



Yr 7 Art and Design – The British School Curriculum overview

Yr7 Term 1a	Term 1b	Term 2	Term 3	Term 4	Term 4
Foundation World Masks - Mahakala	Foundation World Masks - Dia De Los Muertos	Foundation World Masks - FESTIMA	Foundation World Masks - Maori and Polynesian Tiki Masks	Foundation World Masks - Maori and Polynesian Tiki Masks	Summative tests if required
Line, Shade, Form and Colour	Colour, Shape and Form	Shape, Form, Colour and Pattern	Shape, Form and Texture	Shape, Form and Texture	
Students will undertake a baseline assessment, drawing from direct observation. Inspired by Nepali Culture and Mahakala masks from throughout SE Asia. Students will investigate and explore	Parent Teacher Conference Students will explore printing and printmaking processes. They will learn about the Dia De Los Muertos festival, notably the work of	Students will undertake baseline assessment 3, drawing from direct observation. Students will research the Festival International des Masques et des Arts (FESTIMA) in Burkina Faso.	Students will undertake baseline assessment 2, drawing from direct observation. Students will research the culture, ceremony and mask design from the Maori and Polynesian communities and the	Students will explore clay techniques notably clay coils, positive and negative relief and pinch pots. These techniques combined with mark making will form the	All projects based upon 6-8 weeks of study however in some cases projects and outcomes may be extended due to INSET, Drop down days, Multicultural day, Trips, public holidays and special event activities

<p>tone and form through a series of mark making using a range of pencil HB -6B.</p> <p>Students will investigate colour theory: primary, secondary, tertiary colours including tints and shades. They will learn about Josef Itten and the Bauhaus colour theory system.</p> <p>Students will complete a short piece of written analysis on Bauhaus Colour Theory using Jamboard and Art Lexicon.</p> <p>This work will culminate in a large-scale observation painting where students are expected to demonstrate use of form and aspects of</p>	<p>Jose Guadalupe Posada and create a composition featuring the calaveras skulls, investigating complementary colour and contrasts.</p> <p>They will learn about the health and safety of printmaking and complete a relief print.</p> <p>The students will learn how to produce painterly surfaces and textures using colour theory. They will research the work of illustrator and designer Lee Hodges to create a Calaveras inspired Mask.</p> <p>These masks will investigate a direct Cut-out method, championed by Henri Matisse and these will focus on composition,</p>	<p>Researching the work of Asya and Dmitriy Kosin students will design and make wearable sculptures. They will look at paper Cut-outs to develop understanding of symmetry, asymmetrical and pattern. Looking at Baroque wigs to inform balance, construction and weight</p> <p>They will explore cardboard construction techniques to create a 3D wearable form and use Relief, Sgraffito, Coffee aging, Dry Brushing, Collage to create motifs and original responses.</p> <p>Students will be encouraged to use</p>	<p>work of ceramicist Kate Malone. Students will undertake a series of observational drawing focussing on mark making and texture. These drawings will be inspired by their artist research.</p> <p>Students will research Tongan and Maori tattoo design, geometry, pattern, monochrome symbols/motifs and create a circular design using pen and a singular colour scheme.</p>	<p>inspiration for their polynesian Tiki masks. Students will consolidate colour theory whilst glazing and annotating their 3D ceramic.</p>	
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<p>Creativity: Drawing, Design, Painting Confidence: Researching Nepali culture. Working on a design brief. Compassion: Understanding of ritualism, ceremony and culture. Community: Discussion of work, peer and group written feedback. Links to Nepali and MFL Challenge: Understanding colour theory, Mixing and blending of colour within a composition.</p>	<p>Creativity: Design a DOTD Mask, colour scheme. Confidence: Develop a design into a final piece - realising intentions Compassion: Understanding of ritualism, ceremony and culture. Community: Discussion of work, peer and group written feedback. Links to Spanish and MFL Challenge: Understanding colour theory, shape, drawing with scissors.</p>	<p>Creativity: Design a FESTMA Mask, Experiment with texture, surface and material. Confidence: Develop a design into a final piece - realising intentions. Compassion: Understanding of ritualism, ceremony and culture. Community: Discussion of work, peer and group written feedback. Links to humanities and modern art. Challenge: Understanding colour theory, 3D construction and texture</p>	<p>Creativity: Draw from observation, Understanding of Pattern, Line, Shape and Symmetry with Polynesian Design. Design a Tiki. Ceramic joining and manipulation. Confidence: Develop a design into a final piece - realising intentions Compassion: Understanding of ritualism, ceremony and culture. Community: Discussion of work, peer and group written feedback. Links to humanities Challenge: Translating a 2D into 3D form.</p>	<p>Creativity: Draw from observation, Understanding of Pattern, Line, Shape and Symmetry with Polynesian Design. Design a Tiki. Ceramic joining and manipulation. Confidence: Develop a design into a final piece - realising intentions Compassion: Understanding of ritualism, ceremony and culture. Community: Discussion of work, peer and group written feedback. Links to humanities Challenge: Translating a 2D into 3D form.</p>	
<p>Assessment Opportunities: Baseline assessment Tone, mark making and composition Colour mixing, accuracy and tertiary</p>	<p>Assessment Opportunities: Design ideas Cultural research Colour theory, Shape and Collage Mask</p>	<p>Assessment Opportunities: Baseline assessment Original design and symbolism Final design</p>	<p>Assessment Opportunities: Baseline assessment Artist research and annotation 3D pot and Polynesian design</p>	<p>Assessment Opportunities: Sgraffito Observation drawing Construction and Form manipulation</p>	
<p>Literacy Opportunities:</p>					

S&L- Self/Peer/ Group evaluation, Literacy Foci, Targeted questions, TESMC

Written: Letter writing, sentence and paragraph structure, Evaluation, Lexicon for Content, Technique, Form, Colour, Style

Reading- - Key words, Starter sentences, Lexicon for Mood, Technique, Formal Elements

Health and Safety MRAT 155	Health and Safety MRAT 011 MRAT 155	Health and Safety MRAT 003 MRAT 004 MRAT 155	Health and Safety MRAT 144,5,6,7,8,9 MRAT 155	Health and Safety MRAT 144,5,6,7,8,9 MRAT 155	Health and Safety MRAT 155
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Yr 8 Art and Design – The British School Curriculum overview

Yr8 Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b	Term 4
La Grand Tour MET Cubist Painting: Picasso, Gris and Braque Line, Mark making, Shade and Texture	Le Grand Tour The Tate Gallery Cubist construction: Picasso, Gris and Braque Colour, Shape, Texture and Form	La Grand Tour Van Gogh Museum MOMA Robert Indiana Line, Mark making, Shade, Colour and Shape	La Grand Tour Van Gogh Museum MOMA Robert Indiana Line, Mark making, Shade, Colour and Shape	La Grand Tour Yayoi Kusama Museum Line, Mark making, Shade, Colour and Shape	La Grand Tour Yayoi Kusama Museum Line, Mark making, Shade, Colour and Shape	Summative tests if required
Students will undertake baseline assessment 1, drawing from direct observation. MET	The Tate gallery Students will study the 3D Cubist constructions on display at the Tate.	Students will undertake a baseline assessment 2, drawing from direct observation. Van Gogh	MOMA Students will visit MOMA and research the POP inspired typography of Robert Indiana.	Parent Teacher Conference CONT: Students will investigate colour	Students will undertake baseline assessment 3, drawing from direct observation.	All projects based upon 6-8 weeks of study however in some cases projects and outcomes may be extended due to

<p>Students will research Cubism, the theory and influences within 20th century art. They will compare the artistic styles and work of Picasso, Gris and Braque.</p> <p>Selecting the work of Picasso, Gris and Braque students will create a short presentation on a chosen piece. They will use the lexicon scaffold with the focus on Mood, Technique, Medium, Colour and Style)</p> <p>Students will draw from a musical inspired still life theme, using digital photography, changing</p>	<p>Students will use their prior learning, compositions and drawings to create a 3D construction of a musical instrument. Students will explore spatial planes, shapes and motifs on a small maquette using a variety of construction and joining techniques.</p> <p>Students will work in groups to design and create a large scale constructed cubist guitar from cardboard, which will be decorated using mixed media and a chosen fixed palette of the Cubist artist.</p> <p>Students will photograph and</p>	<p>Students will undertake a virtual tour of the world's leading galleries and museums.</p> <p>Students will visit the Van Gogh museum and research the mark making and drawings of Van Gogh.</p> <p>They will produce a piece of written and visual research on Van Gogh, choosing a key piece of work to respond, recreating the aged surface through coffee staining and the drawing and mark making technique of Van Gogh.</p>	<p>They will produce a piece of written and visual research on Indiana, choosing a positive FOUR letter word.</p> <p>Students will investigate colour theory: primary, secondary, tertiary colours including tints and shades. They will retrieve and apply their understanding of colour theory and painterly techniques.</p>	<p>theory: primary, secondary, tertiary colours including tints and shades. They will retrieve and apply their understanding of colour theory and painterly techniques.</p> <p>KUSAMA Students will record from a still life of Pumpkin and squash. They will use mark making, composition and line to record accurately from observation. They use digital photography to record the surfaces, colour schemes and textures from the still life.</p> <p>Students will explore</p>	<p>KUSAMA Students will record from a still life of Pumpkin and squash. They will use mark making, composition and line to record accurately from observation. They use digital photography to record the surfaces, colour schemes and textures from the still life.</p> <p>Students will explore watercolour and watercolour texture techniques (salt, tin foil, baking paper) and processes. They will learn about Yayoi Kusama, her work and cultural associations to the</p>	<p>INSET, Drop down days, Multicultural day, Trips, public holidays and special event activities</p>
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<p>compositional angles and viewpoints to create a cubism inspired drawing.</p> <p>Students will create a colourful collage composition using geometric shapes, hot colours, silhouettes and multiple photographic angles of musical instruments. The students will focus on composition elements such as balance, symmetry, asymmetry, foreground and background.</p>	<p>write a reflection of the design and construction process.</p>			<p>watercolour and watercolour texture techniques (salt, tin foil, baking paper) and processes. They will learn about Yayoi Kusama, her work and cultural associations to the dots painting method. Students will decorate their drawing with watercolour followed by Kusama Illustrations in complementary, harmonious and contrasting colours and marks.</p>	<p>dots painting method. Students will decorate their drawing with watercolour followed by Kusama Illustrations in complementary, harmonious and contrasting colours and marks.</p>	
<p>Artists/Movements: Cubism, Picasso, Gris, Braque, Impressionism, 1/2 point Perspective, Sculpture, Constructivism, Spatial planes</p>	<p>Artists/Movements: Impressionism, Van Gogh, Gauguin, POP Art, Illustration, Typography and Colour Theory</p>	<p>Artists/Movements: Japanese culture, Yayoi Kusama, Aboriginal Art, Mandalas</p>				
<p style="text-align: center;">Domains Knowledge, Making skills, Evaluation, Idea generation</p>						

Concepts: Artist research, Composition, Colour theory, Mixed Media, 3D construction Digital photography	Concepts: Artist research, Composition, Colour analysis, Mixed Media, Surface textures. 3D construction and Digital photography	Concepts: Observational drawing, Mark making, Tone/Shade, Colour theory. Acrylic Painting, Independent Artist research.	Concepts: Observational drawing, Mark making, Tone/Shade, Colour theory. Acrylic Painting, Independent Artist research.	Concepts: Mark making, Composition, Colour theory, Watercolour techniques, Watercolour and Acrylic painting, Digital photography	Concepts: Mark making, Composition, Colour theory, Watercolour techniques, Watercolour and Acrylic painting, Digital photography	
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Assessment in Art and Design is ongoing throughout the year and will focus on the ability and command of the formal elements: line, shape, tone, texture, colour and composition, with several opportunities to demonstrate progression of skills. Students are required to demonstrate creative input as well as to make connections with the work of other artists. In addition to formative and summative teacher assessment, there will be opportunities for self-evaluation and peer assessment at regular intervals.

Opportunities for developing the 5Cs <i>Creativity: Draw from observation, Design a composition.</i> <i>Confidence: Confidence in the use of a fixed colour palette in the style of the artist.</i> <i>Compassion: Understanding the</i>	Opportunities for developing the 5Cs <i>Creativity: Create a 3D form using manipulation and joining techniques.</i> <i>Confidence: Confidence in the use of construction materials.</i> <i>Compassion: Understanding the inspirations of Cubism as a</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing from observation in the style of the artist, aging paper with household materials</i> <i>Confidence: Visiting online galleries and museums, Researching artists work and processes</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing from observation in the style of the artist, aging paper with household materials</i> <i>Confidence: Visiting online galleries and museums, Researching artists work and processes</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing from observation, aged paper, designing a composition using typography</i> <i>Confidence: Visiting online galleries and museums, Researching artists work and processes</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing from observation, aged paper, designing a composition using typography</i> <i>Confidence: Visiting online galleries and museums, Researching artists work and processes</i>	Opportunities for developing the 5Cs
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<p><i>inspirations of Cubism as a movement and wider influences.</i></p> <p><i>Community: Discussion of work, peer and group written feedback.</i></p> <p><i>Challenge: Translating a 3D into 3D shape and silhouette.</i></p> <p><i>Understanding colour theory, Mixing and blending of colour within a composition.</i></p>	<p><i>movement and wider influences.</i></p> <p><i>Community: Discussion of work, peer and group written feedback.</i></p> <p><i>Group construction</i></p> <p><i>Challenge: Translating a 2D into 3D form.</i></p> <p><i>Understanding artists style, Understanding form and spatial planes.</i></p>	<p><i>Compassion: Understanding of artists' life, influences and inspirations.</i></p> <p><i>Mental health within Art and Technique</i></p> <p><i>Community: Discussion of work, peer and group written feedback.</i></p> <p><i>Discussion on meaning and narratives in art</i></p> <p><i>Challenge: Understanding artists style, Understanding tonal values and mark making</i></p>	<p><i>Compassion: Understanding of artists' life, influences and inspirations.</i></p> <p><i>Mental health within Art and Technique</i></p> <p><i>Community: Discussion of work, peer and group written feedback.</i></p> <p><i>Discussion on meaning and narratives in art</i></p> <p><i>Challenge: Understanding artists style, Understanding tonal values and mark making</i></p>	<p><i>Compassion: Understanding of artists' life, influences and inspirations.</i></p> <p><i>Community: Discussion of work, peer and group written feedback.</i></p> <p><i>Discussion on meaning and narratives in art.</i></p> <p><i>Challenge: Understanding artists style, Understanding colour theory, Mixing and blending of colour within a composition.</i></p>	<p><i>Compassion: Understanding of artists' life, influences and inspirations.</i></p> <p><i>Community: Discussion of work, peer and group written feedback.</i></p> <p><i>Discussion on meaning and narratives in art.</i></p> <p><i>Challenge: Understanding artists style, Understanding colour theory, Mixing and blending of colour within a composition.</i></p>	
<p>Assessment Opportunities:</p> <p>Baseline assessment</p> <p>Artist research and annotation</p> <p>Observation drawings</p> <p>Compositional collages</p>	<p>Assessment Opportunities:</p> <p>Observation drawing</p> <p>3D Construction techniques</p> <p>Combining painting and mixed media</p>	<p>Assessment Opportunities:</p> <p>Baseline assessment</p> <p>Tone, mark making and composition</p> <p>Colour mixing, accuracy and tertiary</p>	<p>Assessment Opportunities:</p> <p>Baseline assessment</p> <p>Tone, mark making and composition</p> <p>Colour mixing, accuracy and tertiary</p>	<p>Assessment Opportunities:</p> <p>Yayoi Kusama research</p> <p>Watercolour techniques</p> <p>Kusama inspired final piece</p>	<p>Assessment Opportunities:</p> <p>Yayoi Kusama research</p> <p>Watercolour techniques</p> <p>Kusama inspired final piece</p>	

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Literacy Opportunities:

S&L- Self/Peer/ Group evaluation, Literacy Foci, Targeted questions, TESMC

Written: Letter writing, sentence and paragraph structure, Evaluation, Lexicon for Content, Technique, Form, Colour, Style

Reading- - Key words, Starter sentences, Lexicon for Mood, Technique, Formal Elements

Yr 9 Art and Design – The British School

Curriculum overview

Year 9 Term 1 Aug-Oct	Year 9 Term 2 Oct-Dec	Year 9 Term 3 Jan-Feb	Year 9 Term 3 Feb-April	Year 9 Term 4 April-May	Year 9 Term 4 May-July
<p>Me, myself and I</p> <p>Line, Mark making, Colour Theory, Proportion and Scale</p>	<p>Me, myself and I</p> <p>Self portraiture, Line, Mark Making, Proportion, Scale, Symmetry, Texture and Ceramics</p>	<p>Under the sea</p> <p>Line, Mark making, Proportion, Colour Theory, Grounds</p>	<p>Under the sea</p> <p>Line, Shape Mark making, Colour Theory, Printmaking</p>	<p>Reflection and Still life</p> <p>Line, Mark Making, Proportion, Scale, Symmetry and Colour Theory</p>	
<p>Students will undertake a baseline assessment, drawing from direct observation.</p> <p>Students will explore portraiture, portrait artists and techniques to record and describe features of the face. They will produce a series of photographic responses to portraiture, creating a series of photographs</p>	<p>Parent Teacher Conference</p> <p>CONT: People of Nepal Students will look at the work of portraits of Steve McCurry and the concrete minimalist work of Kathy Dalwood.</p> <p>Students will create a tonal portrait using</p>	<p>Students will undertake baseline assessment 2, drawing from direct observation.</p> <p>Students will look at marine life and creatures, they will use the grid transform method to produce some large scale oil pastel/charcoal and pencil observation of fish heads and eyes.</p>	<p>Parent Teacher Conference</p> <p>CONT: Students will conclude the large scale painterly aquatic studies using vivid colour theory and an impasto/textured approach.</p> <p>Students will create a detailed pencil and tonal observational</p>	<p>Students will undertake baseline assessment 3, drawing from direct observation.</p> <p>Students will look at the symbolism and meaning behind still life. They will discuss contemporary still life, design and record a photoshoot.</p> <p>Using the grid transfer method, students will</p>	<p>All projects based upon 6-10 weeks of study however in some cases projects and outcomes may be extended due to INSET, School closures, Trips, public holidays and special events/activities</p>

<p>of their eye, nose and mouth. They will explore these images through digital double exposure techniques and Pointillist mark making. They will look at the work of Chuck Close and his portraiture response using mark making. They will create an A4 self portrait of themselves using a grid format and tonal values.</p>	<p>strong contrast and bread reduction. Students will make a ceramic relief inspired by cultural portraits from Nepal. Students will focus on texture and form with their work, working collaboratively to create this allergy scale work in proportion. They will finish their ceramics using oxides, stains and undergrazing techniques.</p>	<p>Students will be taught how to create painterly grounds using acrylic and brush. They will be introduced to the aquatic work of Mike Savlen and guided to create large scale painterly responses.</p>	<p>study looking at shapes, forms and tonal values within fish such as tinned anchovies, mackerel and trout as well as crabs and clawed shellfish. They will transfer a drawing directly onto lino and complete the project with a relief print, using line, shape and colour.</p>	<p>create a detailed pencil observational study, they will divide the composition into 3 sections. Students will research 3 artists for their process, use of media and style. They will demonstrate their understanding of visual analysis when interpreting their styles throughout the still life.</p>	
<p>Artists/Movements: Portraiture: Chuck Close Pointillism: Georges Seurat, Charles Angrand Double Exposure: HELMO</p>	<p>Artists/Movements: Portraiture: Steve McCurry Texture: Kathy Dalwood Bas Relief: Matt Dent, Jody Clark</p>	<p>Artists/Movements: Grounds: Luann Ostarguard Colour: Mike Savlen</p>	<p>Artists/Movements: Colour: Daniel Jean-Bapiste Printing: Amy Cundall</p>	<p>Artists/Movements: Still life: Pieter Claesz 3 x Artist Styles and analysis showing understanding of content, mood, process and historical context.</p>	<p>Artists/Movements:</p>
<p>Domains Knowledge, Making skills, Evaluation, Idea generation</p>					

Concepts: Observational drawing, Proportion, Scale, Mark making, Tone/Shade, Colour theory, Pointillism, Independent Artist research.	Concepts: Independent Artist research, Bas relief, Ceramics, Scale, Mark making, Composition, Colour theory and Texture	Concepts: Artist research, Composition, Colour theory, Contrast, Mixed Media, Grounds	Concepts: Artist research, Composition, Proportion, Colour analysis, Grounds, Surface textures.	Concepts: Artist research, Composition, Colour analysis, Mixed Media and Digital photography	Concepts:
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Assessment in Art and Design is ongoing throughout the year and will focus on the ability and command of the formal elements: line, shape, tone, texture, colour and composition, with several opportunities to demonstrate progression of skills. Students are required to demonstrate creative input as well as to make connections with the work of other artists. In addition to formative and summative teacher assessment, there will be opportunities for self-evaluation and peer assessment at regular intervals.

Assessment Opportunities: Baseline assessment Artist research and annotation Observation drawings Mark Making Portrait Digital manipulation	Assessment Opportunities: Mark Making portrait Charcoal Portrait Ceramics tile and texture	Assessment Opportunities: Baseline assessment Pastel observation Colour Theory	Assessment Opportunities: Colour theory in grounds Combining painting and mixed media	Assessment Opportunities: Baseline assessment Artist research and annotation Acrylic painting and mixed media	Assessment Opportunities:
Opportunities for developing the 5Cs <i>Creativity: Drawing from observation in the style of the artists (pointillism etc).</i> <i>Confidence: Researching artists' work and mirroring processes and techniques.</i> <i>Compassion: Understanding portraiture</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing with ready made or found material.</i> <i>Confidence: Recording portraiture using measurement and proportion. Researching</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing from observation across a theme.</i> <i>Confidence: Confidence in the use of a fixed colour palette in the style of the artist.</i>	Opportunities for developing the 5Cs <i>Creativity: Create a 3D form using colour and texture</i> <i>Confidence: Confidence in the use of painterly grounds, colour theory and techniques</i>	Opportunities for developing the 5Cs <i>Creativity: Drawing from observation in the style of the artist.</i> <i>Confidence: Confidence analysis of visual language and artists style.</i> <i>Compassion: Understanding still life</i>	Opportunities for developing the 5Cs

<p><i>within the artists' life, influences and inspirations. Community: Discussion of work, peer and group written feedback. Discussion on meaning and narratives in art. Challenge: Understanding tonal values and mark making within portraiture.</i></p>	<p><i>artists' work and processes. Compassion: Understanding of nepali culture and the work of McCurry. Community: Discussion of work, peer and group written feedback. Discussion on meaning and narratives in art. Challenge: Creating textural compositions using ceramics (converting contrast into form).</i></p>	<p>Compassion: <i>Understanding water pollution and marine conservation. Community: Discussion of work, peer and group written feedback. Challenge: Combining complementary colour theory to create striking composition of ground and observation.</i></p>	<p>Compassion: <i>Understanding water pollution and marine conservation. Community: Discussion of work, peer and group written feedback. Group construction. Challenge: Combining complementary colour theory to create striking composition of ground and observation.</i></p>	<p><i>influences and inspirations with art and design. Community: Discussion of work, peer and group written feedback. Group construction. Challenge: Understanding artists style, and translating style and process into composition.</i></p>	
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Literacy Opportunities:
 Speaking & Listening- Self/Peer/ Group evaluation, Literacy Foci and critique
 Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation
 Reading: Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci

<p>Cross curricular: Mathematics – Proportion, Measurement and Scale Geography - Culture of Nepal Media – Photoshop and digital manipulation.</p>	<p>Cross curricular: Mathematics – Proportion, Measurement and Scale Geography - Culture of Nepal Media – Photoshop and digital manipulation.</p>	<p>Cross curricular: Geography – vertebrates, marine life History - German expressionism</p>	<p>Cross curricular: Mathematics – Proportion, angles and Scale History - relief printing processes and media</p>	<p>Cross curricular: Mathematics – Proportion, Measurement and Scale Media – Symbolism of image in Art ICT - Photoshop and digital manipulation.</p>	<p>Cross curricular: TBC</p>
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<p>Health and Safety MRAT 011 MRAT 103 MRAT 109 MRAT 155 MRAT 157</p>	<p>Health and Safety MRAT 011 MRAT 144-9 MRAT 150 MRAT 152 MRAT 155</p>	<p>Health and Safety MRAT 011 MRAT 103 MRAT 109 MRAT 155 MRAT 157</p>	<p>Health and Safety MRAT 011 MRAT 103 MRAT 109 MRAT 155 MRAT 157</p>	<p>Health and Safety MRAT 011 MRAT 103 MRAT 109 MRAT 155 MRAT 157</p>	<p>Health and Safety MRAT 011 MRAT 103 MRAT 109 MRAT 155 MRAT 157</p>
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