



OXFORD  
HIGH SCHOOL

---

GDST  
GIRLS' DAY SCHOOL TRUST

# YEAR 7 CURRICULUM 2018-2019



## **ART AND DESIGN**

In Year 7 the aims of the Art and Design Department are:

- to develop mature skills in the imaginative and creative use of ideas, materials and processes
- to encourage students to produce well finished outcomes in both 2 and 3 dimensions
- to encourage confidence through informed decision making on the selection of primary and secondary resources
- to encourage independent work through the management and use of their time.

Through drawing, painting, printmaking and 3D studies, Art and Design allows students to develop a personal visual language whilst underpinning the study skills required to: research, develop ideas, and analyse their own work and the work of others. Students will gain an understanding of the formal elements in Art and Design through their project work. These elements are line, pattern, tone, shape, texture, colour and form.

Drawing is a core activity in the creative process and the importance of this is emphasised in the Year 7 courses:

1. Research and development of ideas leading to a final piece in painting and/or printmaking.
2. Research and development of ideas leading to a final piece in 3 dimensions.

Students will study the work of a range of artists and artistic periods, including Classical and Medieval. They will do a critical study for homework, choosing an appropriate work of art and making a detailed copy of this piece. They will need to research the artist's style of work, describe their chosen piece and make their own judgements about the artist's use of formal elements.

## **CAREERS**

As a continuation from their primary school experience of hearing from parents and finding out about their work, Year 7 students will be thinking about the value of work through a PSHCE session in which they will imagine their future lives. Girls are welcome to use the Careers Centre library and make one to one appointments with the Head of Careers or come along to talk in small groups about their ideas about the future. There is a sign-up sheet on the Head of Careers office door. Career Companion, a rich online resource, can be found on the Careers page on Firefly. Through this Year 7 students can explore their career aspirations, accessing impartial information and guidance.

## Careers Entitlement Statement

All students at Oxford High School will

**Take part in a careers programme** in Years 7 to 13 that helps them to

- ◆ Understand their education, future training and employment, and other progression opportunities
- ◆ Develop the skills that they need to plan and manage their own personal development and progression, including decision making
- ◆ Access relevant information and learning from taster activities and experience of work
- ◆ Make, where appropriate, progression plans to help them improve their prospects of success
- ◆ Offer feedback and ideas on how to improve the careers programme.

Have access to, and support with using careers information that is

- ◆ Easy to find and available on Firefly on the Careers page
- ◆ Comprehensive and appropriate to their needs
- ◆ Unbiased and up-to-date.

Obtain careers guidance that is

- ◆ Impartial
- ◆ Confidential
- ◆ Focused on individual needs and fit for purpose
- ◆ Supportive of equal opportunities.

During Year 7 at Oxford High School, girls will:

- ◆ Explore skills for decision making
- ◆ Practice verbal communication, team working, persuasiveness and time management as part of the Balloon Debate
- ◆ Be given the opportunity to get impartial advice focused on their individual needs.

## COMPUTER SCIENCE

In Year 7 girls experience a mix of Computer Science alongside more generic IT skills that are required to make best use of the facilities throughout their time in the Senior School. This will range from an introduction to the use of Chromebooks and Google Classroom to developing their problem solving skills through programming projects. We will make use of Scratch for creating a game, extending the knowledge they will likely have gained from their previous school, then move on to programming BBC Microbits.

## DRAMA

Drama activity in Year 7 aims:

- To establish a supportive, relaxed atmosphere where pupils may grow in confidence and self-worth.
- To explore the storytelling genre, looking at the ways we tell stories and how we can apply these to our own work.
- To foster creative and imaginative development through whole group work, small group work and individual group work.

Students will work on mime, physical expression through improvisations and stimuli. They will be encouraged to engage in a range of activities and small performances throughout their time in Drama. No homework is given in this subject.

Note: For girls wishing to focus particularly on voice and speech, Oxford High School offers co-curricular speech and drama lessons where, working in small groups, they are prepared for the Trinity College graded examinations. They perform different genres of theatre, and develop poise and self-confidence. Application forms with full details may be obtained from the Admissions Office.

## ENGLISH

The aim in English lessons in Year 7 is to have fun! We talk; we think; we create. Discussing ideas in a group or a pair, acting out scenes from a play, and creating collages in response to a poem are all familiar activities in English. We encourage girls in Year 7 to try out many different kinds of writing, so that they become used to changing their style according to the task. One week they might be writing a study of a painting, the next a debate speech.

We act and discuss a Shakespeare play – maybe *The Winter's Tale*, *A Midsummer Night's Dream* or *Comedy of Errors* - and tackle novels such as *Alice in Wonderland* and Neil Gaiman's *Coraline*. We may create our own animated films, or write books for younger children and devise a marketing campaign for them.

The yellow drafting book is the place for all your daughter's ideas to take shape. It is not marked because it is a 'work in progress' book. It is essential to have it in every lesson and for homework. She will also have a blue book in which to make class notes and undertake final drafts of work to be marked by her teacher.

Before your daughter joins Year 7 she will receive a copy of our reading booklet "Relax and Read". This has been put together by former members of Year 7 and aims to generate a debate about books that we hope will continue throughout the school and

beyond. There are spaces for her to add comments and pictures to the reviews so that she can respond to what she reads over the summer. Every year at the end of the summer term your daughter will receive a similar list of books to give her ideas for reading over the summer and during the following year. We encourage the girls to be ambitious and critical readers but we also think that any reading is better than none. So do respond positively to your daughter's reading, even if all she appears to read is fairly low brow!

We want all Year 7s to start English ready to enjoy it, think hard and try things out!

## FRENCH

Girls will come into Year 7 having done a variable amount of French in their junior schools; some will have had intermittent exposure to the language over a period of up to two or three years and others will have had little or no contact with French. This is the reason why there will be different divisions in Year 7 depending on how much French the girls will have been exposed to before coming to OHS. Our principal aim in Year 7 is for the girls to enjoy the language and culture of France at a level which will be both suitable for them and a challenge at the same time.

To that effect, we will be using the French textbook "Accès Studio" with the beginners' classes, which is ideal to cover the basics but at the same time stretch them. Grammar will have a prominent place and in that first year we shall explain the concepts of gender and number applied to nouns and adjectives, we shall also study the present tense of the most common group of verbs (-er verbs) as well as some very important irregular verbs such as 'avoir' and 'être'.

The girls who have studied French for at least a couple of years previously will start with the "Studio 1" text book, which will stretch and challenge them as well as make them revise main grammar principles and introduce new topics.

The grammatical explanations will take place within the framework of the topic areas introduced in the course book, e.g. family, pets, personal descriptions, school life, pastimes, food, new technologies, description of where you live and a glance at other cultures. The language will be practised by individual and group activities involving both the spoken and written language.

We hope to give the girls an enjoyable experience of the language upon which they will be able to build effectively in the following years.

**Course book:** "Accès Studio" and "Studio 1". Both textbooks and accompanying software are packed with cultural content using video clips and interactive games, which the pupils will enjoy working with and which offer a good insight into the French-speaking world.

## GEOGRAPHY

We aim to teach and develop a variety of skills which are useful not only in Geography lessons but in the world outside. We study Physical Geography, Human Geography and the way in which we interact with our environment. Skills developed include atlas use, Ordnance Survey map reading, methods of collecting, presenting and interpreting information and decision-making.

Our approach is enquiry based - through a variety of evidence: maps, satellite images, photographs, videos and a number of textbooks, we try to find the answers to geographical questions relating to the topics we cover.

- ◆ "Getting our bearings" What is the OHS catchment like? UK mapping - major physical features and key cities in the UK. What is Geography?
- ◆ "Rivers & Flooding" What are the causes of floods? How do they impact people, the economy and the environment? How can flood risk be reduced?
- ◆ "Settlement" Why do settlements grow up where they do? Why are different land uses found in different parts of towns?
- ◆ "Shopping: past, present and future" How is the distribution of retail outlets changing? What are the effects of out-of-town retailing?
- ◆ "What is weather?" How do we measure the weather? What is it like in Britain? How does it affect our lives?

The work is supported by an individual enquiry involving data collection, presentation and analysis based on fieldwork in Summertown's shopping area. We also study river flooding and management on the Thames at Henley with a visit to the River and Rowing Museum.

**Textbooks:** Gallagher, Parish & Williamson "*Geog. 1*"  
Waugh "*Extensions*"

## HISTORY

### Skills

In History, we seek to encourage girls to take an interest in, and develop their own views about the past, and think critically for themselves. We would like them to be able to express their views clearly both orally and on paper. In Year 7, girls will learn to evaluate historical source material, write clearly structured and well-argued essays, research topics independently and select and deploy relevant information.

## **Content**

The focus at the beginning of Year 7 is Medieval England. Key topics include the Norman Conquest, the Medieval Church (including Henry II's quarrel with Thomas Becket), the Black Death and the Peasants' Revolt. During the summer term students will build on their understanding of religion during the Middle Ages by looking at how the situation changed under the Tudors with the English Reformation.

This exploration of the Tudors will continue in Year 8 and therefore understanding of this exciting period in England's History will be enhanced by a visit to Hampton Court either in the summer term of Year 7 or during the first term of Year 8.

## **Textbook**

Colin Shephard, Alan Large and Terry Fiehn. *Rediscovering Medieval Realms 1066-1500*

This is supplemented by a variety of other books; interactive resources are also used, and use of the School Library is encouraged.

## **LATIN**

All girls study Latin for a minimum of two years.

## **Aim**

In Year 7 we aim to give girls a basic understanding of the Latin language so that they can read with ease and accuracy. We also aim to provide a cultural context so that they are aware of the contribution made by Rome to our civilisation.

## **Textbook**

*The Cambridge Latin Course Books 1 & 2* (Fourth Edition). This course tells the story of the family of Caecilius, a businessman from Pompeii, whose real house has been excavated. The story is exciting and is supported by rich full-colour illustrations.

## **Language content and teaching method**

In Year 7 girls meet the first three declensions (nouns and adjectives) and three verb tenses: present, imperfect and perfect. They also meet pronouns and irregular verbs. There is a certain amount of table-learning for verbs and nouns, while vocabulary learning plays a major part.

The principal activity is translating from Latin to English with supporting exercises to consolidate understanding of grammar. We encourage reading aloud and highlight the derivations of English and other modern languages.

## **Cultural Dimension**

The Cambridge Course puts a strong emphasis on this in the course book and we encourage discussion of all the topics: for example - the role of women, slavery, the eruption of Vesuvius, Roman education, the invasion of Britain.

In addition to this, we visit Corinium Museum in Cirencester in February and Portsmouth in June for five days.

## **LIBRARY AND INFORMATION SKILLS**

The Librarian delivers a programme of library and information skills lessons in Year 7. Initially the focus is on how to use the library, with behaviour expectations, resources available and training in the use of the automated library system. The library operates a self-issue system and therefore it is important for the girls to familiarise themselves with this to ensure confidence in searching the catalogue and borrowing and returning books. Subsequent library lessons will nurture the importance of reading for pleasure with sessions introducing a variety of genres, whilst information skills lessons will target non-fiction and an understanding of how to locate and use relevant materials to support learning throughout the curriculum.

## **MANDARIN CHINESE**

This is a non-alphabet language which is totally different from European languages. The girls in Year 7 will have an exciting opportunity to explore the language and the culture of China. The aim is to give all the girls in Year 7 the chance to practise four language skills in speaking, listening, reading and writing. The girls will also learn how to type Chinese characters on computer. At all stages the language will be linked in to the huge variety and diversity of the country's culture, custom and history.

The textbook will be *Chinese GCSE Book One*, which is also called 'Chinese for Secondary School' in Chinese. There are supplementary flash cards, wall charts and CDs for each student's book. It also has a multimedia CD-ROM with lively animation, videos that depict real-life situations, as well as fun and motivating games. The book focuses both on developing communicative competences in Chinese and also on motivating the students. It forms a solid foundation for the learner's further study.

Other supplementary learning materials will also be used throughout the year. Every week there is Chinese Club for Year 7 (which runs for half an hour) to do some co-curricular activities: Chinese craft, Chinese calligraphy, paper cutting, singing Chinese songs, traditional Chinese dancing and watching Chinese movies, etc. The girls will have three lessons per week including one ICT session every month.

## MATHEMATICS

Our aim is to ensure that each student in Year 7 develops a strong foundation of mathematical skills which they can apply confidently and communicate clearly in a wide range of contexts. Fluency in these fundamentals will enable the students to solve problems and reason mathematically. Our hope is that they will find the beauty and fun of Mathematics whilst recognising its relevance to the world around them.

Our syllabus is tied to the programs of study set out in the National Curriculum, and is divided into six key areas: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; and statistics. We expect students to be able to work effectively without a calculator, with a focus throughout Year 7 on mental and written calculations. Students will need a scientific calculator in Year 8, and a specific model will be recommended towards the end of Year 7.

The students will be regularly assessed, both formally and informally, and this information will be used to place them in specific Maths groups at some point during the year. These groups allow us to ensure all students are appropriately supported and challenged, and are able to work at a pace that is right for them.

## MUSIC

We recognise that there will be a wide range of musical knowledge within the class and we aim to present a course in which all pupils are able to achieve encouraging results. Although much of the composing involves use of the electric keyboards, pupils do not have to be trained pianists to do this. Above all, we wish to encourage the enjoyment and appreciation of a wide variety of musical styles.

*Rudiments:* pupils will need to be familiar with the following in order to write down their compositions: treble clef lines and spaces; note values including dotted notes; simple time signatures.

*Composing:* rhythm pieces; melodic structures (e.g. repetition patterns, question and answer phrases); pentatonic melodies; song writing; pieces expressing a mood or idea; melodies built around a rhythmic idea.

*Listening:* developing listening skills and a vocabulary of terms; study and appreciation e.g. Tchaikovsky ballets, Coppélia (Delibes), The Planets (Holst), musicals; simple rhythmic and melodic dictation.

*Practical music:* keyboard work, class singing including some songs in parts; class orchestra; class concerts.

*Co-curricular groups:* we encourage all pupils to take part in these. They include Preliminary Ensemble, Lower School Choir (Years 7 and 8), Lower School Orchestra, Chamber Choir (auditioned, Years 7-9) and chamber groups. More advanced pupils may wish to consider senior groups. These include Senior Orchestra (minimum Grade 5 - 6 standard), String Orchestra (minimum Grade 6 standard) and Concert Band (minimum Grade 5 standard). Details of all these will be advertised at the start of the year.

**Associated Board examinations** take place every term; all but the theory exam in the summer (which is always on a Saturday) take place in school. Entry forms are available from the document wallet outside the Music Office at the beginning of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including parents' signature to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here.

***Please be aware the curriculum in the Music Department is under review following the appointment of a new Director of Music.***

## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)**

This weekly session follows a balanced programme including discussions led by Form Tutors and the School Nurse.

The PSHCE programme in Year 7 includes:

Anti-Bullying	Friendships	Safety (out and about, and online)
Body Image	Harmful Substances -	Self-Awareness and
Careers	Smoking	Reflection
Charity Work	Organisation and Homework	Study Skills
Current Affairs	Planning	Team Building
Difference and Diversity	Personal Hygiene	
	Positive thinking	

OHS also provides opportunities for parents to meet and discuss pastoral matters.

### ***Parental Support for PSHCE and Careers***

We are always very grateful of offers from parents to come into school to talk on subjects of which they have a specialised knowledge, whether as part of the PSHCE programme or Careers Information. Please contact Miss C Nebesnuick, Assistant Head - Co-curriculum, Miss S Berry, Head of Year 7 or Dr C Strobel, Head of Careers, if you would like to be involved with the school in this way.

## **RELIGIOUS STUDIES**

Religious Studies in Year 7 is a lively and varied subject. The aim is to develop an understanding of what it is to be religious, how religion affects the life of a believer and the world in which the girls are growing up in, and to allow the pupils to explore their own views.

The emphasis is on education about religion; we feel that religious instruction is a matter for the family and that it is important that girls from any religious background, or none, feel comfortable within the subject.

During the year we cover five main topics

1. Concepts of God – Philosophy of Religion
2. Justice - Ethics
3. Ancient religions project
4. Non-literate religious traditions
5. Spirited Arts

This will lead on to a study in Year 8 of the founders of religions of the world's monotheistic traditions, of the Indian sub-continent and of China.

Each term girls will be given a formal assessment. The following skills will be assessed:

- ◆ Accurately, and relevantly, conveying information
- ◆ Explaining meaning
- ◆ Relating religious beliefs and practices to everyday life
- ◆ Reflecting on the reasons given for difference.

## **SCIENCE**

In the first two years Science is taught as one co-ordinated subject so that continuity of teaching can lay down a firm foundation for later work. The subject is covered in half term units which are complete in themselves, but there are lots of links between the different strands.

We place a strong emphasis on asking questions about the natural world and then trying to answer them through practical investigation and empirical observations. Students will develop skills based on imaginative problem solving, creative thinking and developing an understanding of experimental design. They also gain experience in basic laboratory techniques.

End of topic and end of year test questions will assess the progress of a student in these particular areas, and will often include some experimental work.

## Units

Purification	States of matter; how to separate mixtures
Energy	An introduction to energy and energy transfers.
The building blocks of life	Exploring cell biology – how does it explain the differences between apples and hamsters? This unit also covers sexual reproduction in animals and the development of a fetus.
Electricity	The basic principles of electricity
Elements and compounds	Atoms and molecules, elements and compounds, chemical reactions and working out the principles of the Periodic Table
Behave!	An introduction to behavioural ecology – investigating why animals do what they do.

## Textbooks and resources

The course has been developed within the school but is supported by: 'Activate' *Chemistry, Physics and Biology Text Books* published by Oxford University Press.

## SPECIAL EDUCATIONAL NEEDS

### Identification, assessment and monitoring

- 1) In the autumn term all students in Year 7 take the MidYIS assessment (devised by the CEM centre) and the results are noted.
- 2) LASS testing occurs in Year 7 and is administered to all students. LASS (11-15) is a multifunctional assessment system. LASS 11-15 assesses:
  - Visual Memory
  - Auditory-verbal memory
  - Phonic reading skills
  - Phonological processing ability
  - Single word reading
  - Sentence reading
  - Spelling
  - Reasoning

For further information go to:

<http://www.lucid-research.com/p/127/lass-11-15#>

Arrangements for the periodic review of LASS testing can be made at any time and reviewed accordingly.

### SEND Provision

The Special Educational Needs and Disabilities Coordinator (SENDCo), Mr Mark Huggins, works closely with all staff, parents and outside agencies ensuring the best

possible provision for students with special educational needs and/or disabilities (SEND). All those working with students are alert to emerging difficulties and respond early. This information is gathered by the SENDCo. This information also includes any concerns expressed by parents or guardians as to the provision of education for students with SEND. This information is then discussed within the SEND Department to see what extra provision can be provided.

Whilst the individual learning needs of most students will be met by differentiated teaching in the classroom, there will be times when even more individualised support or attention is needed in order to enable students to make progress and remain engaged in their learning. Mr Mark Huggins and Ms Alison Hughes (Learning Support Teacher) provide learning support and can offer advice concerning the management of mild special educational needs and disabilities within school.

Learning Support: Students may be offered a fixed number of 30-minute lessons, once a week, in their free periods or during lunch. These 1-1 or small group sessions cover a variety of learning strategies – for example, mind mapping, revision skills, exam technique, and the organization of written work. They are highly individualized lessons based on the student's need.

If, after receiving targeted support from class teachers and the Learning Support Department, a student is still not making expected progress, arrangements for a more in-depth assessment may be advisable, and an external report may be needed.

Mr Huggins and Ms Hughes will discuss SEND issues with parents and refer them for an assessment. Mr Huggins is able to administer some tests in-house to build up a profile of strengths and weaknesses and identify areas where support may be needed. This assessment can also be used for access arrangements for internal and external examinations.

It may be that a more in-depth, full assessment is required. If this is the case, we will recommend *one of our external Specialist Assessors, who will conduct a diagnostic educational assessment, with a view to identifying the support a pupil needs to enable them to achieve their potential. These external professionals work independently of Oxford High School and are recommended in good faith based on past assessments. While Oxford High School accepts no responsibility for their opinions, it is our experience that their reports contain recommendations that allow us to better support pupils in the classroom.*

### **Gifted and talented**

All pupils have the opportunity to benefit from extension and enrichment within the daily curriculum, a range of competitions, study days and conferences etc.

## SPORT

The aim is to encourage, develop and foster a lifelong passion for physical activity. This is achieved by offering a dynamic, challenging, diverse and evolving range of sporting activities. Whether a recreational participant or elite performer all will be inspired, motivated and supported.

In the core curriculum each pupil will participate in: hockey, netball, tennis, football, swimming (personal survival), athletics, gymnastics, fitness and dance. Inter-house tournaments and a charity event will also take place.

There is an annual residential visit to Kilve Court Education Centre in Somerset for outdoor activities. Each pupil will have the chance to experience climbing, abseiling, caving, mountain biking, mountain boarding, shelter building, sailing, canoeing, archery, high ropes courses and mountain boarding. The course is in the week immediately after the summer half-term break.

The curriculum is supported by a strong co-curricular programme. The elite performer and the social participant are both offered extensive opportunities. Clubs and practices are held at lunchtime and after school and are usually open to all. These are:

Athletics	Hockey
Badminton	Netball
Biathlon	Rounders
Cricket	Rowing – fee payable (at Hinksey Sculling School)
Cross fit	Sailing – fee payable (starts for Year 7 in summer 2019)
Cross Country	Strength and Conditioning
Dance	Swimming – competitive
Football	Swimming – recreational
Fencing- Selection only	Tennis
Gymnastics (development)	Tennis Coaching – fee payable
Gymnastics (for display) – by audition	

Tennis Coaching is available throughout the year. Application forms are sent out electronically in January and March for the spring and summer sessions respectively. A few places may be available for Year 7 in the autumn term; please contact the Director of Sport directly.

Students are welcome to use the sports hall or tennis courts at lunchtimes (if no clubs are running) but should be fully changed.

### **Competitive Play:**

Local, regional and national competitions are entered. Matches are played on Tuesdays, Wednesdays and Thursdays, and occasional Saturdays. Details are published at [www.oxfordhighsport.net](http://www.oxfordhighsport.net). Team lists are published approximately one week ahead of each match ready for players to confirm their availability. They confirm their availability by ticking the team sheet on the fixtures board or informing their coach. We have extensive use of the astro turf pitches at Hawks Hockey Club and most matches will be played at this venue on Banbury Road North (BRN). A map for this venue and the Oxford Netball Centre (ONC) in Marston are on the school's website.

### **Health and Safety:**

- ◆ Custom-made mouth guards are mandatory for hockey. A fitting session has been arranged with a local dentist at the start of the autumn term.
- ◆ Shin pads are compulsory for hockey and football.
- ◆ Hair: is tied back for all sports.
- ◆ Jewellery and watches: a box is provided for storage during lessons and practices.
- ◆ Football boots are mandatory for football on grass pitches.
- ◆ Trainers/astro boots are more suitable for astro turf play.
- ◆ Team players need astro-boots for hockey matches.
- ◆ Boots should be removed before going into the building.

A shelf is provided outside the changing rooms for outdoor shoes. Blue and Green changing rooms are for swimmers. Yellow and Red changing rooms are for all other activities. Outdoor shelving is provided for each year group to place their games kit into.

### **Off-games: Procedure**

An email from home explaining the reason for non-participation should be sent to the Director of Sport before the start of the lesson ([s.huggins@oxf.gdst.net](mailto:s.huggins@oxf.gdst.net)). Pupils then attend the lesson wearing trainers, tracksuit and hooded top so that they can help coach, officiate, record, umpire or observe the lesson. Without this note, pupils will be given a kit check. Two kit checks will result in a detention.

## **TEXTILES**

Year 7 aims to introduce and develop a range of skills and techniques which will enable students to explore the creative opportunities of textile media in a creative and meaningful way. The work will have a solid artistic framework with first and second hand visual resources providing the foundation for imagery. Basic techniques will be introduced and students will be encouraged to develop an understanding of process. The application of different qualities of dye onto fabric will be explored.

Using a sewing machine for creative development and the exploration of how materials can be manipulated in a creative manner will provide opportunity for experimentation. The importance of colour, pattern and texture will be emphasised.

Among the process undertaken will be:

- collecting research and sources
- developing a working drawing
- cutting stencils and safe working practice
- screen printing
- dye work – using different types of dye
- tacking as preparation for machine sewing
- use of a sewing machine
- appliqué and mixing different fabric weights

Additional techniques may be introduced through extension work:

- designing for a simplified composition
- using resist techniques
- using embellisher machines
- developing design ideas

Each student has the opportunity to develop her own interpretation of an image in response to a set theme. Colour shape and composition will be considered and processes explored to encourage technical understanding and competence. Each student will be expected to produce a completed creative response by the end of the session. Possible themes include:

- animals
- fish
- insects such as bugs or butterflies.

**NOTES**



Oxford High School  
Belbroughton Road  
Oxford  
OX2 6XA

Tel: 01865 559888

Email: [oxfordhigh@oxf.gdst.net](mailto:oxfordhigh@oxf.gdst.net)

Web: [oxfordhigh.gdst.net](http://oxfordhigh.gdst.net)

Follow us on twitter: @OxfordHighSch