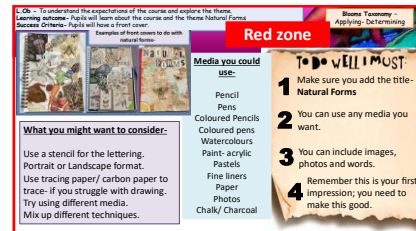
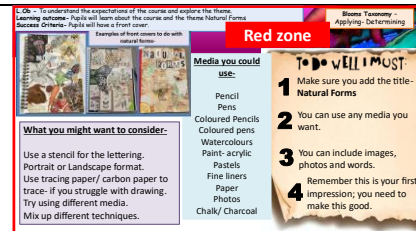
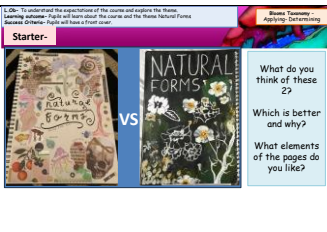
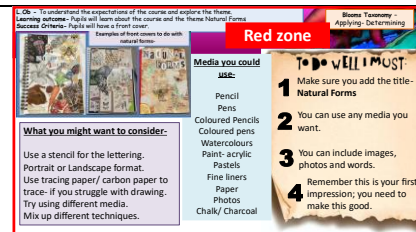
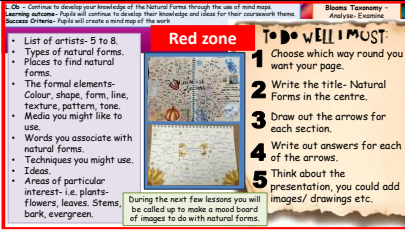
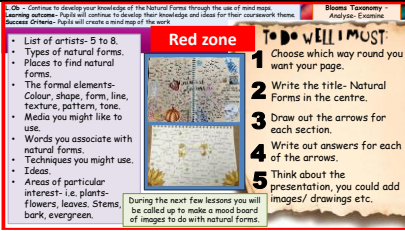
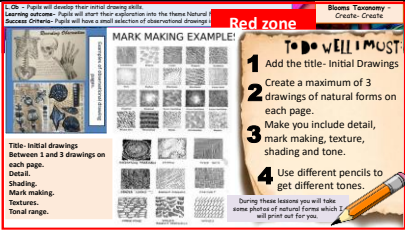
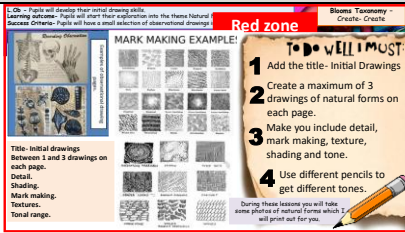
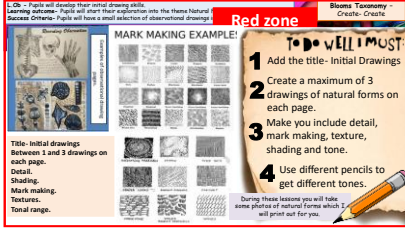
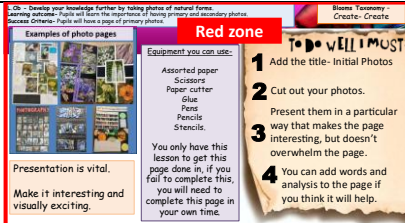
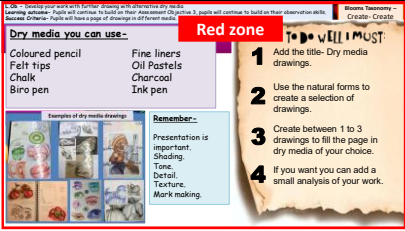
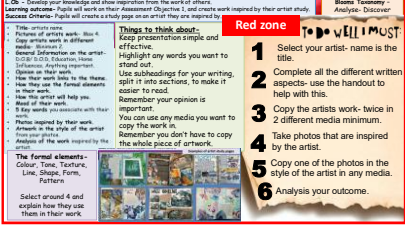
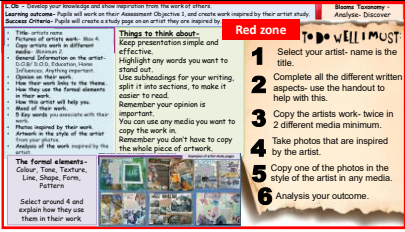


| Learning Intention                                                                         | Vocab                                           | Concept                                                                | Retrieval                                                              | Success Criteria                       | Hinge Questions for this lesson                                                      | Red Zone                                                                             |
|--------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>Lesson 1</p> <p>To understand the expectations of the course and explore the theme.</p> | <p>Natural Forms, Explore, Inspire, Develop</p> | <p>Pupils will learn about the course and the theme Natural Forms.</p> | <p>Pupils will retrieve knowledge of presentation skills from Yr9.</p> | <p>Pupils will have a front cover.</p> | <p>What is Natural forms?</p>                                                        |   |
| <p>Lesson 2</p> <p>To understand the expectations of the course and explore the theme.</p> | <p>Natural Forms, Explore, Inspire, Develop</p> | <p>Pupils will learn about the course and the theme Natural Forms.</p> | <p>Pupils will retrieve knowledge of presentation skills from Yr9.</p> | <p>Pupils will have a front cover.</p> |   |   |
| <p>Lesson 3</p> <p>To understand the expectations of the course and explore the theme.</p> | <p>Natural Forms, Explore, Inspire, Develop</p> | <p>Pupils will learn about the course and the theme Natural Forms.</p> | <p>Pupils will retrieve knowledge of presentation skills from Yr9.</p> | <p>Pupils will have a front cover.</p> |  |  |

| Learning Intention                                                                          | Vocab                                                                   | Concept                                                                               | Retrieval                                                  | Success Criteria                                                        | Hinge Questions for this lesson                                                                | Red Zone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 4<br>Continue to develop your knowledge of the Natural Forms through the use of mind | Mind map, Inspiration, Ideas, Presentation, Mood board.                 | Pupils will continue to develop their knowledge and ideas for their coursework theme. | Pupils will retrieve knowledge of natural forms.           | Pupils will create a mind map of the work                               | What is a mind map?<br><b>Why are mind maps so important in our studies?</b>                   |  <p><b>Red zone</b></p> <p><b>What I MUST:</b></p> <ol style="list-style-type: none"> <li>1 Choose which way round you want your page.</li> <li>2 Write the title- Natural Forms in the centre.</li> <li>3 Draw out the arrows for each section.</li> <li>4 Write out answers for each of the arrows.</li> <li>5 Think about the presentation, you could add images/ drawings etc.</li> </ol> <p>During the next few lessons you will be called up to make a mind board of images to do with natural forms.</p> |
| Lesson 5<br>Continue to develop your knowledge of the Natural Forms through the use of mind | Mind map, Inspiration, Ideas, Presentation, Mood board.                 | Pupils will continue to develop their knowledge and ideas for their coursework theme. | Pupils will retrieve knowledge of natural forms.           | Pupils will create a mind map of the work                               | What do you remember we have to put on the mind map?                                           |  <p><b>Red zone</b></p> <p><b>What I MUST:</b></p> <ol style="list-style-type: none"> <li>1 Choose which way round you want your page.</li> <li>2 Write the title- Natural Forms in the centre.</li> <li>3 Draw out the arrows for each section.</li> <li>4 Write out answers for each of the arrows.</li> <li>5 Think about the presentation, you could add images/ drawings etc.</li> </ol> <p>During the next few lessons you will be called up to make a mind board of images to do with natural forms.</p> |
| Lesson 6<br>Pupils will develop their initial drawing skills.                               | Observational Drawing, Photography, Tone, Shading, Mark making, Detail. | Pupils will have a small selection of observational drawings in pencil.               | Pupils will retrieve knowledge of drawing skills from Yr9. | Pupils will have a small selection of observational drawings in pencil. | What do you think we need to consider when it comes to your drawings/ double page of drawings? |  <p><b>Red zone</b></p> <p><b>What I MUST:</b></p> <ol style="list-style-type: none"> <li>1 Add the title- Initial Drawings</li> <li>2 Create a maximum of 3 drawings of natural forms on each page.</li> <li>3 Make you include detail, mark making, texture, shading and tone.</li> <li>4 Use different pencils to get different tones.</li> </ol> <p>During these lessons you will take some photos of natural forms which I will print out for you.</p>                                                    |

| Learning Intention                                                            | Vocab                                                                   | Concept                                                                  | Retrieval                                                  | Success Criteria                                                        | Hinge Questions for this lesson                                                                | Red Zone                                                                             |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Lesson 7<br>Pupils will develop their initial drawing skills.                 | Observational Drawing, Photography, Tone, Shading, Mark making, Detail. | Pupils will have a small selection of observational drawings in pencil.  | Pupils will retrieve knowledge of drawing skills from Yr9. | Pupils will have a small selection of observational drawings in pencil. | What do you think we need to consider when it comes to your drawings/ double page of drawings? |   |
| Lesson 8<br>Pupils will develop their initial drawing skills.                 | Observational Drawing, Photography, Tone, Shading, Mark making, Detail. | Pupils will have a small selection of observational drawings in pencil.  | Pupils will retrieve knowledge of drawing skills from Yr9. | Pupils will have a small selection of observational drawings in pencil. | Why is it important to add an analysis to your work?                                           |   |
| Lesson 9<br>Develop your knowledge further by taking photos of natural forms. | Primary Photos, Secondary Photos, Presentation.                         | Pupils will learn the importance of having primary and secondary photos. | This is a new skill pupils will be gaining.                | Pupils will have a page of primary photos.                              |            |  |

| Learning Intention                                                                | Vocab                                                            | Concept                                                                                                                   | Retrieval                                                      | Success Criteria                                                   | Hinge Questions for this lesson                                                                                       | Red Zone                                                                             |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Lesson 10<br>Develop your work with further drawing with alternative dry media    | Observational Drawing, Dry Media, Shading, Mark Making, Texture. | Pupils will continue to build on their Assessment Objective 3, pupils will continue to build on their observation skills. | Pupils will retrieve knowledge of drawing skills from Yr9.     | Pupils will have a page of drawings in different media.            | What is dry media?                                                                                                    |   |
| Lesson 11<br>Develop your knowledge and show inspiration from the work of others. | AO3, Opinion, Analysis, Pastiche, Formal Elements.               | Develop your knowledge and show inspiration from the work of others.                                                      | Pupils will retrieve knowledge from their artist study in Yr9. | Pupils will create a study page on an artist they are inspired by. | Why is it important to show that you are being inspired by the work of artists, designers, photographers or cultures? |   |
| Lesson 12<br>Develop your knowledge and show inspiration from the work of others. | AO3, Opinion, Analysis, Pastiche, Formal Elements.               | Develop your knowledge and show inspiration from the work of others.                                                      | Pupils will retrieve knowledge from their artist study in Yr9. | Pupils will create a study page on an artist they are inspired by. | Why do we do 4 artists for our coursework and 3 for our ESA/ Exam?                                                    |  |

| Learning Intention                                                                | Vocab                                                          | Concept                                                              | Retrieval                                                              | Success Criteria                                                                                               | Hinge Questions for this lesson                 | Red Zone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 13<br>Develop your knowledge and show inspiration from the work of others. | AO3,<br>Opinion,<br>Analysis,<br>Pastiche,<br>Formal Elements. | Develop your knowledge and show inspiration from the work of others. | Pupils will retrieve knowledge from their artist study in Yr9.         | Pupils will create a study page on an artist they are inspired by.                                             | Why do we create a copy of the artists' work?   | <p><b>Learning Intention:</b> Pupils will work on their Assessment Objective 1, and create work inspired by their artist study.</p> <p><b>Success Criteria:</b> Pupils will create a study page on an artist they are inspired by.</p> <p><b>Things to think about:</b></p> <ul style="list-style-type: none"> <li>1. Title artists name.</li> <li>2. Pictures of artists work. Max 4.</li> <li>3. Copy artists work in different media. Max 2.</li> <li>4. Research information on the artist. D.O.B / D.O.D, Education, Influences, Anything important.</li> <li>5. Opinion on their work.</li> <li>6. How their work links to the theme.</li> <li>7. How they use the formal elements in their work.</li> <li>8. How the artist will help you.</li> <li>9. Head of their work.</li> <li>10. 5 key words you associate with their work.</li> <li>11. Photos inspired by their work.</li> <li>12. Artwork in the style of the artist from your photos.</li> <li>13. Analysis of the work inspired by the artist.</li> </ul> <p><b>The formal elements:</b> Colour, Tone, Texture, Line, Shape, Form, Patterns.</p> <p>Select around 4 and explain how they use them in their work.</p> <p><b>Red zone</b></p> <p><b>To be well I must</b></p> <ol style="list-style-type: none"> <li>1 Select your artist- name is the title.</li> <li>2 Complete all the different written aspects- use the handout to help with this.</li> <li>3 Copy the artists work- twice in 2 different media minimum.</li> <li>4 Take photos that are inspired by the artist.</li> <li>5 Copy one of the photos in the style of the artist in any media.</li> <li>6 Analysis your outcome.</li> </ol> |
| Lesson 14<br>Develop your knowledge and show inspiration from the work of others. | AO3,<br>Opinion,<br>Analysis,<br>Pastiche,<br>Formal Elements. | Develop your knowledge and show inspiration from the work of others. | Pupils will retrieve knowledge from their artist study in Yr9.         | Pupils will create a study page on an artist they are inspired by.                                             |                                                 | <p><b>Learning Intention:</b> Pupils will work on their Assessment Objective 1, and create work inspired by their artist study.</p> <p><b>Success Criteria:</b> Pupils will create a study page on an artist they are inspired by.</p> <p><b>Things to think about:</b></p> <ul style="list-style-type: none"> <li>1. Title artists name.</li> <li>2. Pictures of artists work. Max 4.</li> <li>3. Copy artists work in different media. Max 2.</li> <li>4. Research information on the artist. D.O.B / D.O.D, Education, Influences, Anything important.</li> <li>5. Opinion on their work.</li> <li>6. How their work links to the theme.</li> <li>7. How they use the formal elements in their work.</li> <li>8. How the artist will help you.</li> <li>9. Head of their work.</li> <li>10. 5 key words you associate with their work.</li> <li>11. Photos inspired by their work.</li> <li>12. Artwork in the style of the artist from your photos.</li> <li>13. Analysis of the work inspired by the artist.</li> </ul> <p><b>The formal elements:</b> Colour, Tone, Texture, Line, Shape, Form, Patterns.</p> <p>Select around 4 and explain how they use them in their work.</p> <p><b>Red zone</b></p> <p><b>To be well I must</b></p> <ol style="list-style-type: none"> <li>1 Select your artist- name is the title.</li> <li>2 Complete all the different written aspects- use the handout to help with this.</li> <li>3 Copy the artists work- twice in 2 different media minimum.</li> <li>4 Take photos that are inspired by the artist.</li> <li>5 Copy one of the photos in the style of the artist in any media.</li> <li>6 Analysis your outcome.</li> </ol> |
| Lesson 15<br>Develop your knowledge and show inspiration from the work of others. | AO3,<br>Opinion,<br>Analysis,<br>Pastiche,<br>Formal Elements. | Develop your knowledge and show inspiration from the work of others. | Pupils will retrieve knowledge from their artist study in Yr9.         | Pupils will create a study page on an artist they are inspired by.                                             |                                                 | <p><b>Learning Intention:</b> Pupils will work on their Assessment Objective 1, and create work inspired by their artist study.</p> <p><b>Success Criteria:</b> Pupils will create a study page on an artist they are inspired by.</p> <p><b>Things to think about:</b></p> <ul style="list-style-type: none"> <li>1. Title artists name.</li> <li>2. Pictures of artists work. Max 4.</li> <li>3. Copy artists work in different media. Max 2.</li> <li>4. Research information on the artist. D.O.B / D.O.D, Education, Influences, Anything important.</li> <li>5. Opinion on their work.</li> <li>6. How their work links to the theme.</li> <li>7. How they use the formal elements in their work.</li> <li>8. How the artist will help you.</li> <li>9. Head of their work.</li> <li>10. 5 key words you associate with their work.</li> <li>11. Photos inspired by their work.</li> <li>12. Artwork in the style of the artist from your photos.</li> <li>13. Analysis of the work inspired by the artist.</li> </ul> <p><b>The formal elements:</b> Colour, Tone, Texture, Line, Shape, Form, Patterns.</p> <p>Select around 4 and explain how they use them in their work.</p> <p><b>Red zone</b></p> <p><b>To be well I must</b></p> <ol style="list-style-type: none"> <li>1 Select your artist- name is the title.</li> <li>2 Complete all the different written aspects- use the handout to help with this.</li> <li>3 Copy the artists work- twice in 2 different media minimum.</li> <li>4 Take photos that are inspired by the artist.</li> <li>5 Copy one of the photos in the style of the artist in any media.</li> <li>6 Analysis your outcome.</li> </ol> |
| Lesson 16<br>Explore your work further with photography.                          | Photography,<br>Experiment s,<br>Manipulations,<br>Details.    | To learn the importance of having primary photographs.               | Pupils will retrieve knowledge from their previous photography lesson. | Pupils will have a selection of photos that they will be able to use within their work and manipulate further. | Why do we use our own photos in our coursework? | <p><b>Learning Intention:</b> Pupils will work on their Assessment Objective 1, and create work inspired by their artist study.</p> <p><b>Success Criteria:</b> Pupils will create a study page on an artist they are inspired by.</p> <p><b>Things to think about:</b></p> <ul style="list-style-type: none"> <li>1. Title artists name.</li> <li>2. Pictures of artists work. Max 4.</li> <li>3. Copy artists work in different media. Max 2.</li> <li>4. Research information on the artist. D.O.B / D.O.D, Education, Influences, Anything important.</li> <li>5. Opinion on their work.</li> <li>6. How their work links to the theme.</li> <li>7. How they use the formal elements in their work.</li> <li>8. How the artist will help you.</li> <li>9. Head of their work.</li> <li>10. 5 key words you associate with their work.</li> <li>11. Photos inspired by their work.</li> <li>12. Artwork in the style of the artist from your photos.</li> <li>13. Analysis of the work inspired by the artist.</li> </ul> <p><b>The formal elements:</b> Colour, Tone, Texture, Line, Shape, Form, Patterns.</p> <p>Select around 4 and explain how they use them in their work.</p> <p><b>Red zone</b></p> <p><b>To be well I must</b></p> <ol style="list-style-type: none"> <li>1 Work your way through the list of different experiments.</li> <li>2 Follow the instruction sheets provided for you.</li> <li>3 Use the white boards and pens to write your names before your set of photos.</li> <li>4 Take between 1 to 5 photos for each of the experiments.</li> <li>5 Look after the natural forms and the cameras.</li> </ol>                                     |

| Learning Intention                                                               | Vocab                                                 | Concept                                                                           | Retrieval                            | Success Criteria                                                                                  | Hinge Questions for this lesson                         | Red Zone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 17<br>Develop your skills by manipulating photos.                         | Manipulations, Experimenting, Exploring.              | Pupils will learn how to develop their photos further and explore new techniques. | No retrieval as this is a new skill. | Pupils will have a selection of photos that have been manipulated and developed with experiments. | What manipulations can you think of to create new work? | <div><div><p><b>Learning outcome -</b> Pupils will learn how to develop their photos further and explore different techniques by manipulating photos.</p><p><b>Learning outcome -</b> Pupils will learn how to develop their photos further and explore different techniques by manipulating photos.</p></div><div><p><b>Red zone</b></p><p><b>Materials/ media you could use -</b></p><p>Pencil<br/>Coloured pencil<br/>Pen- Biro,<br/>White, Marker,<br/>Coloured pen<br/>Paint-<br/>Watercolour,<br/>Acrylic<br/>Ink<br/>Scissors<br/>Scalpel<br/>Glue<br/>Cello tape<br/>Masking tape<br/>Staples</p><p>Coloured paper<br/>Black paper<br/>White paper<br/>Thread<br/>Matches<br/>Rulers<br/>Card<br/>Foam board<br/>Magazine images<br/>Stencils<br/>Craft scissors<br/>Paper punchers<br/>Sandpaper<br/>Wax<br/>Tracing paper</p></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Lesson 18<br>Develop your skills by manipulating photos.                         | Manipulations, Experimenting, Exploring.              | Pupils will learn how to develop their photos further and explore new techniques. | No retrieval as this is a new skill. | Pupils will have a selection of photos that have been manipulated and developed with experiments. | Why do you think we are doing this?                     | <div><div><p><b>Learning outcome -</b> Pupils will learn how to develop their photos further and explore different techniques by manipulating photos.</p><p><b>Learning outcome -</b> Pupils will learn how to develop their photos further and explore different techniques by manipulating photos.</p></div><div><p><b>Red zone</b></p><p><b>Materials/ media you could use -</b></p><p>Pencil<br/>Coloured pencil<br/>Pen- Biro,<br/>White, Marker,<br/>Coloured pen<br/>Paint-<br/>Watercolour,<br/>Acrylic<br/>Ink<br/>Scissors<br/>Scalpel<br/>Glue<br/>Cello tape<br/>Masking tape<br/>Staples</p><p>Coloured paper<br/>Black paper<br/>White paper<br/>Thread<br/>Matches<br/>Rulers<br/>Card<br/>Foam board<br/>Magazine images<br/>Stencils<br/>Craft scissors<br/>Paper punchers<br/>Sandpaper<br/>Wax<br/>Tracing paper</p></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Lesson 19<br>Develop your media skills with experiments in new media techniques. | Media, Exploring, Experimenting, Mark making, Layers. | Pupils will learn about exploring different media.                                | No retrieval as this is a new skill. | Pupils will have a selection of different experiments.                                            | What do you need to think about when you make these?    | <div><div><p><b>Learning outcome -</b> Pupils will learn about exploring different media by experimenting with new media techniques.</p><p><b>Learning outcome -</b> Pupils will learn about exploring different media by experimenting with new media techniques.</p></div><div><p><b>Red zone</b></p><p><b>Experiments you can choose from:</b></p><p>Quink ink and bleach<br/>Brauto<br/>Cyanotype<br/>Sgraffito<br/>Oil pastel monoprint<br/>Permanent marker on acetate<br/>Biro and hairspray<br/>Photocopyer dragging experiment<br/>Spray paint on water<br/>Acetone print transfer<br/>Permanent marker on tin foil<br/>Wire drawing<br/>Milk and Dron experiment<br/>Melted acetate</p><p><b>Rules</b></p><p>No messing with the media/ materials - including wasting media/ materials and natural form objects. Follow all instructions - first time every time. No messing around with each other - we don't have time. You must make sure you write your name/ class (D&amp;A) on your work, and put your work in your drawer.</p><p><b>To do well I must</b></p><p>1 Choose one of the tasks, follow the instructions sheet.<br/>2 Do the work on the pieces of paper. I have provided for you.<br/>3 Complete the task, while one is drying/ working, move on to another one.<br/>4 Write your name and class on the back of your work. Put these in the wallet I have given you and put them in your drawer.</p><p>Remember you have 2 lessons to get this done, unless you come at lunchtime or after school, or do some at home.</p></div></div> |
| Lesson 20<br>Develop your media skills with experiments in new media techniques. | Media, Exploring, Experimenting, Mark making, Layers. | Pupils will learn about exploring different media.                                | No retrieval as this is a new skill. | Pupils will have a selection of different experiments.                                            |                                                         | <div><div><p><b>Learning outcome -</b> Pupils will learn about exploring different media by experimenting with new media techniques.</p><p><b>Learning outcome -</b> Pupils will learn about exploring different media by experimenting with new media techniques.</p></div><div><p><b>Red zone</b></p><p><b>Experiments you can choose from:</b></p><p>Quink ink and bleach<br/>Brauto<br/>Cyanotype<br/>Sgraffito<br/>Oil pastel monoprint<br/>Permanent marker on acetate<br/>Biro and hairspray<br/>Photocopyer dragging experiment<br/>Spray paint on water<br/>Acetone print transfer<br/>Permanent marker on tin foil<br/>Wire drawing<br/>Milk and Dron experiment<br/>Melted acetate</p><p><b>Rules</b></p><p>No messing with the media/ materials - including wasting media/ materials and natural form objects. Follow all instructions - first time every time. No messing around with each other - we don't have time. You must make sure you write your name/ class (D&amp;A) on your work, and put your work in your drawer.</p><p><b>To do well I must</b></p><p>1 Choose one of the tasks, follow the instructions sheet.<br/>2 Do the work on the pieces of paper. I have provided for you.<br/>3 Complete the task, while one is drying/ working, move on to another one.<br/>4 Write your name and class on the back of your work. Put these in the wallet I have given you and put them in your drawer.</p><p>Remember you have 2 lessons to get this done, unless you come at lunchtime or after school, or do some at home.</p></div></div> |

| Learning Intention    | Vocab | Concept | Retrieval | Success Criteria | Hinge Questions for this lesson | Red Zone |
|-----------------------|-------|---------|-----------|------------------|---------------------------------|----------|
| new media techniques. |       |         |           |                  |                                 |          |