

Art Textiles GCSE

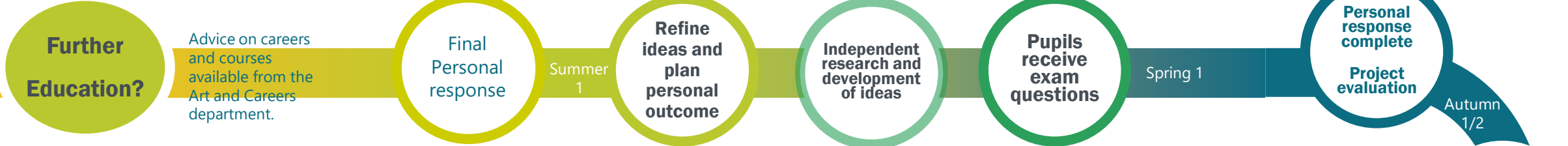
Curriculum plan

Prescot school Art department GCSE follows the AQA specification And assessment.



Unit 2 – 10 hour exam

Unit 2 - controlled assessment



Review: pupils will revisit all the core skills and elements that was introduced and developed in KS3. All new processes and techniques will be based on themes that will be able to recall from KS3, ie landscapes, natural forms, portraits, cultures, architecture, still life under the sea, illustration or fantasy.

Completion of Unit 1 to be submitted at the end of this term

Year 11 Art textiles

Practical workshops

Review and reflect

Realise Intentions



Personal choice of theme.

Develop ideas and critical understanding

Pupils will be taught a range of new skills that they may develop and make further links to their projects. Independent experimentation is expected

Critically annotate their work. Make connection with their own and others work.

Recording all observations, thoughts and ideas to show development. Additional exploration may be needed throughout. Pupils are expected to use the correct technical language in annotation.

Structures – support material



Introduction of textile techniques. Select and refine appropriate techniques to represent the elements. ideas to present personal board

Pupils will explore ideas through recording visually and analytically. Gathering first hand reference material and observational recordings.

Investigate, Analyse and annotate the work of Artist and Designers that link with the theme. Gather first hand recordings and observations

Revisit: the work produced in year leads into this project. Pupils have a vast range of experimentation done on this theme. This allows for considered choice of topic.

Art, Craft and Design GCSE

Curriculum plan

Prescot school Art department GCSE follows the AQA specification And assessment.



Unit 2 – 10 hour exam

Unit 2 - controlled assessment



Review: pupils will revisit all the core skills and elements that was introduced and developed in KS3. All new processes and techniques will be based on themes that will be able to recall from KS3, ie landscapes, natural forms, portraits, cultures, architecture, still life under the sea, illustration or fantasy.

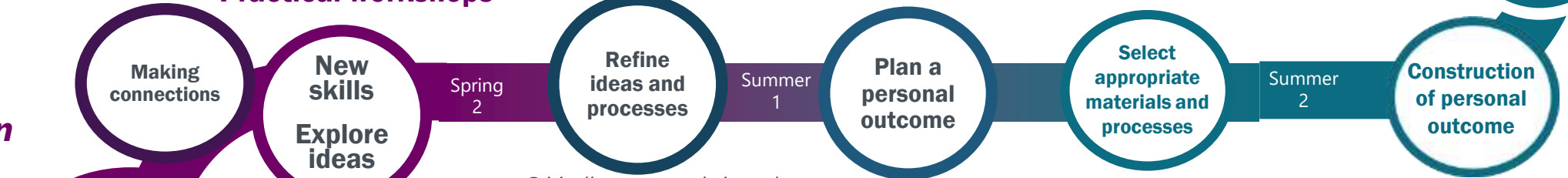
Completion of Unit 1 to be submitted at the end of this term

Year 11 Art, Craft and Design

Practical workshops

Review and reflect

Realise Intentions



Personal choice of theme.
Develop ideas and critical understanding

Pupils will be taught a range of new skills that they may develop and make further links to their projects. Independent experimentation is expected

Critically annotate their work. Make connection with their own and others work.

Recording all observations, thoughts and ideas to show development. Additional exploration may be needed throughout. Pupils are expected to use the correct technical language in annotation.

Identity, Story or Face – support material



Introduction of Art and Design techniques. Select and refine appropriate techniques to represent the elements. ideas to present personal development sheets

Pupils will explore ideas through recording visually and analytically. Gathering first hand reference material and observational recordings.

Investigate, Analyse and annotate the work of Artist and Designers that link with the theme. Gather first hand recordings and observations

Revisit: the work produced in year leads into this project. Pupils have a vast range of experimentation done on this theme. This allows for considered choice of topic.

Year 10 Art, Craft and Design

Art and Design, Photography GCSE

Curriculum plan



Art Textiles GCSE

Curriculum plan

Prescot school Art department GCSE follows the AQA specification And assessment.



Unit 2 – 10 hour exam

Unit 2 - controlled assessment



Review: pupils will revisit all the core skills and elements that was introduced and developed in KS3. All new processes and techniques will be based on themes that will be able to recall from KS3, ie landscapes, natural forms, portraits, cultures, architecture, still life under the sea, illustration or fantasy.

Completion of Unit 1 to be submitted at the end of this term

Year 11 Art textiles

Practical workshops

Review and reflect

Realise Intentions



Personal choice of theme.

Develop ideas and critical understanding

Pupils will be taught a range of new skills that they may develop and make further links to their projects. Independent experimentation is expected

Critically annotate their work. Make connection with their own and others work.

Recording all observations, thoughts and ideas to show development. Additional exploration may be needed throughout. Pupils are expected to use the correct technical language in annotation.

Structures – support material



Introduction of textile techniques. Select and refine appropriate techniques to represent the elements. ideas to present personal board

Pupils will explore ideas through recording visually and analytically. Gathering first hand reference material and observational recordings.

Investigate, Analyse and annotate the work of Artist and Designers that link with the theme. Gather first hand recordings and observations

Revisit: the work produced in year leads into this project. Pupils have a vast range of experimentation done on this theme. This allows for considered choice of topic.

Year 10 Art Textiles

Photography GCSE

Curriculum plan

Prescot school Art department GCSE follows the AQA specification And assessment.



Unit 2 – 10 hour exam

Unit 2 - controlled assessment

Further Education?

Advice on careers and courses available from the Art and Careers department.

Final Personal response

Summer 1

Refine ideas and plan personal outcome

Independent research and development of ideas

Pupils receive exam questions

Spring 1

Personal response complete
Project evaluation

Autumn 1/2

Review: pupils will revisit all the core skills and elements that were introduced and developed in KS3. All new processes and techniques will be based on themes that will be able to recall from KS3, ie landscapes, natural forms, portraits, cultures, architecture, still life under the sea, illustration or fantasy.

Completion of Unit 1 to be submitted at the end of this term

Year 11
Photography

Practical workshops

Review and reflect

Realise Intentions

Making connections

New skills
Explore ideas

Spring 2

Refine ideas and processes

Summer 1

Plan a personal outcome

Select appropriate materials and processes

Summer 2

Construction of personal outcome

Portraits
Develop ideas and critical understanding

Pupils will be taught a range of new skills that they may develop and make further links to their projects. Independent experimentation is expected

Critically annotate their work. Make connection with their own and the work of others.

Recording all observations, thoughts and ideas to show development. Additional exploration may be needed throughout. Pupils are expected to use the correct technical language in annotation.

Architecture/structures – support material

Spring 1

Main project

Refine ideas and processes

Autumn 2

Explore ideas through investigation

Autumn 1

Develop ideas and critical understanding

Introduction to photography and exploration of DLR's manual functions, aperture and shutter speeds. Workshops encouraging experimental use of light, movement and depth of field.

Continued introduction of photographic techniques. Select and refine appropriate techniques to represent the elements, to present personal development pages

Pupils will explore ideas through recording visually and analytically. Gathering first hand reference material and observational recordings.

Investigate, Analyse and annotate the work of Photographers. Create a sketch book to record skills required for photography. Experimental work.

Year 10
Photography

- Art, craft and Design
- Art Textiles
- Photography

Yr 10 options

Structure

New core learning: line, continuous line, mono-printing, Natural and man made structure.

Revisit: shape, form, tone dimension, print, colour theory

Continuing to encourage creativity and risk taking this project takes a more abstract approach to develop understanding of the elements

Architecture

New core learning: mod roc, brusho colour control, landscapes, creating a mood, control and tone with charcoal and chalk

Revisit all the elements, dimension and expression

This project gives pupils the opportunity to work from external observation. Buildings building features or the work Artists like John Piper or Ian Murphy. Experimentation of new materials mixed with previous drawing skills are encouraged.

Still life

New core learning: researching Artists, highlighting, and perspective

Revisit: texture, tone, value, proportion, layering, composition, colour theory.

Pupils work on the themes of sweets or toys. Choosing their own Artists to reference the focus will be on realism and observational drawing. Improving the quality of recording outcomes

In preparation for GCSE, the pupils will work in a more experimental style of presentation. Personal choice of Artists and styles to develop. And will work on a variety of mixed media to ensure a greater skillset.

Key Stage 3 ART AND DESIGN

Curriculum map



Year 8 pupils will be introduced a wider range of media. Investigate the historical influences and art movements for critical understanding and become more skilled which revising and developing skills.

Year 8 Art and Design

Colour Theory

New core learning: colour – primary, secondary, tertiary, contrasting complimentary

Revisit: colour, composition, shape and form.

Pupils will be introduced to the concept of complex colour . Learn to ratios and quantities to create the colours and accuracy to apply.

Dia de los muertos

New core learning: Repeat pattern , tessellation print making

Revisit: colour theory, texture mark making, graduation, blending.

pupils will investigate the influences of Mexican and folk art and Frieda Kahlo on the festival. Pupils will investigate festivals in other cultures. Use iconography and symbols to design and print or 3D nicho box .

In the style of

New core learning: Painting with marks, movement textiles – hand embroidery, heading

Revisit: Tone blending, composition, colour mixing,

Using history of art to identify the movements. Investigate the Impressionists work and style. Experiment using various media, including textiles to create the marks. Working on abstract section encourages creative risk.

Portraits

New core learning: portraits, structure, proportion, collage and relief

What is a portrait? Historical and contemporary. Correct proportion. Using tone to show realism and collage. Relief and text to explore expression. Pupils will begin to work more independently and have choice of style.

Year 9 Art and Design

Britishness

New core learning: blending value, iconography and composition

Revisit: layering, graduation, pressure and presentation

In this graphic design project pupils become more proficient in recording. Debate the idea of Britishness. Investigate British Artist and Designers to inspire a 3D composition.

Under the sea

New core learning: depth, resist, composition, scale and watercolours

Revisit: shape, mark making, layering and form.

Under the sea introduces pupil choice. Experimenting with ink and resist methods. Pupils will be carrying out environmental impact work and begin discussing their own and work others

Fantastic Beasts

New core Learning: Tone, Marking making layering and graduation

Revisit: Sculpture, shape and pressure. Descriptive language and colour.

Fantastic beasts builds on KS2 knowledge of sculpture and illustration, to imaginatively create their own fantastic beast. The project draws on historical and contemporary literature illustration.

Year 7 Art and Design

Year 7 pupils will be introduced to a variety of new skills, techniques and media. Be taught to analyse and annotate. create from imagination and observation. Be introduced to and revisit the Elements





The Prescott School Subject Overview for

Year 7 Art and Design

1 Course/Subject introduction

Throughout year 7 three units are delivered that will develop the skills required for success and progression in Key stage 3. We have designed a course that develops imagination, free thinking and risk taking while building on the skills in Art and Design. All pupils will be regularly given the opportunity to reflect and review their work through the use of retrieval activities that develop retention of knowledge and proficiency of skills. Pupils will be introduced to new Artists, designers and their work both historical and contemporary links. The pupils will be taught how to analyse and discuss their own and the work of others.

Head of Department:

Miss C Crilly

Number of lessons per
fortnight for KS3: **2**

2. Subject structure

<p>Term 1 Fantastic beasts</p>	<p>First term pupils will be introduced to the element of TONE supported by blending, graduation and mark making.</p> <p>They will build on KS2 knowledge of sculpture and illustration to imaginatively create their own fantastic beast both in sculpture and through montage illustration.</p> <p>The project draws on historical and contemporary Literature illustration and the pupils enjoy making personal connections with movies, stories and cultural folklore.</p>
<p>Term 2 Under the sea</p>	<p>Under the sea introduces pupil choice. Experimenting with a variety of new media such as collage, ink and resist methods.</p> <p>They will produce a mixed media outcome inspired by the colours shapes and patterns of the theme.</p> <p>As part of the wider impact of this project and for pupil awareness, they will carry out an environmental / climate study.</p> <p>Pupils will research the work of Artist and designers, discussing their own and others work through annotations in their sketchbook.</p>

Term 3 'Britishness'	<p><i>In this graphic design project pupils become more proficient in recording ideas and visuals, including font design and composition</i></p> <p><i>We have the opportunity to debate the idea of 'Britishness' and what it means to us and others. Gather iconography used to visualise this idea and Produce a range of illustrations to inspire a 3 Dimensional outcome</i></p> <p><i>Pupils will Investigate British Artists, Designers and illustrators that they have been influenced by or can make a personal connection with.</i></p>
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Formal assessments will take place throughout the year in the form of half termly formative practical assessments. After each formal assessment all pupils will be given in-depth feedback that celebrates areas of success and helps identify areas for future development.

*We encourage parents and carers to escort their child to cultural venues in or around Liverpool, all of which are **FREE** to the public. Home works will be set in addition to the Family challenge when appropriate.*

YR 7 Term 1 Fantastic Beasts

Visit The Central Liverpool Library, explore the old and the new.

William Brown Street, L3 8EW <https://liverpool.gov.uk/contact-us/service-area/central-library/>

The Natural History Museum Liverpool

William Brown Street, L3 8EW www.liverpoolmuseums.org.uk/wml/history

Term 2 Under the Sea

The World Museum Liverpool

William Brown Street, L3 8EW www.liverpoolmuseums.org.uk

Term 3 Britishness

Liverpool Life Museum Pier Head, Liverpool www.liverpoolmuseums.org.uk



The Prescott School Subject Overview for

Year 8 Art and Design

1 Course/Subject introduction

We begin year 8 with colour theory. This will support the pupils with the knowledge needed for the work in term 1 and the Art movements in term 2 followed by three themed projects of which one is culturally influenced, one is experimental and historical and one observational based. Pupils will be introduced to new media and techniques whilst improving proficiency. Pupils will be introduced to new Artists, designers and Genres with both historical and contemporary links. The pupils will be taught to analyse and discuss their own and the work of others.

Head of Department:

Miss C Crilly

Number of lessons per fortnight for KS3: **2**

2. Subject structure

<p>Term 1 Dia de los muertos</p>	<p>Pupil will be investigating cultural celebrations and using the festival of 'dia de los muertos' as a project to develop their use of colour, pattern and composition. The pupils will be introduced to the process of printing and will produce a 'nico' tin inspired by the iconography and colour of the festival and a sketch their own personal hero/loved one.</p>
<p>Term 2 'In the style of'</p>	<p>In the style of, introduces pupils to a variety of art movements. Focusing on the impressionists they will be experimenting with a variety of new media such as oil pastels and acrylic paint. Pupils will select a selection the work from Artists within the movement and sample in the style of. With a focus on layering and mark making pupils will produce their own impressionist piece.</p>

Term 3 portraits

Pupils will be introduced to the wide variety of portrait genres, both historical and contemporary. They will build skills in the elements and working from observation. The project has both a very accurate element in terms of proportions and observations and the other that is more expressionist and experimental.

Formal assessments will take place throughout the year in the form of half termly formative practical assessments. After each formal assessment all pupils will be given in-depth feedback that celebrates areas of success and helps identify areas for future development.

*We encourage parents and carers to escort their child to cultural venues in or around Liverpool, all of which are **FREE** to the public. Home works will be set in addition to the Family challenge when appropriate.*

YR 8 Term 1 The Day of the Dead

The Bluecoat Gallery – School Lane, Liverpool L13BX www.thebluecoat.org.uk

*Explore offers free, fun, creative activities for all the family every Saturday. Drawing, painting, cutting out, sticking, planting, making, animation, photography... it's all going on at the Bluecoat during Explore sessions. Most of the activities are linked to artwork in the gallery so you can enjoy looking at the exhibition and then make some art of your own. **Explore** runs every Saturday 1pm to 4pm*

Term 2 Abstract Impressionism :

The Tate [Albert Dock, Liverpool L3 4BB www.tate.org.uk/whats-on](http://www.tate.org.uk/whats-on)

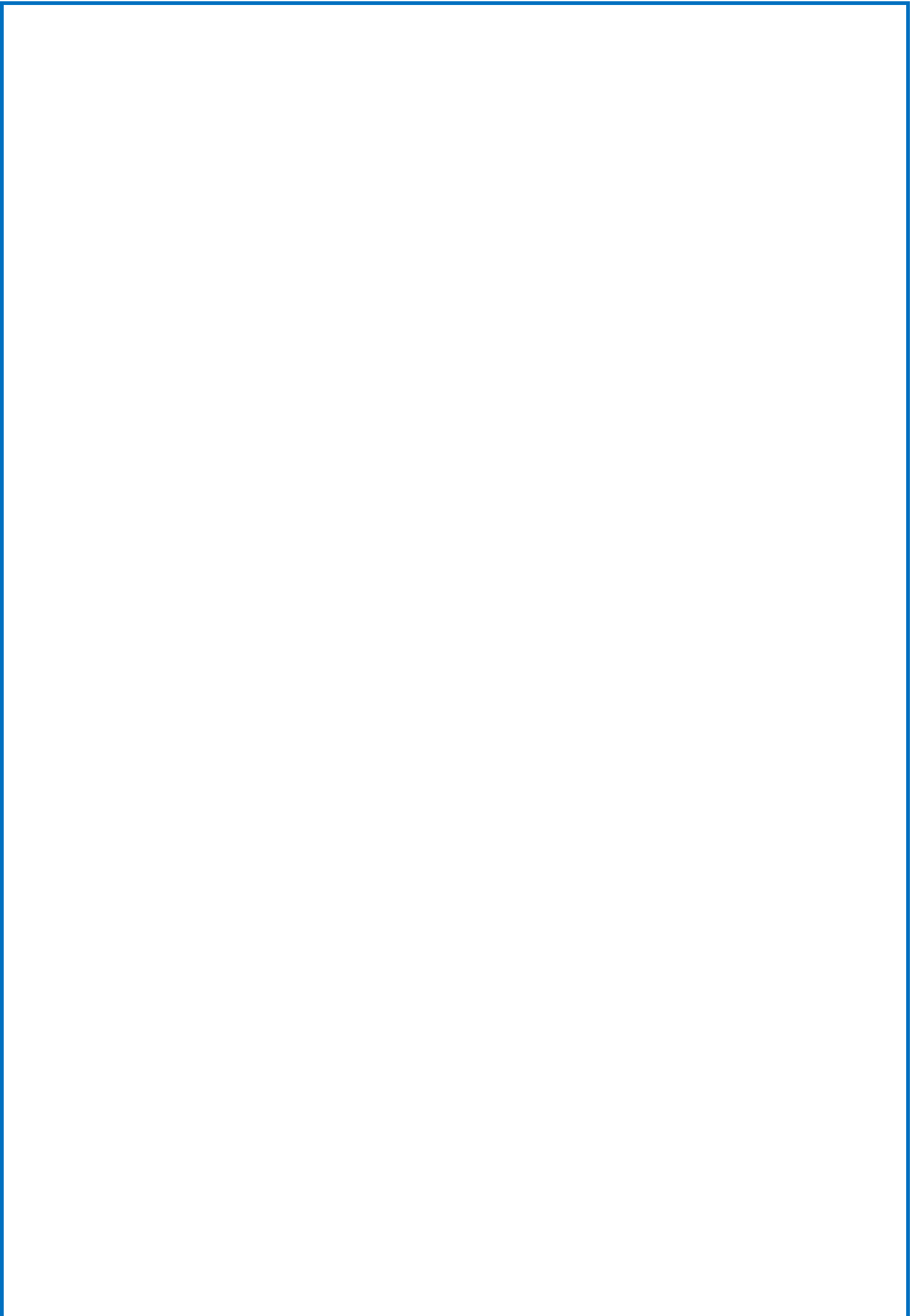
The Walker Art Gallery William Brown Street, Liverpool, L3 8EL <https://www.visitliverpool.com/things-to-do/walker-art-gallery>

Term 3 Portraits

Walker Art Gallery William Brown Street, Liverpool, L3 8EL

<https://www.visitliverpool.com/things-to-do/walker-art-gallery>

The Tate [Albert Dock, Liverpool L3 4BB www.tate.org.uk/whats-on](http://www.tate.org.uk/whats-on)





The Prescott School Subject Overview for

Year 9 Art and design

1 Course/Subject introduction

In preparation for GCSE, the pupils in year 9 will work in a more experimental presentation. They will have Personal choice of Artists and styles to develop the themes set. The pupils are given the opportunity to revisit the media that best suit their style of working and ensure a greater skillset. They will work in year 9. The last project has the potential to link to the previous for any pupils wishing to develop and refine their work to a much more in greater level.

Head of Department:

Miss C Crilly

Number of lessons per fortnight for KS3: **2**

2. Subject structure

Term 1 Still life	<p>Pupils work on the themes of sweets or toys. Choosing their Artist to reference, the focus will be on realism and observational drawing. As a class we will investigate the work of Sarah Graham and introduce the pupils to the genre of photorealism. The project is based around Improving the quality of recording outcomes through sampling to build proficiency through colourful and vibrant outcomes.</p>
Term 2 Architecture	<p>This project gives pupils the opportunity to work from external observation. The pupils will be introduced to a more atmospheric way of working. Producing work from buildings, building features or ruins in a range of styles influenced by the work of Artists such as John Piper or Ian Murphy. Experimentation of new materials mixed with previous drawing skills are encouraged.</p>
Term 3	

Structure

Continuing to encourage creativity and risk taking this project takes a more abstract approach to develop understanding of the elements. Pupils will have a much looser way of working using techniques like continuous line and mono printing where there is less control of the media. The pupils can choose a type of natural or man-made structure to work from. Some pupils will be encouraged to choose the architectural structure so they have a greater understanding of how a project can develop.

Formal assessments will take place throughout the year in the form of half termly formative practical assessments. After each formal assessment all pupils will be given in-depth feedback that celebrates areas of success and helps identify areas for future development.



The Prescot School Subject Overview for

Year 10 GCSE Art and Design

1 Course/Subject introduction

Our GCSE Art and Design course offers an inspiring programme of work that will challenge students to refine and develop their practical textile technique, critical thinking and personal reflection. Students will have a fortnight and two years to complete the course. We use the AQA specification which consists of 60% portfolio and 40% final exam.

Students will work on a range of themes, concepts and artists / designers. The projects enable students to work within the parameters of a given topic and set of criteria but also to develop an individual style and/or direction.

2. Subject structure

Term 1
Natural
structures.
Development
and explore

Students will be introduced to a variety of embellishment techniques and to promote confidence in the use of a variety of materials. The pupils will continue with their choice of theme from natural forms and pupils will make choices on the specific areas. There will be opportunities to explore the work of designers and artists that link to the themes. The pupils will select techniques to develop and link with their own explorative art work. Developing artwork within the theme. Colour, pattern, line and technique etc...and start to develop different artwork in a variety of styles. (Inspired by their artists studied).

Head of Department:

Miss C Crilly

Number of lessons per
fortnight for KS4: **5**

<p>Term 2 Refine and Experiment</p>	<p>The work will be a Continuation of their chosen theme with an introduction to new lines of enquiry through further artist styles such as Iris van Herpen. study and technique workshops. Presentation of research, visual and critical understanding will be done in either sketchbook or A2 paper. Looking at the structure and movement, pupils will develop techniques to create texture. Introduction to the use of heat paint and 3d paint. Pupils will continue to make informed decision on how and where to apply these exploration techniques.</p>
<p>Term 3 Design and explore.</p>	<p>Continuing to encourage creativity and risk taking the pupils will refine their ideas and begin to design and illustrate a final outcome of their choosing. Pupils will produce a textile art, fashion or interior design piece. Final outcomes will be thoroughly tested through a range of materials and samples with evaluating annotation presented in a creative way. The pupils will begin to plan the construction and execution of their final piece. Additional workshops will run throughout this term with a variety of construction techniques.</p>

Assessment: Students are assessed throughout the course to support and guide their development. They will receive a mixture of group critiques and individual tutorials/feedback. Students will be marked according to formal GCSE grades and effort levels:

AQA specification at a glance: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>



The Prescott School Subject Overview for

Year 10 GCSE Art textiles

1 Course/Subject introduction

Our GCSE Art textiles course offers an inspiring programme of study that challenge students to refine and develop their practical textile and critical thinking and personal reflection. Students will have 3 lessons per fortnight and two years. We use the AQA specification which consists of a portfolio and 40% final exam.

Students will cover different projects per year, which will include a combination of research, recording/drawing, artist study, development textile technique workshops and final pieces that include fashion, interior and art pieces. The projects enable students to work within the parameters of a given topic and set of criteria but also to develop an individual style and/or direction.

2. Subject structure

Term 1 Natural structures	<p>We run workshop sessions to introduce the pupils to a variety of fabric embellishment techniques. The pupils will continue the theme of natural structures and choose an element within to develop and explore. There will be opportunities to explore the work of designers and artists that link to the theme. The pupils will select techniques to develop and link with their own explorative art work. Developing artwork within the theme. Look colour, pattern, line and movement etc...and start to develop different artwork in a variety of styles. (inspired by their artists studied). These will be used to embellish with new techniques.</p>
Term 2	<p>The work will be a Continuation of Natural structures with an</p>

Head of Department:

Miss C Crilly

Number of lessons per fortnight for KS4: **5**

<p><i>Close up</i></p>	<p><i>introduction to new lines of enquiry through plants, and cells (pupils choice). The idea is to look in closer detail at texture and mark making. Presentation of research, visual and critical understanding will be done in either sketchbook or A2 paper. Pupils will explore the work of a variety of Artist and designers including Klari Reiss,</i></p>
<p><i>Term 3 Design and explore.</i></p>	<p><i>Continuing to encourage creativity and risk taking the pupils will refine their ideas and begin to design and illustrate a final outcome of their choosing. Final outcomes will be illustrated and tested through a range of sampling and evaluating and presented in a creative way. The pupils will begin to plan the construction and execution of their piece. Additional workshops will run throughout this term with a variety of construction techniques.</i></p>

Assessment: Students are assessed throughout the course to support and guide their development. They will receive a mixture of group critiques and individual tutorials/feedback. Students will be marked according to formal GCSE grades and effort levels:

AQA specification at a glance: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>



The Prescot School Subject Overview for

Year 11 GCSE Art and Design

1 Course/Subject introduction

Our GCSE Art and Design course offers an inspiring programme of work that will challenge students to refine and develop their practical techniques, use a range of materials and fine tune their drawing skills whilst developing their own ideas and personal reflection. Students will have 5 lessons over a fortnight to complete the course. We use the AQA specification which consists of 60% portfolio and 40% final exam.

Students will cover different projects per year, which will include a combination of research, recording/drawing, artist study, developmental art technique workshops and final pieces that include paint, mixed media and three dimensional art. The projects enable students to work within the parameters of a given topic and set of criteria but also to develop an individual style and/or direction.

2. Subject structure

Term 1
Completing
coursework

The pupils will continue to build on their coursework portfolio with their choice of theme from Face, Identity and Story. Final outcomes will be thoroughly tested through a range of materials with evaluating annotation presented in a creative way. The pupils will work from their plans to complete their final piece or pieces, ensuring that evidence of each assessment objective is clear throughout the portfolio.

Head of Department:

Miss C Crilly

Number of lessons per
fortnight for KS4: **5**

**Term 2
External
Exam**

In this term, pupils will be introduced to the external exam paper and asked to choose from a series of starting points. They are then expected to develop their own work informed by a period of preparatory studies. After their set period of preparatory time, pupils will begin their ten hour final exam piece in allotted periods. Their final piece and all preparatory work must include evidence of the coverage of all four assessment objectives and will be submitted by the end of May.

Assessment: Students are assessed throughout the course to support and guide their development. They will receive a mixture of group critiques and individual tutorials/feedback. Students will be marked according to formal GCSE grades and effort levels:

- 9 – outstanding ability and exceptional work
- 8 – Fluent ability and exceptional work
- 7 – Fluent ability and outstanding work
- 6 – Confident ability and very good work
- 5 – Consistent ability and good work
- 4 – Competent ability and good work
- 3 – Basic ability and basic work
- 2 – Limited ability and limited work

AQA specification at a glance: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>



The Prescot School Subject Overview for

Year 11 GCSE

Art textiles

1 Course/Subject introduction

Year 11 will cover the completion of the coursework worth 60% of the course followed by exam preparation and 10 hour exam. Worth 40%.

2. Subject structure

<p>Term 1</p>	<p>Running up until Christmas when the pupils will submit their coursework. The coursework will be completion and quality control. The pupils will be mainly working on their personal outcome but parallel working to ensure all work is of the highest standard. Pupils will all be working independently.</p>
<p>Term 2 Exam prep</p>	<p>At the beginning of the term the pupils will be given an AQA exam paper. They will choose one of the question / starting points. The pupil will work independently researching, developing concepts and refining ideas to meet the criteria of the starting point. Some Artist / designers may be given as inspiration but the pupils can explore and make their own links.</p>
<p>Term 3 Design and explore.</p>	<p>Final preparation for final outcome. All exam preparation will be submitted before the 10 hour controlled time. At the end of the 10 hour exam time. Pupils will have completed their GCSE Art textiles.</p>

Head of Department:

Miss C Crilly

Number of lessons per fortnight for KS4: **5/6**

Assessment: Students are assessed throughout the course to support and guide their development. They will receive a mixture of group critiques and individual tutorials/feedback. Students will be marked according to formal GCSE grades and effort levels:

AQA specification at a glance: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>