: none">successTake primary photographs that link to your theme within natural formsComplete large scale work outside your sketchbook to gain extra marks if all improvements have been madeGo to galleries OR view galleries collections online to gain inspiration	<ul style="list-style-type: none">Complete large scale work outside your sketchbook to gain extra marks if all improvements have been madeGo to galleries OR view galleries collections online to gain inspiration			
Media Studies					
What students are learning	Component 2: TV Comedy Component 3: The NEA	Component 2: TV Comedy Component Two: Music Industry	Component Two: Music Industry Exam Revision	Exam Revision	
Key Content and Skills	<ul style="list-style-type: none">Students will explore issues of representation, how media language is used to create meaning and the industry context for FRIENDS and The IT Crowd, in preparation for Section A of the	<ul style="list-style-type: none">Students will explore issues of representation, how media language is used to create meaning and the industry context for FRIENDS and The IT Crowd, in preparation for Section A of the Component 2	<ul style="list-style-type: none">Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber 'Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section	<ul style="list-style-type: none">Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber 'Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section	<ul style="list-style-type: none">Exam Revision

	<p>Component 2 examination.</p> <ul style="list-style-type: none"> Students will continue working on their production work. 	<p>examination.</p> <ul style="list-style-type: none"> Students will be studying three key music videos - Taylor Swift 'Bad Blood'; Justin Bieber 'Intentions'; TLC 'Waterfalls to help them prepare for the Music Industry section of their Component 2 exam (Section B). 	B).	<p>B).</p> <ul style="list-style-type: none"> Exam Revision 	
Assessment	<p>Component 2, Section A - Question 1 focused on TV Comedy</p> <p>Component 3, NEA - Draft</p>	<p>Component 3, NEA - Draft</p> <p>Year 11 PPE - Full Component 1 Paper</p>	<p>Component 2, Section A - Question 1 and Question 2 focused on TV Comedy</p> <p>Component 3, NEA - Final Submission</p>	<p>Component 2, Section B - Questions 3 and 4 focused on the Music Industry</p>	Full Component 2 paper
How can students prepare beyond	<p>Students should:</p> <ul style="list-style-type: none"> Revise all technical terminology Revise all the set texts covered so far on the course: 		<p>Students should:</p> <ul style="list-style-type: none"> Watch a range of music videos to help students gain an understanding of music video conventions and how they 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams

the classroom?	This Girl Can advert Quality Street advert The Sun The Guardian Spectre The Man with the Golden Gun poster GQ Pride The Archers Fortnite		appeal to a range of target audiences			
Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Textiles						
What students are learning	Skills project	Unusual viewpoints			Personal investigation	
Key Content and Skills	<ul style="list-style-type: none">Broaden skill level through experimentation - showing breadth of how media can be usedExperiments with different subjects matters to find	<ul style="list-style-type: none">Gain a greater understanding on the assessment objectivesComplete a project based on an independent starting pointDevelop refined drawing skillsHigh developed and diverse experimentation based on high quality imagesIn-depth analysis of artists work that directly informs and develops students workLarger scale experimentations and outcomesUnderstanding the underpinning ideas and themes of artworks			<ul style="list-style-type: none">Start Personal investigation (PI)on independent themesStart essay in response to PI themeContinuing to develop understanding of the assessment objectivesExpand skills set and knowledge of how to make direct links between deeper meaning of the theme	

	own style and ideas					
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Formative holistic marking for entire project	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Complete extensive experimentation on media - avoid repetitive experimentation• Push themselves out of their comfort zone• Go to galleries OR view galleries collections online to gain inspiration• Start thinking about what subject matter they would like to focus on for their ‘unusual viewpoints’ project		Students should: <ul style="list-style-type: none">• Complete extensive experimentation on media - avoid repetitive experimentation• Push themselves out of their comfort zone• Go to galleries OR view galleries collections online to gain inspiration• Research ideas that can inform development		Students should: <ul style="list-style-type: none">• Complete research on techniques that could help represent their chosen theme• Push themselves out of their comfort zone• Go to galleries OR view galleries collections online to gain inspiration	
Media Studies						
What students are learning	Component 1, Section B Component 1, Section A & B – Newspapers	Component 1, Section A – Music Videos Component 1, Section B – Radio	Component 2: Section B - Magazines		Component 3: Practical Production Unit	

Key Content and Skills	<ul style="list-style-type: none"> • Film: I, Daniel Blake and Black Panther • Video Games: Assassin's Creed • Students will explore issues of media language, representation, industry and audience in The Times and The Daily Mirror 	<ul style="list-style-type: none"> • Students will be exploring the issues of media language and representation in Beyonce's 'Formation' and Sam Fender 'Seventeen Going Under' • Students will be exploring the issues of industry and audience in 'Late Night Woman's Hour' 	<ul style="list-style-type: none"> • Students will begin exploring a historical edition of Vogue (from the 1960s) and compare it to a niche magazine - The Big Issue - in preparation for their Component 2 examination 		<ul style="list-style-type: none"> • In the Summer Term all students will be working on their individual practical productions. This will begin in April after the Easter holidays and continue until October half term <p>For the unit students will be working on producing a marketing campaign for either:</p> <ul style="list-style-type: none"> • A music video for a mainstream artist targeting a mainstream audience of 16-24 year old music aficionados • A mainstream film promotion campaign for 16-24 year olds 	
Assessment	Settling in assessment - Component 1, Representation Question	Component 1, Section A (Representation and Media Language)	Component 1, Section B, Questions 3 and 4 focused on Film industry and Radio	Component 2, Section B, focused on Magazines	Year 12 PPEs - Full Component 1 paper	Component 3, NEA - Statement of Aims
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Ensure their theory trackers are up-to-date and they are able to confidently recall the key media theories studied so far on the course • Watch at least three films produced by Marvel 		<p>Students should:</p> <ul style="list-style-type: none"> • Ensure their theory trackers are up to date and go over all class notes • Revise content already covered for at least 1 hour a week • Read one edition of The Times and one edition of The Daily Mirror in full 		<p>Students should:</p> <ul style="list-style-type: none"> • Research different posters for mainstream films • Research music videos (in any music genre) • Read at least three magazines of their choice, thinking about how they 	

	<ul style="list-style-type: none">Read one full edition of The Daily Mirror and one full edition of The Times (preferably covering the same day)		appeal to their target audiences and the types of adverts included in the magazine			
Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Textiles						
What students are learning	Personal investigation		Externally set task			
Key Content and Skills	<ul style="list-style-type: none">Completing a sustained project based on the theme of their choiceProvide context for the artwork students are creatingShow in depth knowledge and understanding of the assessment objectives.Apply high level refinements that show development and refine of skills and ideasUnderstanding how to write and Art essay based on their chosen themeHow to analyse work based on the formal elements and principles of Art and well as understanding how interpretation can change based on context		<ul style="list-style-type: none">Complete a project based on an external starting pointDevelop skills of independent interpretations of an independent themeApply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbookCreate a personal and meaningful response in the 15 hour exam			

Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework & externally set tasks for exam board submission	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none">• Complete their essay• Complete large scale work outside of their sketchbook• Complete experimentations linking to the process of selected artists• Complete thought out and rigorous refinement and development which shows the process of your sketchbook and tells a visual story• Complete tasks on checklist handed out prior to the summer break		Students should: <ul style="list-style-type: none">• Complete their essay• Complete large scale work outside of their sketchbook• Complete thought-out refinement and development which shows the process and tells a visual story• Complete tasks on checklist handed out prior to the summer break• Work in developing a personal and meaningful outcome		Students should: <ul style="list-style-type: none">• Revise and prepare for exams	
Media Studies						
What students are learning	Component 3 Component 2, Section A: Documentary	Component 2, Section A: Documentary Component 2, Section C: Online Media	Component 2, Section C: Online Media Revision of Component 1, Section A + B	Component 2, Section B: Magazines	Revision	

Key Content and Skills	<ul style="list-style-type: none"> Students will be continuing with their Component 3 coursework pieces – production of a film marketing campaign or a music video Students will be continuing with Section A of the Component 2 exam, exploring television in the global age, focusing on The Jinx and No Burqas Behind Bars 	<ul style="list-style-type: none"> Students will be continuing with Section A of the Component 2 exam, exploring television in the global age, focusing on The Jinx and No Burqas Behind Bars 	<ul style="list-style-type: none"> Revision of set texts and theory for both sections of the Component 1 exam 	<ul style="list-style-type: none"> Students will revise their in depth study of the magazine 'Vogue' and compare it to the independent magazine 'The Big Issue' 	<ul style="list-style-type: none"> Revision
Assessment	Component 2, Section A focused on Documentary	Component 3, NEA - Draft Component 2, Section C focused on Online Media	Component 3, NEA - Final Submission Year 13 PPEs - Full Component 1 paper and	Full Component 2 paper	

			Component 2, Section A and C		
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Revise the media terminology and theory covered in Year 12 • Revise all the Component 1 set texts: <ul style="list-style-type: none"> o Tide advert o WaterAid advert o Kiss of the Vampire poster o I, Daniel Blake o Straight Outta Compton o The Daily Mirror o The Times o Assassin's Creed III: Liberation 		<p>Students should:</p> <ul style="list-style-type: none"> • Ensure their theory trackers are up to date and go over all class notes • Revise content already covered for at least 3 hours a week, using the revision packs produced by the department • Look over and organise their notes for Vogue, in preparation for the magazine lessons 		<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams