



Archbishop Beck Catholic College

KS5 Scheme of work

Year 12 Fashion



Lesson Sequencing	The High 5 lesson : to be used throughout year	Further challenge opportunities
<p>Introduction to course Students will be introduced to EDUQAS course and expectations by class teacher. They will be given a student handbook to guide them through the course and list of resources they can access.</p> <p>Workshops Teacher and artist lead workshops to refresh knowledge of fashion techniques and widen awareness of medias. Students will be introduced to different methods of drawing, illustration research and recording and encouraged to step out of their comfort zones.</p> <p>Preparatory Project Development of work will be free flowing and as much as possible led by the progress made by students which will be given the following structure guided by class teacher:</p> <p>1. Research and Observational studies Different ways of representing research, observations and experiences will be a main focus. Students will be led through a variety of research and recording methods and processes including drawing, painting, collage, mood boards,</p>	<p>Consolidation: Discussion between class and teacher to address and consolidate pace of projects, targets, deadlines and focus assessment objective for lesson task. Consistent reference will be made to EDUQAS assessment AO's and how they link to work produced. Consolidation of mark scheme understanding and awareness of individual grades achieved and how to improve.</p> <p>Modelling : Teacher demonstrations, textile and manufacturing workshop demonstrations, past and current students work, lead learner demonstrations and EDUQAS exemplar materials will be used to engage and aid understanding of how students can build a successful body of work. Step by step guides, EDUQAS assessment objective display and resource booklets will be available for the students to access independently where necessary.</p> <p>Response and Feedback: Verbal feedback on individual students' work consistently throughout the year through one to one support by teachers circulating every lesson, and one to one meetings for more in depth discussion and feedback on progress and support towards completing project through post</p>	<p>Extension HAPS to develop and expand their skills through extended uses of materials, techniques and processes. An emphasis on the practice of research, drawing and textile techniques outside of the classroom will be made. Extra-curricular clubs to practice will be available. Checklists, feedback sheets, assessment grids and mark schemes given to all students and regularly discussed to consistently challenge and improve work. Teachers one to one sessions to give advice to those wishing to push boundaries. Organised trips and visits to exhibitions and universities to inspire and develop awareness of creative pathways and next steps post A Level. Homework for summer holidays and extension projects given to</p>

<p>target markets, fashion designers, artists and fashion design.</p> <p>2. Critical and contextual studies Students will be introduced to a range of artists, craftspeople and designers. Students will be encouraged to make clear links between their work and the work of others. Students will learn how to analyse the work and explore artists' techniques through their own work. Students will also be shown how to present their work in order to best demonstrate understanding.</p> <p>3. Media experimentation Students will be encouraged to experiment with a wide range of media including paint, textile materials, collage and assemblage, textile techniques, printing and fabric manipulation. Requests from students to explore other approaches and techniques will also be accommodated as much as possible.</p> <p>Critical Studies Sessions to be delivered by class teacher on key art elements of the fashion industry and art/fashion history to develop understanding and artistic and creative awareness in preparation for introduction to Component 1. Opportunity to visit universities and lectures, workshops during this time.</p>	<p>it notes and assessment sheets. Assessment cover sheets with mark scheme assessment grid for students to reflect and access current working grades and checklists every week. Support sheets and intervention plans where necessary for individual students to review and act on. Q & A sessions, critiques and peer assessments to reflect on each other's work in progress and discuss ideas.</p> <p>Challenge : Continuous individual feedback on work to challenge students to produce well developed in depth personal investigations. Teachers will support and tailor tasks given to individual students to support their own creative intentions and ensure they clearly understand the EDUQAS assessment criteria required of them and are challenging themselves to achieve the highest grades possible for the student. Excursions to local university courses and gallery visits will instil high aspirations and remind students of the high expectations and mature level of practice expected.</p> <p>Independence : Individual personal investigations will inspire students to work at home and teachers and students will set weekly tasks for students to complete in order to make progress with their projects. Students are aware of requirement to work independently outside lesson time in order to develop in depth body of work from GCSE and will continue to develop mature work ethic through study periods, after school sessions and checklists to take home.</p>	<p>students to strengthen projects where necessary.</p>
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Component 1 Personal Investigation

Introduce requirements of Component 1 to students. This will already have been discussed generally, but more focussed information and booklets will be shared. Provide students with support information regarding possible themes to choose. Show students example work. Ensure students are aware of the timescale, deadlines and assessment criteria. Initial statements of intent and inspiration pages will be developed before students begin personal investigations using media and presentation methods personal to them.

Introduction to Essay

Students will start to develop the written element of the course. This is a report of between 1000 and 3000 words that has a direct link to their practical work. They will be supported in developing this report and encouraged to complete 50% of essay ready for September start in year 13.

Make students aware of exhibitions available and ways to enhance their reference materials and subject matter.

