



CreATE
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CURRICULUM MAP YEARS 7-11

CreATE Department
Art & Design

HONITON COMMUNITY COLLEGE

Year 7 Art & Design						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Painting Project: Self Portrait Still Life		Printmaking Project: Fantastic Beasts		Clay Slab Project: World View	
Key concepts	<p>Elements of Art introduction. Tone & Texture - pencil shading (solid and graduated tone) Form - Observational drawing – use of shadow and background Line drawing outlines and Pattern Shape & Colour Painting flat colour shapes Mixing colour, Colour harmony Composition</p>		<p>Printing a multi layered print: relief printing, use of reversal, ink layers, registering the print, carving print matrix. Drawing from observation – creating tone using linear shading techniques Drawing to use imagination – creating hybrid animal ideas Drawing basic shapes to build up a creature. Design of monogram.</p>		<p>Linear shading techniques- experiments with mark making to create visual depth – translated to relieve carving into clay. Use of pattern and texture, links to Ghanaian cloth and ceramic drums. Observational drawing - landscape theme Designing for relief/3 dimensions Stylising – creating a design from observational research. Rolling a clay slab, slip and score, carving, incising, developing texture, using oxides and glaze</p>	
Knowledge & Understanding Milestones	<p>Elements of art: line, tone, shape, form, texture, pattern, colour. Colour Wheel – primary, secondary colours. Warm/cool colour harmony, complementary colour. Still life as a theme for artworks Michael Craig Martin as still life artist, objects as ‘portrait’, simplification, line and flat colour. Description of artwork, compare/contrast Composition of artwork, use of positive/negative space, overlapping, symmetry, scale.</p>		<p>Durer, Escher, Moore, Merlyn Chesterman – wood cut printing (animal/natural world theme). Aboriginal symbols and mark making. Technical reasons for printing, reversal. Relief printing. Monogram research and development</p>		<p>Van Gogh – landscape and expressive marks used to convey depth and texture. Stylising work using marks and patterns. Other cultures’ use of pattern/carving West African – Ghanaian ceramic drums, Kente cloth, contemporary artist El Anatsui (recycling, symbolism of gold) Clay – health and safety, clay cycle, glazing and oxides. Transition project: use pattern techniques to create own mask for Greek style theatre.</p>	
Scaffolding for SEND to ensure quality first teaching.	<p>Knowledge Organiser in lessons to support Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment</p>	<p>Outcomes varied – challenge options</p>	<p>Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment</p>	<p>Outcomes varied – challenge options</p>	<p>Example work demonstrating steps. Use of template Feedback cards with example www ebi sentences to support self assessment</p>	<p>Outcomes varied – challenge options</p>
Careers input	<p>Michael Craig Martin – artist website, gallery clips, discussion about his work and gallery</p>	<p>Artist Curator Gallery staff</p>	<p>Contemporary printmakers: what is print used for in our time?</p>	<p>Double Elephant print studio (Exeter)</p>	<p>Kate Malone – ceramicist – studio leader and artist</p>	<p>Islamic tiles – architectural art</p>

	staff, layout of exhibition.	Advertising artist/photography				
Links (prior knowledge, future knowledge)	<p>In subject prior: Colour Wheel, primary school art lessons/transition project.</p> <p>In subject future: Colour theory (9/1) Elements of art (all projects)</p> <p>Outside of subject: English descriptive writing (colour) 7/1,2 PE – Practice, warming up, evaluating, improving 7</p> <p>www/ebi</p> <p>Note taking</p>	<p>In subject prior: Positive/negative space</p> <p>In subject future: Composition (all years, all projects)</p> <p>Outside of subject: Drama – magic ‘what if?’ Composition 7/1,2 Maths -scale, enlargement 8/4 translation, rotation, reflection, enlargement 9/2 English – poetry composition 7/3 Music – composition Film Music & Dartmoor Legends 7/3,4</p> <p>Symmetry</p>	<p>In subject prior: Tone, Texture, Layer Positive/Negative space</p> <p>In subject future: Line shading skills for carving into clay 7/5,6 for illustration 8/3,4, Pop art cakes exploration 9/1, GCSE</p> <p>Outside of subject: Science – substances & particles ‘density’ 7/3 English – Myths & legends 7/2 Music – Dartmoor legends 7/4 Drama – Greek theatre, myths and masks 7/5</p>	<p>In subject prior: Design Refine Develop</p> <p>In subject future: Reversal, printmaking 10/3</p> <p>Outside of subject: Reversal Practice Note taking</p>	<p>In subject prior: Density Carve Texture Positive Relief Pattern</p> <p>In subject future: Stages of clay/cycle Drawing to design, annotation</p> <p>Outside of subject: Music – Ghanaian drumming 7/6 Science – substances & particles 7/3, 8/1,5 Food manipulation ‘fold, roll, shape’ H&S knives 7/3 or 6 Note taking</p>	<p>In subject prior: Mark making</p> <p>In subject future: Properties of clay Health and safety Rolling a slab Creating texture/relief Attaching clay (slip/score) Oxides/glazes, finishes for clay</p> <p>Outside of subject: Maths – accurate drawing, measuring, compasses 7/3 Maths - patterns/sequence 7/5 Science- oxidation 9/4 B&V – Islam 7/2</p>
Key Vocabulary	<p>Composition, Layer, Balance, Orientation, Symmetry, Asymmetry, Scale, Crop, Positive and Negative Space Pencil pressure Line drawing Tonal drawing Graduated tone Solid tone</p>	<p>Colour Harmony (warm colours, cool colours) Complementary colours Still Life Annotation</p>	<p>Linear shading Using line to create tone Relief Wood cut Hatching Cross hatching Directional shading Density</p>	<p>Carve Register Ink Roller Matrix Reversal Monogram</p>	<p>Mark making Indentation Carve Sculpt Relief Attach Slip and Score Slab Density Direction Scale Shape Recycling Motif</p>	<p>Firing Bisque Fire Kiln Oxide Glaze Stylise Energy Vitality Surface Construction lines Tessellation 4/6 fold Complex pattern Escher</p>

Review & Assessment Dates (including opportunities for retrieval practice)	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning overall www/ebi next steps	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning	Mid Project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning Year 7 test (open book test in art lesson)
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Year 8 Art & Design						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Clay Figure Project: Identity Character		Illustration Project: Visual Narrative		Contemporary Drawing Project: Sense of Place	
Key concepts	Observational drawing – personal objects Mind map -creating a bubble map to explore a theme and plan a project. Imaginative drawing (light bulb interpretations) Drawing for three dimensions – annotated design sheet Maquette using the thumb pot technique Clay figure: thumb pot technique, construction – balance, moulding, slip/score, carving, incising,		Observational drawing Imaginative drawing Linear pen drawing – using texture and tonal interchange Drawing portraits and the human figure using proportions and guidelines Viewpoint: long shot, close up, extreme close up, over the shoulder, worm/bird eye view Planning telling a story without words Layout		Drawing en plein air Expressive drawing Use of drawing materials and papers Dip pen and ink Charcoal Pen, pencil White on black Working from sketch book to create final work in the studio	
Knowledge & Understanding Milestones	John Butler’s woodcarving work flow – from drawing to final painting. Surrealism and visual jokes Clay: moulding clay and using hollow techniques, health and safety, clay cycle, oxides and glazes.		Contemporary graphic novel artists Marjane Satrapi and Shaun Tan William Hogarth – printmaking and narrative/morals, satire Compare/contrast narrative artworks Layout and tonal interchange		Contemporary drawing and use of plein air approach. Working with a sketchbook as research for studio work. John Virtue and Jeanette Barnes. Working with perspective to show depth. Mark making, expressive ways of using mark making including working with music Samba and carnival – Brazilian culture. Designing for stage back drop Transition project: body wear design – costume/item for modern life celebration	
Scaffolding for SEND to ensure quality first teaching.	Knowledge Organiser in lessons to support Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options
Careers input	John Butler – discussion of his career as animator and sculptor	Sculpture and craft – form and function	Graphic novel, illustration	Research about narrative art	Contemporary artists Virtue and Barnes – research work	Set design, carnival (costume/prop/backdrop)

Links (prior knowledge, future knowledge)	In subject prior: Carving Modelling Mark making in clay Designing for three dimensions Kate Malone ceramicist In subject future: Clay techniques and H&S Outside of subject: Mind mapping Note taking DT drawing for three dimensions, annotation, using a template 8/1 or 4 PE – Practice, warming up, evaluating, improving 8	In subject prior: Imaginative drawing Stages of clay/cycle In subject future: Clay surface finishes: coloured slips (and glazes, oxides) Outside of subject: Science: materials properties, substances/particles 7/3, elements/compounds 8/1, 8/5, oxidation 9/4 Rock cycle, sedimentary/igneous/metamorphic 8/2 Annotation	In subject prior: Linear shading Pattern In subject future: Viewpoint 9/4,5, 10 Outside of subject: Narrative Viewpoint Storyboard Computing – animation –‘frame’ 7/6 Drama – melodrama (satire, narrator, sitcom) 8/3 Drama, Stanislavski’s ‘what if’ 7/2,3,4 Music – telling a story 8/3,4 Note taking	In subject prior: Composition Tonal interchange Positive/negative space In subject future: Outside of subject: Novel Captions, speech Maths – ratio (to balance light/dark tonal interchange) also ratio glaze mixing 8/3 English – detective fiction (drawing from written description) 8/2, Every picture tells a story 8/4	In subject prior: Mark making Observational studies Perspective, depth Negative space Dip pen and ink In subject future: Languages of drawing GCSE Materials and processes GCSE Working from sketchbook - GCSE Outside of subject: Links to Music – expressive mark making, rhythm, harmony English – pathetic fallacy 7/1,2,3	In subject prior: In subject future: Outside of subject: Drama – set design 8/6 Music – samba, carnival 8/6 DT one point perspective 7/2 or 5 2 point perspective 8/1 or 4 Maths – nets, plans, isometric drawing 8/6 Note taking English – Caribbean poetry 8/6
Key Vocabulary	Sculpture Coil technique Thumb pot technique Slip and score Carving Indentation Slab Moulding	Maquette Incising Construction Annotation The Surreal	Tonal Interchange Hatching, cross hatching Directional shading Texture Graphic Novel Narrative Character Density	Graphic novel Sequence Proportion Features Measuring Viewpoint: close up, extreme close up, long shot, worm’s eye view, bird’s eye view, over the shoulder shot	Plein air In situ Studio Sketch book Media Materials Scale Expression Rhythm Harmony	
Review & Assessment Dates (including opportunities for retrieval practice)	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning overall www/ebi next steps	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning Year 8 test (open book test in art lesson)

Year 9 Art & Design						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Collect, Compose, Combine Project: 'Collect'	Collect, Compose, Combine Project: 'Compose'	Collect, Compose, Combine Project: 'Collect and Compose'		Collect, Compose, Combine Project: 'Combine' Project Realisation	
Key concepts	Exploration of materials, colour, tone. Op Art, colour theory Still life painting	Juxtaposition collage Photography composition and planning skills, typology Pop Art, James Rosenquist	Graphics, text, typography, creating clay tile from collage text design, antonyms, visual onomatopoeia, illuminated letters, ambigrams. Working with digital software (optional home learning)	Analysis, talking about and writing about artwork. JMW Turner 'The Slave Ship' Theodore Gericault 'The Raft of the Medusa'	Creating a personal response using visual research, artist research and explorations of materials Exploration of artists – culture of celebration and/or critique – art with a message. Personal identity development British Values and culture Issues/messages: rights, equality, discrimination, climate Transition project: VIEWPOINT	
Knowledge & Understanding Milestones	Applying colour theory to practical materials. Working with positive and negative space to correct drawing. Developing tone and texture.	Drawing for photography planning The exposure triangle Pop Art Creating typologies	Drawing letterforms Using letterforms to create design/art Creating a message Creating a low relief sculpture Enlargement grid	Talking and writing about art. Understanding and appreciating art. Historical, social, cultural and ethical aspects of art.	Developing a personal project – drawing on own research and planning to show skills built through key stage three and project a message. Creating a final personal response that uses a range of techniques and approaches to colour and tone. Connecting own ideas and development to the work of an artist. Considering artists interested in culture who critique and/or celebrate, juxtapose, question – choosing artists to support personal project: Singh Twins, Banksy, Barbara Kruger, Guerilla Girls, Peter Blake, Sarah Graham, Grayson Perry, Andy Warhol, Renee Magritte	
Scaffolding for SEND to ensure quality first teaching.	Create resource page Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment Outcomes varied – challenge options		Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options – creating work in the style – making a protest/comment.	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment Outcomes varied – challenge options	

Careers input	Pop Art – art as design, everyday objects, fashion etc	Creative careers research	Illustrators Graphic Design	Art with a message, Art historian, critic, educator, gallery work	Working as an artist, developing a theme – working to a brief, meeting a deadline	
Links (prior knowledge, future knowledge)	<p>In subject prior: Tone, harmony, complementary colour, texture, blending, pattern: Yr 7/1,2, 8/5,6</p> <p>In subject future: Colour theory in practice: 9/5,6 (& GCSE)</p> <p>Outside of subject: Note taking DT – plastics, waste, the environment 9/1 or 4 Maths – fractals – self similar pattern 8/2 Music – minimalism/ abstraction 9/1 (link to Op art) Music – Pop Music 9/3 PE – Practice, warming up, evaluating, improving 7-9</p>	<p>In subject prior: Composition – all projects Collage 7/1</p> <p>In subject future: Composition skills within final project 9/5,6 (& GCSE) Photography – planning and composing, exposure 10/GCSE</p> <p>Outside of subject: Juxtaposition Annotation Typology: Science – organisation of ecosystem 8/4 periodic table 9/3 Science, lenses, visible spectrum 8/6</p>	<p>In subject prior: Colour theory Tone Typology Illuminated manuscript</p> <p>In subject future: Graphic design within final project 9/5,6</p> <p>Outside of subject: Antonyms English -Romantic poetry - Onomatopoeia 7/3 DT advertising, branding 9/3 or 6 Music – minimalism/ abstraction 9/1 Maths - scale, enlargement 8/4 translation, rotation, reflection, enlargement 9/2 Books of Hours Graphic Design</p>	<p>In subject prior: Analysis, Technique Process, Meaning Viewpoint 8/3,4</p> <p>In subject future: Analysis of artwork, 9/5,6 & GCSE</p> <p>Outside of subject: English – Romantic poetry (sublime, change) 7/3 English War and Conflict 9/1 Music slavery & the blues 8/2 History, evaluation, – Civil War 7/3, British Empire 7/6, conflict WWI, WWII, Holocaust, Cold War, Slavery 8, plaque, medical breakthrough, Florence Nightingale, 9 B&V Evil & suffering 9/1,2 The soul, life after death, heaven/hell 9/3,4</p>	<p>In subject prior: Observation, Exploration Review/refine, Annotation, Colour theory, Typography/text Collage, Pattern</p> <p>In subject future: Project development skills - GCSE</p> <p>Outside of subject: DT - Annotation Food – ‘analyse, review, adapt, assemble’ 9/ Drama - project development 9/5,6 Drama – social issues 9/2 French Resistance 8/2 English – powerful voices, persuasion 9/5 persuasive language 8/1 Maths -scale, enlargement 8/4 translation, rotation, reflection, enlargement 9/2</p>	<p>In subject prior: Drawing, use of materials, colour, tone, composition, practice – all year groups so far, culminating in this project.</p> <p>In subject future: Self evaluation skills – GCSE Developing a creative journey, annotating - GCSE</p> <p>Outside of subject: Life Skills – tackling racism and discrimination, human rights 8/5 British Values 11/5 B&V Human Rights 7/3, Martin Luther King 7/4 Religion in the media, freedom of speech 8/3, capital punishment & forgiveness 9/5,6</p>
Key Vocabulary	Colour theory Complementary colour Harmony Monochrome Monotone Texture	Typology Cataloguing Pop Art Commercial Critique Celebrity	Typography Illuminated letters Slab Slip/Score Relief Texture	Knowledge Understanding Analysis Evaluation Romanticism Meaning	Creative journey Annotation Development Analysis Personal response Connection	Evaluation Exploration Observation Review Refine

	Blending, Layers Positive/Negative space	Juxtaposition Collage	Carving Collage	Personal connection Appreciation		
Review & Assessment Dates (including opportunities for retrieval practice)	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi overall www/ebi next steps	Mid project – assessment www/ebi, Create resource page of key content for revision	End project – assessment www/ebi and sum up learning	Mid project – assessment www/ebi, Revise resource pages from all KS3 projects	Year 9 test and practical project www/ebi (open book test in art lesson)

Year 10 Art & Design: Fine Art

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Viewpoint: Painting	Viewpoint: Creative Constraints	Viewpoint: Printmaking	Art History	Viewpoint: Mock Exam	
Key concepts	<ul style="list-style-type: none"> • Introduction to acrylic painting and use of the stay wet palette. • Monochrome study from photograph • Full colour mixing observational study (apple) • Painting from photograph using artist colour and technique from image to be analysed • Experimental drawing and painting using monotone – ink, paint, charcoal, graphite • Large scale painting using credit cards and large brushes • Observational drawings – home learning = interpreting themes • Artist analysis of painting 	<ul style="list-style-type: none"> • Development of composition skills starting from constraints • Visual thinking and problem solving skills • Collage • 2 dimensional to 3 dimensional mixed media. • Altered books • Found poetry • Artist analysis of mixed media/collage artist 	<ul style="list-style-type: none"> • Monoprinting • Collagraph printing • Drypoint • Stencils and screen printing • Digital software to support stencil and colour exploration • Artist analysis of printmaker 	<p>Research of art movement including historical, geographical, contextual information and in depth analysis of key artists and art works.</p> <p>Create artwork(s) exploring the style and concerns of the art movement selected.</p>	<ul style="list-style-type: none"> • Review work so far – highlight successes, develop portfolio • Observational drawing • Photography • Development of ideas • Artist analysis • Creation of personal response using exam day. 	
Knowledge & Understanding Milestones	Understanding of the properties of acrylic paint and a range of application methods, tools, approaches.	Development of creative constraints as a tool for imaginative thinking and making	Understanding of different printmaking processes and their characteristics.	Research to create a Presentation with a Bibliography Note taking from all presentations to create art history timeline		
Scaffolding for SEND to ensure quality first teaching.	Knowledge Organiser in lessons to support Example work demonstrating steps	Outcomes varied – challenge options	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options

	Feedback cards with example www ebi sentences to support self assessment					
Careers input	Analysis of a painted work – artist research	Artist analysis – artists working in a range of media	Printmaker research. Double Elephant Print Studio.			
Links (prior knowledge, future knowledge)	<p>In subject prior: Blending Colour mixing Under painting Translucency/opacity Brush work Monochrome Artist analysis</p> <p>In subject future: Artist analysis practical exploration</p> <p>Outside of subject: Analysis Description/evaluation Drama – project development, written analysis 10/2</p>	<p>In subject prior: Interpretation Collage Mixed media</p> <p>In subject future: Working with creative constraints Mixed media</p> <p>Outside of subject: Analysis Description/evaluation Annotation Found poetry Concrete poetry Altered books Maths -scale, enlargement 8/4 translation, rotation, reflection, enlargement 9/2</p>	<p>In subject prior: Relief printing (yr 7) Reversal Ink and roller Print matrix</p> <p>In subject future: Printmaking skills Development of a project</p> <p>Outside of subject: Analysis Description/evaluation Annotation</p>	<p>In subject prior: Analysis Description/evaluation Annotation Application of research Note taking skills</p> <p>In subject future: Understanding of art history timeline, written analysis of work</p> <p>Outside of subject: Bibliography of references Presenting research Computing – creating presentations 7/1</p>	<p>In subject prior: Assessment objectives GCSE criteria Annotation Development Creative journey Personal responses</p> <p>In subject future:</p> <p>Outside of subject: Time management Deadline meeting Food – presentation of work, styling, marketing 10/2,5</p>	<p>In subject prior:</p> <p>Outside of subject:</p>
Key Vocabulary					Creative journey Annotation Development Analysis Personal response	Connection Evaluation Exploration Observation Review Refine
Review & Assessment Dates	Update skills log	Update skills log	Update skills log	Timeline of art history and skills log completed – used to diagnose	www/ebi self assessment Teacher personal checklist assessment,	

(including opportunities for retrieval practice)				strengths to support start of personal project	use of GCSE assessment grid.	
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Year 11 Art & Design: Fine Art

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Coursework		Exam		Exam	
Key concepts	<ul style="list-style-type: none"> Develop full coursework project using staff support and coursework calendar Work on past strengths and complete past work to include in coursework portfolio Observational drawing Photography Explorations of a range of different materials and processes Development of ideas and evidence of refinement Mock exam 5 hours in November to kick start personal response(s)		<ul style="list-style-type: none"> Develop exam project using staff support and exam calendar Work on past strengths Observational drawing Photography Explorations of a range of different materials and processes Development of ideas and evidence of refinement Practice final work to before final 10 hour exam April		Final exam end of April (10 hours)	
Knowledge & Understanding Milestones	Develop own project 'creative journey' building on gallery visit to develop ideas. Create personal responses, review, refine and annotate work. Consolidating and practising prior knowledge, building up portfolio.		Begin the externally set assignment 'creative journey'. Build on strengths, plan and use research from gallery visits to inform research.		Complete exam project.	
Scaffolding for SEND to ensure quality first teaching.	Knowledge Organiser in lessons to support Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options	Example work demonstrating steps Feedback cards with example www ebi sentences to support self assessment	Outcomes varied – challenge options
Careers input	Oxford museums visit Museums, guide, staff, curators, collectors		London galleries visit Role of curator, gallery staff, promoters			

Links (prior knowledge, future knowledge)	In subject prior: Assessment objectives GCSE criteria Annotation Analysis Development Creative journey Personal responses In subject future: Outside of subject: Time management Deadline meeting	In subject prior: In subject future: Outside of subject:	In subject prior: Assessment objectives GCSE criteria Annotation Analysis Development Creative journey Personal responses Outside of subject: Food - Time management 11/3 Deadline meeting	In subject prior: In subject future: Outside of subject:		
Key Vocabulary	Creative journey Annotation Development Analysis Personal response Connection Evaluation Exploration Observation Review Refine		Creative journey Annotation Development Analysis Personal response Connection Evaluation Exploration Observation Review Refine		Creative journey Annotation Development Analysis Personal response Connection Evaluation Exploration Observation Review Refine	
Review & Assessment Dates (including opportunities for retrieval practice)	Ongoing review	Coursework www/ebi self assessment along with teacher assessment Dec.	Act on coursework feedback over winter break-January.		We can't give feedback officially – students can use prior assessment for coursework and skills log to support self assessment and development	