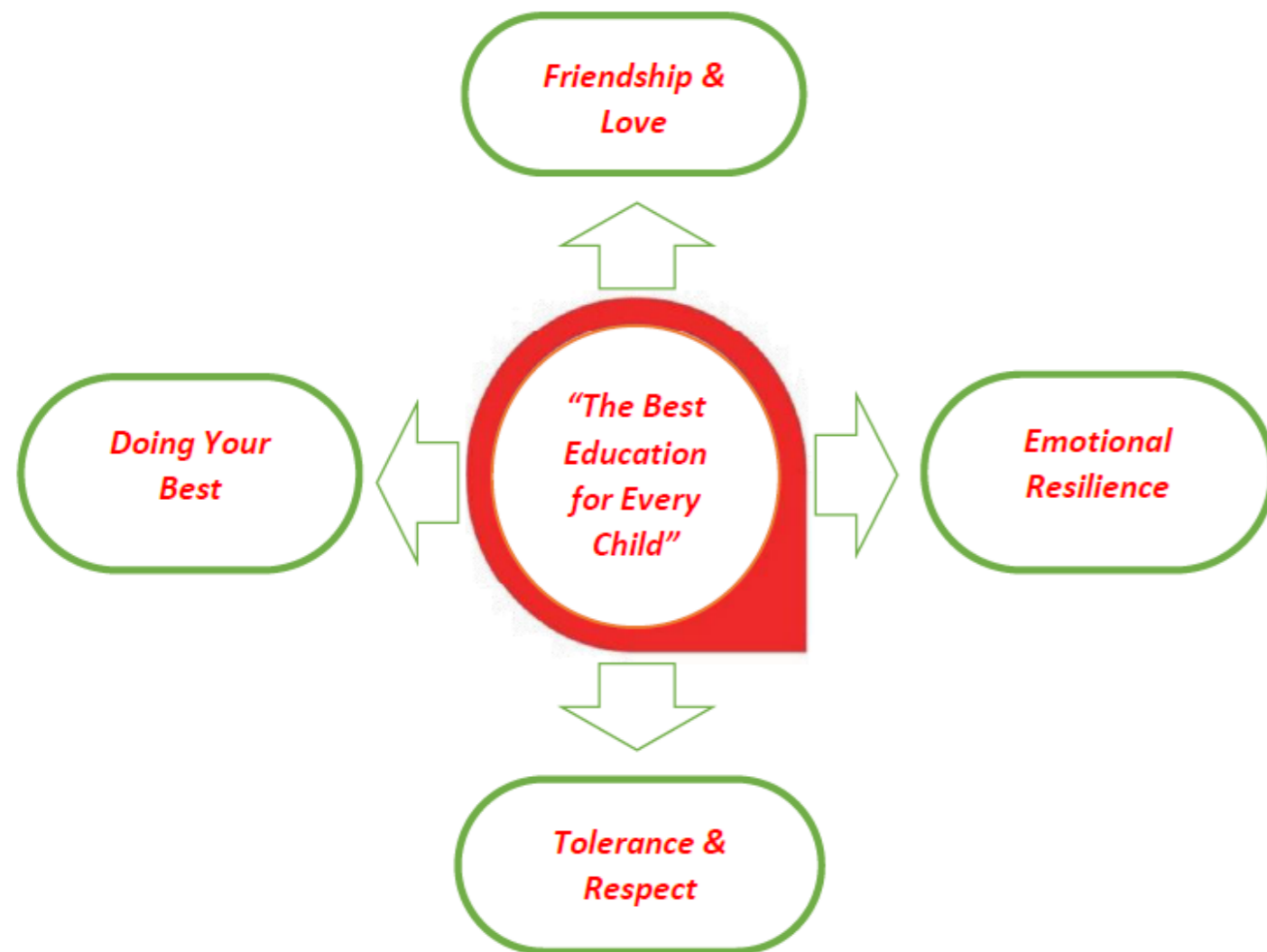




Red Moor School



# Art

## Long Term Planning

### Arts Faculty

Head of Faculty: Hayley Martyn

Date of last review: July 2020

## Art Schedule RMS Foundation Stage (LKS1/2)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately <b>6</b> Lessons ( <b>45</b> minutes each) over 6-7 weeks.					
Schedule A (Year 3)	<b>Title:</b> Portraits  <b>Context:</b> This Portraits unit will teach about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.  <b>Banding:</b> Steps 1-3  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, work of other artists.	<b>Title:</b> Let's Sculpt  <b>Context:</b> In this unit, children will be introduced to six sculptors: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, and Eva Rothschild. Children will make their own sculptures using a range of unusual materials: bread, recycled materials, boxes, plastic spoons, sugar cubes, and marshmallows.  <b>Banding:</b> Steps 1-3  <b>Progression Area:</b> Exploring and developing ideas, sculpture, work of other artists.	<b>Title:</b> Landscapes and Cityscapes  <b>Context:</b> In this unit students will learn about the bright colours and bold brushstrokes used by the impressionists and other artists, when painting landscapes and cityscapes. They will be introduced to the works of Claude Monet, Vincent Van Gogh, and Jean Metzinger.  <b>Banding:</b> Steps 1-3  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, work of other artists.	<b>Title:</b> Computer Art  <b>Context:</b> This 'Computer Painting' unit will teach key skills that will support progression within the KS2 Computing curriculum. The children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. Each lesson focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software.  <b>Banding:</b> Steps 1-3  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting.	<b>Title:</b> Nature Sculptures  <b>Context:</b> This 'Nature Sculptures' unit will teach your class about the concept of nature sculpture. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Each lesson in the unit focuses on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building.  <b>Banding:</b> Steps 1-3  <b>Progression Area:</b> Exploring and developing ideas, sculpture, work of other artists.	<b>Title:</b> Fabricate  <b>Context:</b> In this unit children will learn about 2 textiles techniques, weaving and wax-resist dyeing, making their own products using the techniques. Children will weave paper and other materials to create under the sea placemats, inspired by craftmakers around the world and the textiles artist Gunta Stolz. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats.  <b>Banding:</b> Steps 1-3  <b>Progression Area:</b> Exploring and developing ideas, drawing, textiles, printing, work of other artists.
Schedule B (Year 4)	<b>Title:</b> Autumn  <b>Context:</b> This 'Autumn' unit will teach about how to use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. The children will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne.  <b>Banding:</b> Steps 3 and 4  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, collage, printing and work of other artists.	<b>Title:</b> European art and artists  <b>Context:</b> This 'European Art' unit will teach about how to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.  <b>Banding:</b> Steps 3 and 4  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, textiles, collage and work of other artists.	<b>Title:</b> Bodies  <b>Context:</b> This 'Bodies' unit will teach about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore  <b>Banding:</b> Steps 3 and 4  <b>Progression Area:</b> Exploring and developing ideas, sculpture, drawing, textiles and work of other artists.	<b>Title:</b> Insects  <b>Context:</b> This 'Insects' unit will teach about how to use a pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of a range of 'insect' artists, in particular, Louise Bourgeois and Jennifer Angus.  <b>Banding:</b> Steps 3 and 4  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, collage, textiles, sculpture and work of other artists.	<b>Title:</b> British Art and Artists  <b>Context:</b> This 'British Art and Artists' unit will teach about how to use a range of media for making portraits: how to make sensory boxes, create abstract cut ups, tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists such as Thomas Gainsborough, Lucian Freud and Howard Hodgkin.  <b>Banding:</b> Steps 3 and 4  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, collage and work of other artists.	<b>Title:</b> Fruit and Vegetables  <b>Context:</b> This 'Fruit and Vegetable' unit will teach about how to use pencil, paint, clay peppers and textiles to create quality art work that shows progression of skills. The children will also have the opportunity to explore the work of the designer 'Carl Warner', textile artist, Michael Brennand-Wood and Italian painter, Caravaggio.  <b>Banding:</b> Steps 3 and 4  <b>Progression Area:</b> Exploring and developing ideas, drawing, painting, textiles and work of other artists.

# Art Schedule RMS Foundation Stage (UKS1/2)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately <b>6</b> Lessons ( <b>45</b> minutes each) over 6-7 weeks.					

Schedule C (Year 5)	<p><b>Title:</b> Wildlife</p> <p><b>Context:</b> This 'Wildlife' theme will teach about how to use pencil, white pencil, print, make clay tiles and model to create quality art work that shows progression in skills. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.</p>	<p><b>Title:</b> Plants and Flowers</p> <p><b>Context:</b> This Plants and Flowers unit will teach about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.</p>	<p><b>Title:</b> Ancient Egypt</p> <p><b>Context:</b> This Ancient Egypt unit will teach about how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier mache to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.</p>	<p><b>Title:</b> North American art</p> <p><b>Context:</b> This 'North American Art' unit will teach about how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls and be an artist's model to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of American artists John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.</p>	<p><b>Title:</b> At the Seaside</p> <p><b>Context:</b> This 'The Seaside' unit will teach how to use pen and colour, how to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.</p>	<p><b>Title:</b> South American art</p> <p><b>Context:</b> This 'South American Art' unit will teach about how to make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.</p>
	<p>Banding: Steps 3-5</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, textiles and work of other artists.</p>	<p>Banding: Steps 3-5</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, sculpture, and work of other artists.</p>	<p>Banding: Steps 3-5</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, sculpture and work of other artists.</p>	<p>Banding: Steps 3-5</p> <p>Progression Area: Exploring and developing ideas, drawing, collage, work of other artists.</p>	<p>Banding: Steps 3-5</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, textiles and work of other artists.</p>	<p>Banding: Steps 3-5</p> <p>Progression Area: Exploring and developing ideas, sculpture, collage, textiles and work of other artists.</p>
Schedule D (Year 6)	<p><b>Title:</b> Famous Fashions</p> <p><b>Context:</b> Students will learn about a number of fashion designers and think about what makes their products distinctive.</p>	<p><b>Title:</b> African art</p> <p><b>Context:</b> Students will be introduced to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ahanti kingdom.</p>	<p><b>Title:</b> Street art</p> <p><b>Context:</b> Students will find out about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating.</p>	<p><b>Title:</b> Japanese art</p> <p><b>Context:</b> This unit covers a broad range of Japanese styles including block-printing, the concept of Notan, origami, calligraphy, folk art and manga.</p>	<p><b>Title:</b> A Sense of Place</p> <p><b>Context:</b> Starting by using a viewfinder to find interesting features and views of a local area, students will then go on to study the work of some interesting, famous landscape artists.</p>	<p><b>Title:</b> Illusions</p> <p><b>Context:</b> Students will find out about the tricks of the trade to discover how artists play with perspective, line and colour to create clever and mind-bending illusions including trompe l'oeil, optical art and much more.</p>
	<p>Banding: Steps 5 and 6</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, textiles and work of other artists.</p>	<p>Banding: Steps 5 and 6</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, and work of other artists.</p>	<p>Banding: Steps 5 and 6</p> <p>Progression Area: Exploring and developing ideas, drawing, painting and work of other artists;</p>	<p>Banding: Steps 5 and 6</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, and work of other artists.</p>	<p>Banding: Steps 5 and 6</p> <p>Progression Area: Exploring and developing ideas, sculpture, drawing and work of other artists.</p>	<p>Banding: Steps 5 and 6.</p> <p>Progression Area: Exploring and developing ideas, drawing, painting and printing, work of other artists.</p>

# Art Schedule RMS KS3

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Schedule C (Year 7)	<p><b>Title: Basic skills</b></p> <p><b>Context:</b></p> <p>This is the introductory project for Year 7 students where they build upon prior knowledge of the formal elements in Art, developing basic skills and techniques for future application within the subject. Students experiment with a range of techniques in order to gain confidence and understanding within: <b>shading, tone, line, colour, pattern and texture.</b></p> <p>Banding: Steps 6-8</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, textiles and work of other artists.</p>	<p><b>Title: Tone:</b></p> <p><b>Context:</b></p> <p>Pupils will explore how to create <b>graduated tones</b> using various materials, such as, pencil, pen and acrylic paints. This lesson should focus on pencil and pens.</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, sculpture, and work of other artists.</p>	<p><b>Title: Shape and texture:</b></p> <p><b>Context:</b></p> <p>Pupils will begin by looking at the work of <b>Angie Lewin</b>. Through discussion as a group pupils will begin to analyse her work and form an understanding of the techniques she uses.</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, sculpture and work of other artists.</p>	<p><b>Title: Collage:</b></p> <p><b>Context:</b></p> <p>Pupils will use coloured paper to further develop their work and produce a simple shape collage of their drawing.</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Exploring and developing ideas, drawing, collage, work of other artists.</p>	<p><b>Title: Mark-Making:</b></p> <p><b>Context:</b></p> <p>Pupils will explore mark-making and relief techniques in clay when transferring their collage designs onto a clay tile.</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, textiles and work of other artists.</p>	<p><b>Title: Pattern &amp; Colour-</b></p> <p><b>Context:</b> Pupils will be introduced to the artist Hundertwasser and will discuss the artist's use of colour and pattern. Following a demonstration they will produce a section of one of his images that shows his use of colour and pattern.</p> <p>Banding: Steps 6-8</p> <p>Progression Area: Exploring and developing ideas, sculpture, collage, textiles and work of other artists.</p>
Schedule D (Year 8)	<p><b>Title: Colour Theory</b></p> <p><b>Context:</b></p> <p>Pupils will all contribute towards a large scale collaborative work. Each pupil will get a section of an image which they should then transform into a black and white style image.</p> <p>Banding: Steps 7-9</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, textiles and work of other artists.</p>	<p><b>Title: Colour Theory:</b></p> <p><b>Context:</b> A clear understanding of colour theory with the ability to identify primary, secondary, tertiary and complementary colours as well as the ability to confidently mix colours. Learners will also be introduced to colours and links to emotions.</p> <p>Banding: Steps7-9</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, and work of other artists.</p>	<p><b>Title: Proportion drawing:</b></p> <p><b>Context:</b> Use their knowledge and understanding of facial proportion rules to create an accurate portrait that has effective application of a wide range of tone.</p> <p>Banding: Steps 7-9</p> <p>Progression Area: Exploring and developing ideas, drawing, painting and work of other artists;</p>	<p><b>Title: Grid Method:</b></p> <p><b>Context:</b> Learners will today use the grid method to help them draw a portrait. Gain a thorough understanding of how to use a variety of visual language techniques in order to express specific ideas and emotions successfully. Learners will be taught how facial expressions and light/ darkness can be used to express emotion in their drawings.</p> <p>Banding: Steps 7-9</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, and work of other artists.</p>	<p><b>Title: Final piece:</b></p> <p><b>Context:</b> Learners will be given an assignment- using their preferred artist as influence they are to complete an A3 piece of work. As learners have been working on tone, texture, pattern and ended with portrait drawing, they could have a choice of creating a final piece that is either a landscape or a portrait drawing. Learners may use pencils, pens, paints to make this work.</p> <p>Banding: Steps 7-9</p> <p>Progression Area: Exploring and developing ideas, sculpture, drawing and work of other artists.</p>	<p><b>Title: Final piece:</b></p> <p><b>Context:</b> Learners will be given an assignment- using their preferred artist as influence they are to complete an A3 piece of work. As learners have been working on tone, texture, pattern and ended with portrait drawing, they could have a choice of creating a final piece that is either a landscape or a portrait drawing. Learners may use pencils, pens, paints to make this work.</p> <p>Banding: Steps 7-9</p> <p>Progression Area: Exploring and developing ideas, drawing, painting and printing, work of other artists.</p>

## Art Schedule RMS KS3

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Schedule C (Year 9)	<p><b>Title: Introduction to observational drawing:</b></p> <p><b>Context:</b> What is it? How can we record? What do we really see if we look carefully? Talk about theme of edibles. Teachers to decide what path they take. Possibilities include; natural foods cut in half, planting and growing foods such as tomato plants, contents of lunchboxes, food in stages of consumption. Basic skills of tone, shade, directional shading, scale and detail to be demonstrated. Students to begin own recording using pencil.</p> <p>Banding: Steps 6-9</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, textiles and work of other</p>	<p><b>Title: Artist analysis</b></p> <p><b>Context:</b> Present work by artists who have used such as Archimboldo, Saxton Freymann, Jeff Koons etc, group analysis of materials, techniques used. Students invited to comment on the work. Students to complete a research page on the artists making a transcription of the work, a title in the style of and writing in their own words on how the artist has recorded. Gaining an awareness of historic and contemporary artists – how they have recorded.</p> <p>Banding: Steps 6-9</p> <p>Progression Area: Exploring and developing ideas, drawing, printing, sculpture, and work of other artists.</p>	<p><b>Title: Still life observational drawing:</b></p> <p><b>Context:</b> Each table must get a still life composition to draw. Teacher must look out for use of tone, texture, accuracy of drawing, shape, use of line etc.</p> <p>Banding: Steps 6-9</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, sculpture and work of other artists.</p>	<p><b>Title: Personal project</b></p> <p><b>Context:</b> Give students a choice of starting points, themes and/or briefs</p> <p>Natural forms, urban landscape, everyday objects</p> <p>Students will begin to produce a portfolio on their topic using all the skills they have learnt and formal elements.</p> <p>Banding: Steps 6-9</p> <p>Progression Area: Exploring and developing ideas, drawing, collage, work of other artists.</p>	<p><b>Title: Experimentation and research</b></p> <p><b>Context:</b> Students will research a range of products, sculptures and art work that has been produced by other artists with similar materials and processes and feed this into the development of their creative project.</p> <p>They will use new media such as clay, wire and metal.</p> <p>Banding: Steps 6-9</p> <p>Progression Area: Exploring and developing ideas, drawing, painting, printing, textiles and work of other artists.</p>	<p><b>Title: Final piece</b></p> <p><b>Context:</b> Learners will be given an assignment- using their project research they are to complete an A3 piece of work. As learners have been working on tone, texture, pattern they could have a choice of creating a final piece that is either a landscape or a portrait drawing, painting, photography or 3D.</p> <p>Banding: Steps 6-9</p> <p>Progression Area: Exploring and developing ideas, sculpture, collage, textiles and work of other artists.</p>

## Art Schedule RMS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 12-18 Lessons (45 minutes each) over 6-7 weeks.					
GCSE Schedule	<p><b>Title:</b> <u>Formal Elements</u></p> <p><b>Context:</b> Introduction into students to the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, shape, tone, texture</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Exploration, Experimentation, visual recording.</p>	<p><b>Title:</b> <u>Experimentation Focus</u></p> <p><b>Context:</b> Introduction into characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Experimentation, material knowledge, visual recording.</p>	<p><b>Title:</b> <u>Research Focus</u></p> <p><b>Context:</b> Introduction into work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures .</p> <p><u>Release themes students can chose from for their brief .</u></p> <p>Natural forms, People &amp; Culture, Man Made, Every Day objects.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Research, design, annotation .</p>	<p><b>Title:</b> <u>Design Focus</u></p> <p><b>Context:</b> Students will draw from their artist research to develop a range of design ideas through visual exploration including observational drawing photography and 2d/3d maquettes.</p> <p>Students will annotate their designs to communicate their changing design process and ideas in response to trial and experimentation.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Design, Visual recording, annotation, critical analysis.</p>	<p><b>Title:</b> <u>Development Focus</u></p> <p><b>Context:</b> Students will research a range of products, sculptures and art work that has been produced by other artists with similar materials and processes and feed this into the development of their component 1 project.</p> <p>Students will experiment with a variety of materials they may use in their final piece for their extended project and annotate acknowledging areas for development.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Experimentation, material exploration, critical analysis.</p>	<p><b>Title:</b> <u>Refine and Complete</u></p> <p><b>Context:</b> Students will refine and personalise their response creating an original outcome and final piece or collection of work that has been produced through a consistent line of enquiry and investigation.</p> <p>Students will reflect and ensure there is a clear connection throughout their component 1 project. They will think carefully about selection and presentation of final pieces and present appropriately</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Critical analysis, evaluation, design development.</p>
	<p><b>Title:</b> <u>Review and Evaluate</u></p> <p><b>Context:</b> Students will reflect critically on their progress throughout component 1 and evaluate through annotations reflecting on the alterations or changes they would make given the opportunity again.</p> <p>Encourage and support students in moving from a position of dependence to independence.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Evaluation, Review, annotation.</p>	<p><b>Title:</b> <u>Mock Project</u></p> <p><b>Context:</b> Give students a choice of starting points, themes and/or briefs from past question papers.</p> <p>Students take increasing responsibility for the development and direction of their creative journey and make a meaningful and personal response in preparation for the requirements of Component 2.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Experimentation, Research, design, develop, critical analysis.</p>	<p><b>Title:</b> <u>Preparatory Period</u></p> <p><b>Context:</b> Students must respond to one of seven starting points provided on the paper.</p> <p>Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Research, design, annotation, visual recording.</p>	<p><b>Title:</b> <u>Preparatory Period</u></p> <p><b>Context:</b> Students need to evidence their creative journey in the preparatory work which should show the development, refinement and recording of ideas. Drawing and written annotation must be evidenced in the total submission for this component.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Development, critical analysis, material exploration.</p>	<p><b>Title:</b> <u>Exam</u></p> <p><b>Context:</b></p> <p>3 further weeks of preparation followed by 10 hours of supervised, unaided work in which students are required to realise their intentions. In the supervised time, between sessions and once the supervised time is completed, students may not add to or amend their preparatory work.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Material exploration, reflection, annotation, critical analysis.</p>	<p><b>Title:</b> <u>Portfolio Review</u></p> <p><b>Context:</b> Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.</p> <p>The selection of work chosen for submission must include: ☐ coverage of the four assessment objectives ☐ a sustained project evidencing the journey from initial engagement to the realisation of intentions ☐ a selection of further work undertaken during the student's course of study ☐ evidence of drawing activity and written annotation.</p> <p><b>Banding:</b> Step 7-11</p> <p><b>Progression Area:</b> Critical analysis, review, evaluate.</p>