

Yr 7 Art and Design – The British School Kathmandu

Curriculum overview

Yr7 Term 1	Term 2	Term 3	Term 3	Term 4	Term 4
Students will undertake a baseline assessment, drawing from direct observation (Line, proportion and tone).	Parent Teacher Conference	Students will undertake a baseline assessment 2, drawing from direct observation. (Tone, proportion and shape)		Students will undertake a baseline assessment 3, drawing from direct observation. (Colour, Tone, Gradient and Mark making)	Summative tests if required
Foundation World Masks	Foundation World Masks - Mahakala	Foundation Jasper Johns	Foundation Bob and Roberta Smith	Foundation Minibeasts- insects, creatures and bugs	
Line, Shade, Shape and Form	Line, Shade, Form and Colour	Shape, Tone, Colour and Texture	Font, Form, Colour and Texture	Line, Colour, Shape and Texture	
<p>Inspired by Nepali Culture and Mahakala masks from throughout SE Asia. Students will investigate and explore line, shade, tone and form throughout this project as a foundation.</p> <p>They will undertake a series of shading and mark making exercises before creating an A4 pencil and mark making observation using a range of pencil HB -6B.</p> <p>Reflecting on their experiences Students will create their design for their Mahakali masks.</p> <p>Students will be introduced to the 3D mask making process within Kathmandu. Students will be shown how to create a pinch pot to use as a base for their mask. They will be shown how to join the clay body using the slip and score method.</p> <p>Research: Les Demoiselles d'Avignon - how did Iberian and African masks inspired Picasso and Cubism?</p>	<p>They will learn how to produce textures: relief and textured surfaces and gain an understanding of 3D form. They will learn about the health and safety of ceramics processes and CLEAPSS.</p> <p>They will learn about the Mahakali masks, purpose, symbolism and use within Nepali culture. This work will culminate in a large-scale observation painting where students will explore watercolour processes. They are expected to demonstrate use of form and aspects of mono colour theory (Shades, Tints and Tones).</p>	<p>In this project, students begin by exploring drawing and composition through a tonal study inspired by Jasper Johns. Using laser-cut number stencils and visual references of Johns' <i>0 Through 9</i>, students create layered, overlapping compositions of numbers. They revise tonal techniques and think carefully about balance and layout, using a variety of pencil grades and mark-making styles to bring depth and contrast to their drawings.</p> <p>Building on their compositions, students create an expressive acrylic painting of a single number, again inspired by Jasper Johns' bold use of texture and colour. They experiment with gestural brushwork and apply warm and cool tones to develop their understanding of colour theory and emotional expression. This stage focuses on creating artwork that is visually striking and abstract, allowing students to push the boundaries of how numbers can be perceived in art</p>	<p>Students shift focus to graphic communication, creating a slogan banner inspired by artist Bob and Roberta Smith. They design bold, statement-driven messages promoting art education, applying 3D lettering techniques, pattern, and complementary colour schemes with precision. The project finishes with detailed brushwork and the use of Posca pens to add fine detail, texture, and vibrancy, resulting in a powerful and personal piece of protest-style artwork.</p> <p>Research: Why should signs, typography or writing be considered Art?</p>	<p>Students will explore line and shade using a grid enlargement and transfer method.</p> <p>They will investigate mark making and pattern to create a monochrome minibeast design, alongside introduction of grounds, colour theory and brushwork pigments.</p> <p>Students explore digital manipulation using Adobe and Photopea, they will create a digital sgraffito. Tradition method available as back up</p> <p>Students will look at grounds and draw with scissors to create a range of surfaces and textures. They will access the laser cutter and have a form cut. They will manipulate this into a 3d form and explore colour, texture and construction methods, alongside the work of Caroline Kaufman.</p>	<p>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>
Artists/Movements: Nepali Culture, World Masks, Pablo Picasso, Primitivism, Iberian and African Art	Artists/Movements: Nepali Culture, World Masks,	Artists/Movements: Graphics, Typography, Abstract Expressionism, Jasper Johns, Numeracy	Artists/Movements: Typography, Bob and Roberta Smith	Artists/Movements: Georgina Luck, Caroline Kaufman, Adobe/Photopea	
DEI: SE Asia culture and indigenous Newar Culture, Ritualism and Ceremony, Age of Discovery, Les Demoiselles d'Avignon	DEI: SE Asia culture and indigenous Newar Culture,	DEI: Robert Rauchenburg, Action painting, Pop art	DEI: Gender and Persona, Political messages, Protest	DEI: Minibeast heritage and Biodiversity within Nepal	
Domains Knowledge, Making skills, Evaluation, Idea generation	Domains: Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation	

<p>Concepts: Observational drawing, Mark making, Formal elements (line, shape, tone, texture and form), Ceramics, 3D sculpture Mark making, Composition, Monochrome theory</p>	<p>Concepts: Observational drawing, Mark making, Formal elements (line, shape, tone, texture and form), Ceramics, 3D sculpture. Critical understanding, Mark making, Composition, Monochrome theory</p>	<p>Concepts: Artist research, Colour theory, pattern, motif and symmetry</p>	<p>Concepts: Artist research, Colour theory, repetition and typography</p>	<p>Concepts: Artist research, Colour theory, 3D sculpture, Sgraffito, mark making, construction and sustainability</p>	
<p>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 teacher assessment, there will be opportunities for self-evaluation and peer assessment at regular intervals.</p>					
<p>Opportunities for developing the 5Cs Creativity: Design a Mask, monochrome 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>Opportunities for developing the 5Cs 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>Opportunities for developing the 5Cs 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>Opportunities for developing the 5Cs 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>Opportunities for developing the 5Cs Creativity: Draw from observation, Understanding of Pattern, Line, Shape and Symmetry with minibeasts and Caroloine Kaufman. Confidence: Use digital programmes to manipulate an image and create a digital sgraffito. Compassion: Understanding of biodiversity 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 Design ideas Cultural research Tone, mark making and composition</p>	<p>Assessment Opportunities: Ceramics mask Colour mixing, accuracy and tertiary</p>	<p>Assessment Opportunities: Monochrome and markmaking composition, Colour theory composition</p>	<p>Assessment Opportunities: Baseline assessment Artist research and annotation 3D masks and Polynesian design, Observation drawing Printing and colour theory</p>	<p>Assessment Opportunities: Observation drawing Sgraffito Digital manipulation Textural construction and manipulation of form</p>	
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	
<p>Health and Safety MRAT 011 MRAT 155 https://drive.google.com/drive/folders/1x089s-FkZExNcuuOgZX3u_FuGsYF43QX?usp=sharing</p>	<p>Health and Safety MRAT 155</p>	<p>Health and Safety MRAT 003 MRAT 004 MRAT 155</p>	<p>Health and Safety MRAT 144,5,6,7,8,9 MRAT 155</p>	<p>Health and Safety MRAT 144,5,6,7,8,9 MRAT 155</p>	

Yr 8 Art and Design – The British School Curriculum overview

Yr8 Term 1	Term 2	Term 3a - b	Term 4a	Term 4b
<p>Van Gogh Van Gogh Museum SOW Line and Mark making, colour and observation)</p>	<p>Van Gogh Van Gogh Museum SOW Line, Mark making, Shade and Texture</p>	<p>Mythical Beasts SOW Line, Mark making, Colour and Shape, Form</p>	<p>Cubism and Abstract Art SOW Form, Mark making, Colour and Shape</p>	<p>Summative tests if required</p>
<p>Students will undertake a baseline assessment 1, drawing from direct observation.</p> <p>Van Gogh Students will undertake a virtual tour of the world's leading galleries and museums.</p> <p>Students will begin the project by experimenting with a variety of mark-making techniques using ink and experimental tools such as sticks, sponges, and brushes. They will apply these marks onto curved surfaces like cylinders and spheres, exploring how marks change when placed on different shapes. This activity draws inspiration from Van Gogh's expressive and dynamic line work.</p> <p>Pupils will study Van Gogh's tree paintings, focusing on his bold brushstrokes and textured surfaces. Using this as a reference, they will create monoprints of trees, experimenting with ink layering and printing techniques to capture the energy and movement characteristic of Van Gogh's style.</p>	<p>Students will then engage in a photography exercise, taking their own photos of sunflowers. They will learn to observe and compose images carefully, paying close attention to framing, natural lighting, and perspective. These photographs will serve as important visual references for their painting work.</p> <p>In the final stage, pupils will use their sunflower photographs to create an acrylic painting. They will apply colour theory principles, particularly focusing on mixing tertiary colours and balancing warm and cool tones. Through this, they will explore Van Gogh's vibrant palette and expressive brushwork techniques, aiming to capture the emotional intensity of his sunflower series.</p>	<p>Students will undertake baseline assessment 2, drawing from direct observation.</p> <p>They will explore Albrecht Dürer's Rhino, learning how to use geometric construction and mark-making techniques such as hatching and stippling to create texture and tone.</p> <p>Students will research real and mythical Nepali creatures, developing observational drawings that emphasise proportion, cultural symbolism, and imaginative design.</p> <p>Using slab-building techniques, students will translate their creature designs into low relief clay sculptures, focusing on layering and texture to enhance form.</p> <p>Inspired by Olivia Lomenech Gill, students will develop their creatures into relief print designs, experimenting with texture, composition, and repeated printing techniques.</p>	<p>Students will undertake baseline assessment 3, drawing from direct observation.</p> <p>Students will research the origins and development of Cubism, focusing on the works of Pablo Picasso and Georges Braque between 1910–1914. Pupils will produce a collage exploring multiple perspectives of a chosen object, inspired by Cubist composition techniques. They will explore tonal drawing using graphite and pen, and experiment with coffee staining to create a tonal range. Students will be introduced to tertiary earthy colour palettes, discussing harmonising and contrasting tones.</p> <p>Further drawing studies will focus on musical instruments from a variety of perspectives, capturing form and spatial planes. Students will then develop compositions based on these studies.</p> <p>Later in the project, students will study the work of Ibrahim El-Salahi, exploring African abstraction and cultural symbolism. They will create an abstract design using personal or cultural symbols, integrating symmetry, pattern and line. This will inform a 3D construction project using the forms of Nepali script or other scripts as visual inspiration, linking to themes of language, abstraction and identity.</p>	<p>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>
<p>Artists/Movements: Impressionism, Neo impressionism, Post Impressionism, Van Gogh</p>	<p>Artists/Movements: Impressionism, Neo impressionism, Post Impressionism, Van Gogh</p>	<p>Artists/Movements: Albrecht Dürer (Renaissance), Olivia Lomenech Gill (Contemporary Illustration), Nepali Folk Art & Mythology</p>	<p>Artists/Movements: Cubism (Picasso, Braque), African Abstraction (Ibrahim El-Salahi), South Asian Typography (Optional Link)</p>	
<p>DEI: Mental health and well being, Gallery system in Paris, Inequality</p>	<p>DEI: Emotional expression in art, Diversity in observation and interpretation, Neurodivergent</p>	<p>DEI: Cultural representation of South Asian/Nepali myths and animals, Respectful study of non-Western traditions, Diverse artistic voices in illustration</p>	<p>DEI: Non-Western approaches to abstraction, Cultural identity, Language and script as art, Representation in global art history</p>	

	approaches to creativity, Art as communication across cultures			
Domains Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation	Domains Knowledge, Making skills, Evaluation, Idea generation
Concepts: Observational drawing, Mark making, Tone/Shade, Colour theory. Acrylic Painting, Independent Artist research.	Concepts: Artist research, Composition, Colour theory, Mixed Media, Digital photography	Concepts: Basic shapes and proportion, Observational drawing, Cultural symbolism, Mark-making, Clay relief, Texture, Printmaking, Artist analysis	Concepts: Observational drawing, Composition, Tonal range, Coffee painting, Cultural abstraction, 3D construction, Independent Artist research	
<p>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.</p>				
Opportunities for developing the 5Cs Creativity: Drawing from observation in the style of the artist, aging paper with household materials Compassion: Researching artists work and processes Compassion: Understanding of artists' life, influences and inspirations. Mental health within Art and Technique Community: Discussion of work, peer and group written feedback. Discussion on meaning and narratives in art Challenge: Understanding artists style, Understanding tonal values and mark making	Opportunities for developing the 5Cs Creativity: Mark making and impressionist gestures for form and emotion. Confidence: Confidence in the use of a fixed colour palette in the style of the artist. Compassion: Understanding the inspirations of Nep, Post and Impressionism as movements and wider influences. Community: Discussion of work, peer and group written feedback. Challenge: Translating a 2D into 3D shape using mark making for form. Understanding colour theory, Mixing and blending of colour within a composition.	Opportunities for developing the 5Cs Creativity: Designing imaginative creatures by combining real and mythical elements. Confidence: Reassessing and building on core drawing skills to show progress. Compassion: Exploring and respecting cultural symbolism in Nepali mythology. Community: Sharing and discussing creature designs through peer feedback. Challenge: Translating detailed drawings into clay reliefs and print designs.	Opportunities for developing the 5Cs Creativity: Creating abstract forms from language, Collaging multiple viewpoints Confidence: Analysing complex compositions, Publicly presenting personal research Compassion: Understanding different cultural art forms, Respecting diverse visual traditions Community: Peer feedback, Cultural sharing through personal symbols Challenge: Exploring spatial planes, Understanding abstraction and symbolism, Applying complex construction methods	
Assessment Opportunities: Baseline assessment Tone, mark making and composition Colour mixing, accuracy and tertiary	Assessment Opportunities: Baseline assessment Artist research and annotation Observation drawings Compositional collages	Assessment Opportunities: Baseline assessment Clay low relief sculpture (form, construction, surface detail) Relief print outcome (composition, repetition, technique)	Assessment Opportunities: Baseline assessment Cubist tonal drawings and collage Artist research and written reflection 3D sculpture based on abstract language forms	
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	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	Literacy Opportunities: S&L: Use of subject-specific vocabulary (e.g. hatching, stippling, relief, texture) Written: Annotated artist research (Albrecht Dürer, Olivia Lomenech Gill, cultural symbolism) Written evaluations of practical outcomes and creative process Group discussions and peer feedback using key terminology and sentence starters	Literacy Opportunities: S&L- Self/Peer/ Group evaluation, Literacy Foci, Targeted questions, TESMC S&L: Group and peer critiques, Discussions on abstraction and interpretation Written: Artist research and annotation, Written evaluations, Key terminology on Cubism, Abstraction and 3D form Reading: Key texts on Cubism, Articles on non-Western abstraction, Use of subject-specific lexicon (e.g., tone, composition, form, perspective, cultural symbolism)	

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>Sea Creatures</p> <p><u>SOW</u> Line, Mark making, Proportion, Colour Theory, Grounds</p>	<p>Sea Creatures</p> <p><u>SOW</u> Line, Shape Mark making, Clay construction, colour theory</p>	<p>Portraiture</p> <p><u>SOW</u> Line, Mark making, Colour Theory, Proportion and Scale</p>	<p>Portraiture</p> <p><u>SOW</u> Self portraiture, Line, Mark Making, Proportion, Scale, Symmetry, Texture</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 begin the project by exploring a range of pencil mark making techniques, focusing on hatching, cross hatching, and stippling to build confidence in creating tone, depth, and surface texture. Through guided exercises, they will practise applying different pressures and layering marks to represent light, shadow, and form on simple three dimensional shapes such as spheres, cones, and cylinders. This will help them understand how value can suggest volume and realism in drawing.</p> <p>Building on these foundational skills, students will move on to more complex observational studies inspired by Duncan Cameron’s detailed sea urchin drawings. They will closely examine natural forms such as shells, corals, and sea urchins, observing how Cameron uses repeated patterns and fine tonal variation to convey intricate textures and delicate structures. Students will then apply these approaches to their own work, experimenting with both tight, controlled mark making and looser, expressive techniques to capture the unique qualities of marine life.</p>	<p>Parent Teacher Conference</p> <p>Pupils will then translate their drawings into three-dimensional clay sculptures inspired by Jane Jermyn, experimenting with surface texture and form.</p> <p>They will learn about the Raku ceramics and the Obvara process and watch a live demonstration of the process.</p> <p>Drawing on the vibrant, layered fish paintings of Mike Savlen, students will develop an understanding of expressive painting and will create mixed-media paintings that explore colour layering, backgrounds.</p> <p>They will look at additional artist and abstract expressionism mark-making to understand the movement and link the influence of contemporary work of Savlen.</p>	<p>Students will undertake baseline assessment 2, drawing from direct observation.</p> <p>Students will begin the project by closely studying individual facial features, experimenting with tonal pencil drawing to capture light, shadow, and subtle details.</p> <p>They will look at the pointillist movement including artists such as Saurat and Close, to understand optical mixing and the pointillist process.</p> <p>They will then use grid techniques to create accurate full portrait drawings inspired by Barbara Walker’s precise tonal work.</p>	<p>Parent Teacher Conference</p> <p>Building on this, pupils will explore expressive charcoal reduction self-portraits influenced by Frank Auerbach, focusing on layering and mark-making. Small gestural studies of eyes will follow, drawing on Jenny Saville’s use of layering and dynamic brushwork. Finally, students will take their own photographs and create full-scale painted portraits in the style of Saville, experimenting with expressive layering and emotional intensity.</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 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>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>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading: Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading: Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading: - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	
<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:</p>
<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>