



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.					
Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Graphics						
What students	Packaging		Logo and branding		Creating packaging	

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	<p>Teacher feedback given, both verbal and written, throughout this period.</p>		<p>Teacher feedback given, both verbal and written, throughout this period.</p> <p>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	<p>Students should:</p> <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 	<p>Students should:</p> <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 	<p>Students should:</p> <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 • Micronutrients and vitamins • Masterchef 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"> • Practise the skills learnt at school at home, including making dishes • 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 	<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 			
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 are learning	Media codes and conventions		Graphics techniques and tools		Using Affinity	
Key Content and Skills	<ul style="list-style-type: none"> • Health & safety in the graphics/media room 		<ul style="list-style-type: none"> • Developing own action adventure ideas and poster design. 		<ul style="list-style-type: none"> • Completing poster design based on developed and refined plan 	

	<ul style="list-style-type: none"> • 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"> • 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"> • Using Affinity 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.photopoea.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 	<ul style="list-style-type: none"> • Refining bug/beetle design • Learn what and how to apply seam allowances and a hems 	<ul style="list-style-type: none"> • Students will be reminded how to use a sewing machine safely • How to freehand stitch on a sewing

	<ul style="list-style-type: none"> • Researching artists and designers • Create initial designs inspired by artists/designers 	<ul style="list-style-type: none"> • 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"> • 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?	<p>Students should:</p> <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 	<p>Students should:</p> <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 	<p>Students should:</p> <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 prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> ● Research the topic theme and the different ways it could be interpreted ● Find three artists/designers who relate to the theme ● Complete five direct observational drawings of images linked to the 		Students should: <ul style="list-style-type: none"> ● Research the topics theme ● Find three artists/designers who relate to the theme ● Complete five direct observational drawings ● Go to galleries OR view galleries 		Students should: <ul style="list-style-type: none"> ● Research the topics theme ● Find three artists/designers who relate to the new theme ● Complete five direct observational drawings ● Go to galleries OR view galleries 	

	<ul style="list-style-type: none"> theme eg. buildings, anatomy etc. Go to galleries OR view galleries collections online to gain inspiration linked to the them 	collections online to gain inspiration	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 Spectre Students will explore the industry issues related to the film No Time To Die 	<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 Barthes, Vladimir Propp, Stuart Hall, Uses & Gratification, Young</p>	<ul style="list-style-type: none"> In the summer term all students will be working on their individual practical productions The selected brief for this unit is the creation of a DVD cover/back cover and a film poster for a new coming-of-age film. 	<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 Modern Family, in preparation for Section A of the Component 2 examination. Students will

				& Rubicam's 'The 4 Cs' and Levi-Strauss' 'Binary Oppositions'	<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 	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 prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Look at a range of adverts and think about how audiences are targeted through the advert (how do they get audiences to buy the product?) Watch a James Bond film of their 		<p>Students should:</p> <ul style="list-style-type: none"> Analyse both set articles from The Sun 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 		<p>Students should:</p> <ul style="list-style-type: none"> Research a range of posters for teen/coming-of-age films, thinking about how characters are represented; what types of camera shots are used; what colours are used; 	

	choice	<p>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 	and what language is used as part of the design			
Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Textiles						
What students are learning	Sustained project:		Externally set task			

<p>Key Content and Skills</p>	<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 			
<p>Assessment</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Summative holistic marking for entire coursework</p>	<p>Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video</p>	<p>Summative holistic marking for entire coursework & externally set tasks for exam board submission</p>	
<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Review the work completed towards the end of last year and highlight areas for improvement and areas of success • Take primary photographs that link to your theme within natural forms 		<p>Students should:</p> <ul style="list-style-type: none"> • Take primary photographs that link to your theme within natural forms/Structure • Complete large scale work outside your sketchbook to gain extra marks if all improvements have been made 		<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams 	

	<ul style="list-style-type: none"> • Complete large scale work outside your sketchbook to gain extra marks if all improvements have been made • Go to galleries OR view galleries collections online to gain inspiration 		<ul style="list-style-type: none"> • Go 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	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 Component 2 examination. 	<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 examination. • Students will be 	<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). 	<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). • Exam Revision 	<ul style="list-style-type: none"> • Exam Revision

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	<ul style="list-style-type: none"> Students will continue working on their production work. 	<p>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).</p>			
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>	<p>Full Component 2 paper</p>
How can students prepare beyond the classroom?	<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: This Girl Can advert Quality Street advert The Sun 		<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 appeal to a range of target audiences 		<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams

	The Guardian Spectre The Man with the Golden Gun poster GQ Pride The Archers Fortnite					
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 used Experiments with different subjects matters to find own style and ideas 	<ul style="list-style-type: none"> Gain a greater understanding on the assessment objectives Complete a project based on an independent starting point Develop refined drawing skills High developed and diverse experimentation based on high quality images In-depth analysis of artists work that directly informs and develops students work Larger scale experimentations and outcomes Understanding the underpinning ideas and themes of artworks 	<ul style="list-style-type: none"> Start Personal investigation (PI) on independent themes Start essay in response to PI theme Continuing to develop understanding of the assessment objectives Expand skills set and knowledge of how to make direct links between deeper meaning of the theme 			

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?	<p>Students should:</p> <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 		<p>Students should:</p> <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 		<p>Students should:</p> <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 	<ul style="list-style-type: none"> • Students will be exploring the 	<ul style="list-style-type: none"> • Students will begin exploring a historical edition of Vogue (from the 		<ul style="list-style-type: none"> • In the Summer Term all students will be working on their individual 	

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	<ul style="list-style-type: none"> 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"> 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' 	1960s) and compare it to a niche magazine - The Big Issue - in preparation for their Component 2 examination		<p>practical productions. This will begin in April after the Easter holidays and continue until October half term</p> <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 Read one full edition of The Daily Mirror and one full edition of The 		<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 appeal to their target audiences and the types of adverts included in the 	

	Times (preferably covering the same day)			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 choice • Provide context for the artwork students are creating • Show in depth knowledge and understanding of the assessment objectives. • Apply high level refinements that show development and refine of skills and ideas • Understanding how to write and Art essay based on their chosen theme • How 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 point • Develop skills of independent interpretations of an independent theme • Apply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbook • Create a personal and meaningful response in the 15 hour exam 			
Assessment	Teacher feedback to inform students	Teacher feedback to inform students	Summative holistic marking for entire	Teacher feedback to inform students	Summative holistic marking for entire	

	Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	coursework	Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	coursework & externally set tasks for exam board submission	
How can students prepare beyond the classroom?	<p>Students should:</p> <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 	<p>Students should:</p> <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 	<p>Students should:</p> <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	• Students will	• Students will be	• Revision of set	• Students will	• Revision	

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<p>and Skills</p>	<p>be continuing with their Component 3 coursework pieces – production of a film marketing campaign or a music video</p> <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 	<p>continuing with Section A of the Component 2 exam, exploring television in the global age, focusing on The Jinx and No Burqas Behind Bars</p>	<p>texts and theory for both sections of the Component 1 exam</p>	<p>revise their in depth study of the magazine 'Vogue' and compare it to the independent magazine 'The Big Issue'</p>	
<p>Assessment</p>	<p>Component 2, Section A focused on Documentary</p>	<p>Component 3, NEA - Draft</p> <p>Component 2, Section C focused on Online Media</p>	<p>Component 3, NEA - Final Submission</p> <p>Year 13 PPEs - Full Component 1 paper and Component 2,</p>	<p>Full Component 2 paper</p>	

			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"> ○ Tide advert ○ WaterAid advert ○ Kiss of the Vampire poster ○ I, Daniel Blake ○ Straight Outta Compton ○ The Daily Mirror ○ The Times ○ 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 		