

Subject: Year 7 Art				
Year 7 Curriculum Intent: During year 7 the focus is on introducing students to the formal elements and basic core skills. Students will connect their own work to art movements and artists from history and the present day, beginning to appreciate and understand the historical and cultural development of their art forms. Drawing skills are first introduced in Y7 through an introduction to observational skills, tone and mark making. Once these skills have been mastered students are able to progress and develop their skills further into the application of colour using pencil crayon and painting techniques to develop colour mixing skills and tool control. These skills are then developed into repeat pattern and poly printing where students create their own textile based design. The end of Y7 gives students the opportunity to experiment with a variety of media and encourages independent material choices during the creation of personal final outcome.				
Art 6 Curriculum Concepts: Observation, Exploration, Processes, Realisation, Creativity and Relationships ELT Connected Concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures				
	<u>Scheme 1: Natural Forms - Tone, Colour and the Formal Elements</u> (Observational drawing)	<u>Scheme 2: Natural Forms – Autumn Leaves</u> (Artist research and wax resist outcome)	<u>Scheme 3: Natural Forms – Patterns in Nature</u> (Artist research and the creative industries)	<u>Scheme 4: Natural Forms – Seashells</u> (Artist research and mixed media)
Acquire:	Introduction to line, shape, form and tone (Pencil) Introduction to mark making and texture (Pen) Introduction to colour and colour wheel (Coloured pencil)	Introduction to Georgia O’Keeffe and other relevant artists throughout history. Researching and selecting appropriate images and information. Introduction to water colour paint and wax resist Developing colour theory (hot and cold colours) Introduction to repeating an image (tracing paper)	Introduction to the world of work and the textile industries. Introduction to William Morris, Timorous Beasties and other relevant artists throughout history. Researching and selecting appropriate images and information. Developing knowledge of repeat pattern (creating own design) Introduction to creating a Poly Print	Recap line, shape, form, mark making, tone and texture (Pencil) Introduction to Jo Sheppard and other relevant artists throughout history. Researching and selecting appropriate images and information. Introduction to oil pastel, chalk pastel. Developing knowledge of water colour and pencil crayon. Introduction to composition when composing a final outcome.

Apply	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record observations using pencil, applying knowledge of line, shape, form and tone. Record observations using pen, applying knowledge of mark making and texture. Record observations using coloured pencils, applying knowledge of colour and colour mixing.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Presenting research creatively and effectively. Recreating artists work applying knowledge of pencil crayon and colour mixing. Developing a final piece to demonstrate knowledge of repeating an image, colour theory/mixing and brush control when painting.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Making independent choices Presenting research creatively and effectively. Recreating artists work applying knowledge of pencil crayon and/or water colour. Developing ideas into a personal repeat pattern design Creating a repeat pattern final piece to demonstrate knowledge of designing and repeating an image and skill level when creating a printing block and print.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record observations using pencil, applying knowledge of line, shape, form, mark making, tone and texture. Recreating artists work applying knowledge of oil pastel and chalk pastel. Recreating artists work applying knowledge of pencil crayon and water colour. Developing a final piece to demonstrate knowledge of drawing and the formal elements, composition and skill level when working with a choice of oil pastel, chalk pastel, water colour and pencil crayon.
Vocabulary Tier 2 vocabulary is used to drive conceptual understanding, progression and articulation. These 6 words are explicitly taught with etymology, prefix and suffix	Tier 2 vocabulary: Observe Proportion Outline Tone Texture Detail Tier 3 vocabulary: Mark making Primary colour Secondary colour	Tier 2 vocabulary: Annotation Relationships Exploration Presentation Creativity Repetition Tier 3 vocabulary: Wax Resist Hot Colours Cold Colours	Tier 2 vocabulary: Industry Pattern Design Processes Annotation Creativity Tier 3 vocabulary: Textile Poly Print	Tier 2 vocabulary: Observation Detail Texture Composition Blending Processes Tier 3 vocabulary: Mixed Media Markmaking

teaching. Where words are repeated, conceptual progression is built into vocabulary use. Tier 3 vocabulary is used to teach important key terms. Students are provided with definitions to apply these to their work.				
Assessment	Questioning, Self and Peer assessment. FAR Marking – Leaf drawings	Questioning, Self and Peer assessment. FAR Marking – O’Keeffe Research and Painted Leaf Final Piece	Questioning, Self and Peer assessment. FAR Marking – William Morris/Timorous Beasties Research and Poly Print	Questioning, Self and Peer assessment. FAR Marking –Jo Sheppard studies and Shell composition final piece

Subject: Year 8 Art

Year 8 Curriculum Intent: During year 8 the focus is on extending student’s knowledge and increasing proficiency in the core skills covered in year 7. Students will be introduced to new skills and artists, working with a range of Sculptural techniques while extending their knowledge and understanding of an increased number of artists, architects and art movements.

In Y8 both drawing and painting skills are extended further to focus on the mixing and blending of colours and tones when working with both dry media and paint. Y8 also sees an introduction to sculpture, initially creating paper sculptures and progressing into cardboard construction in the Architecture project.

	<u>Scheme 1: Architecture – Perspective</u> (Perspective drawing)	<u>Scheme 2: Architecture – Local Landmarks</u> (Artist research and Paper Sculpture)	<u>Scheme 3: Architecture – Forgotten Places</u> (Drawing skills, Artist research)	<u>Scheme 4: Architecture – Interiors</u> (Artist research and Mixed media)
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Acquire	Introduction to one point perspective and the effect of viewpoint. (Pencil) Introduce to the work of David Bushell. Introduction to image transfer techniques	Introduction to the world of work and becoming an Architect. Introduction to Rob Dunlavey and other relevant artists through history. Researching and selecting appropriate images and information. Introduction to paper sculpture Introduction to Architect Antoni Gaudi Introduction to Architect Friedensreich Hundertwasser and other relevant architects through history.	Introduction to the work of artist Ian Murphy. Introduction to the work of sculptor John Brinkels. Developing knowledge of line, shape, form, and tone when working with a range of media and surfaces. (Pencil, biro, pencil crayon) Developing knowledge of mark making and texture. Introduction to the world of Architecture. Introduction to drawing for different purposes and presenting ideas. Introduction to cardboard construction techniques.	Developing knowledge of the world of Architecture. Introduction to artist David Hockney Introduction to artist Patrick Caulfield Introduction to Collage and developing knowledge of oil pastel and colour blending.
Apply	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record observations using pencil and coloured pencil, applying knowledge of perspective and the effect of viewpoint. Developing own David Bushell inspired drawing demonstrating knowledge of repeating an image	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Presenting research creatively and effectively. (building on Y7 skills) Recreating artists work applying knowledge of pencil crayon and fineliner.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Presenting research creatively and effectively. (building on Y7 skills) Recreating artists work applying knowledge of a range of media and mark making techniques.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Recreating the work of others applying knowledge of oil pastel and collaging techniques. Developing a personal piece demonstrating understanding of the artists studied and skill level when working with a choice of oil

	and drawing in line. (building on Y7 skills) Recreating the work of David Bushell using oil pastel transfer.	Developing own representation of a local landmark reflecting the style of Rob Dunlavey as part of paper sculpture final piece. Developing own representation of local landmarks reflecting the style of Antoni Gaudi and Friedensreich Hundertwasser as part of paper sculpture final piece.	Developing ideas into a 3D building design. Creating a 3D final piece demonstrating knowledge of layers and other cardboard construction techniques.	pastel, collage or a combination of mixed media.
Vocabulary Tier 2 vocabulary is used to drive conceptual understanding, progression and articulation. These 6 words are explicitly taught with etymology, prefix and suffix teaching. Where words are repeated, conceptual progression is built into vocabulary use. Tier 3 vocabulary is used to teach important key terms. Students are provided with definitions to	Tier 2 vocabulary: Observation Perspective Viewpoint Outline Detail Overlap Tier 3 vocabulary: Horizon Line Vanishing Point Oil Pastel Transfer	Tier 2 vocabulary: Pattern Mosaic Design Exploration Processes Realisation Tier 3 vocabulary: Architect Architecture Paper Sculpture	Tier 2 vocabulary: Tone Texture Design Relief Layers Construction Tier 3 vocabulary: Mark making Sculpture	Tier 2 vocabulary: Simplified Composition Outline Exploration Processes Relationships Tier 3 vocabulary: Collage

apply these to their work.				
Assessment	Questioning, Self and Peer assessment. FAR Marking – Perspective Drawing	Questioning, Self and Peer assessment. FAR Marking – Dunlavey Research and Paper Sculpture	Questioning, Self and Peer assessment. FAR Marking – Ian Murphy Research and John Brickels drawings	Questioning, Self and Peer assessment. FAR Marking – David Hockney and Patrick Caulfield research

Subject: Year 9 Art

Year 9 Curriculum Intent: During year 9 the focus is on further developing student's creativity, enabling them to make choices within their work while developing their own ideas independently and experimenting with a wide range of media. Students will gain confidence when analysing their own and others work and will have a good understanding of the history of art, craft, design and architecture, including art movements from history to the present day.

Year 9 projects are aimed at consolidating students knowledge in drawing, painting, mixed media, sculpture and printing. Drawing skills develop into a wider range of mixed media work, including drawing on different surfaces and making more independent choices on suitable materials in the Food Art project.

By the end of Y9 students will have built up the skills base and confidence needed to be able to work with independence and confidence and will be able to make informed choices when experimenting and developing their own ideas and making decisions about progression through to GCSE.

	<u>Scheme 1: Food Art – Mixed Media</u> (Recording Observations and Mixed Media)	<u>Scheme 2: Food Art – Autumnal Foods</u> (Recording Observations and Mixed Media)	<u>Scheme 3: Food Art – Inspirational Artists</u> (Artist research)	<u>Scheme 4: Food Art – Pop Art</u> (Artist research)
Acquire	Develop knowledge of line, shape, form and tone (Pencil, building on Y7 and Y8 skills) Introduction to tertiary and complementary colours, developing knowledge of colour mixing (Coloured pencil, building on Y7 and Y8 skills) Developing knowledge of pencil, pencil crayon, oil pastel and an introduction to collage (Building on Y7 and Y8 skills)	Introduction to drawing for different purposes Developing knowledge of a wide range of mark making techniques. (Building on Y7 and Y8 skills) Developing knowledge of image transfer – oil pastel transfer. (Building on Y8) Introduction to chalk board drawing Introduction to mono printing	Introduction to Sarah Graham, Joel Penkman, Wayne Thiebaud and other relevant artists throughout history. Researching and selecting appropriate images and information. Develop knowledge of the creative industries and world of creative work Develop knowledge of composition	Introduction to the work of artist Roy Lichtenstein. Introduction to the work of artist Andy Warhol. Researching and selecting appropriate images and information. Developing knowledge of colour and suitability of materials to purpose. Introduction to screen printing

			Further develop knowledge of colour and colour theory Recapping the materials used so far in Y7, Y8 and Y9 and further develop knowledge of a wide range of media and application techniques	Further develop knowledge of colour and colour theory
Apply	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record observations using pencil, applying knowledge of line, shape, form and tone. Record observations in colour, using coloured pencils, oil pastels, water colour paint and paper collage applying knowledge of colour and colour mixing.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record a series of observations using pen, white pencil crayon, oil pastel transfer and mono print with a focus on mark making techniques. Recording observations on a range of different surfaces and creating own through watercolour washes. Presenting drawing work creatively and effectively working with independence.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Making independent choices, selecting an appropriate artist to focus on. Recreating artists work selecting appropriate materials to work with. Presenting research creatively and effectively working with independence. Developing a personal final piece to demonstrate knowledge of drawing and the formal elements, composition and skill level when working from a wide selection of suitable materials.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Recreating artists work and making independent choices when selecting appropriate materials to work with. Presenting research creatively and effectively working with independence. Developing ideas into a personal screen print design Creating a personal final piece to consolidate knowledge of Pop Art and skill level when creating a screen print.
Vocabulary Tier 2 vocabulary is used to drive conceptual	Tier 2 vocabulary: Observation Proportion Tone Depth	Tier 2 vocabulary: Autumnal Observation Tone Blending	Tier 2 vocabulary: Annotation Composition Exploration Processes	Tier 2 vocabulary: Simplified Outline Pattern Exploration

understanding, progression and articulation. These 6 words are explicitly taught with etymology, prefix and suffix teaching. Where words are repeated, conceptual progression is built into vocabulary use. Tier 3 vocabulary is used to teach important key terms. Students are provided with definitions to apply these to their work.	Texture Overlaying Tier 3 vocabulary: Primary colour Secondary colour Complementary colour	Texture Creativity Tier 3 vocabulary: Mark making Mixed Media Mono print	Relationships Realisation Tier 3 vocabulary: Complementary colours Mixed Media	Processes Creativity Tier 3 vocabulary: Pop Art Benday dots Callout shape
Assessment	Questioning, Self and Peer assessment. FAR Marking - Cake drawing and Mixed media piece in progress	Questioning, Self and Peer assessment. FAR Marking - Autumnal Mixed Media Drawings	Questioning, Self and Peer assessment. FAR Marking - Artist research and Food final piece	Questioning, Self and Peer assessment. FAR Marking - Artist research and Screen print

Subject: Year 10 Art

Year 10 Curriculum Intent: The GCSE Fine Art course aims to promote learning across a variety of experiences and through various processes, techniques, materials and resources to generate evidence of a clear creative journey leading to informed and meaningful outcomes.

During the course students are encouraged to develop a greater awareness and appreciation of the history of art and contemporary practice and students are offered the experience of working with a visiting practicing artist.

During Y10 Students will produce a portfolio of work based on two coursework project themes (Component 1) which will form 60% of their final GCSE grade.

	<u>Component 1: Animals</u> (Recording observations)	<u>Component 1: Animals</u> (Artist research, experimenting and developing ideas)	<u>Component 1: Animals</u> (Experimenting and developing ideas, presenting a personal response)	<u>Component 1: Animals</u> (Presenting a personal response)
Acquire	Introduction to grid drawing method Further developing knowledge of a wide range of mark making techniques Further developing knowledge of image transfer techniques – pencil/oil pastel transfer Further developing knowledge of a wide range of materials when selecting appropriate media Introduction to recording observations through photography	Introduction to a variety of Zentangle style pattern techniques Introduction to Iain Macarthur and other relevant artists throughout history. Researching and selecting appropriate images and information. Introduction to Ola Liola, Kris Tate and other relevant artists throughout history. Further developing knowledge of mark making, pattern and colour wash techniques Introduction to a wide selection of related artists, further developing independent research skills	Further developing knowledge of successful selection and refinement of ideas and materials Further develop knowledge of composition and successful final piece planning and presentation techniques.	Further developing presentation skills
Apply	Create a series of close up studies applying knowledge of mark making, texture and image transfer techniques. Record observations using the grid method, applying knowledge of pencil, tone, mark making and texture.	Create a series of Zentangle style pattern studies. Recreating artists work selecting appropriate materials to work with. Presenting research creatively and effectively working with independence.	Experiment with a variety of appropriate materials to develop personal ideas which evidencing strong links and understanding of the work of the artist researched. Develop ideas into a final piece plan.	Complete presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Present Component 1 portfolio of work.

	Record observations using colour, selecting appropriate media. Take a series of photographs from taxidermy animals experimenting with composition and viewpoint.	Create a series of colourwash pattern studies. Making independent choices when researching and selecting additional artist to research.	Begin to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
Vocabulary	Tier 2 vocabulary: Observation Proportion Tone Blending Detail Texture Tier 3 vocabulary: Mark making Photography	Tier 2 vocabulary: Research Exploration Annotate Pattern Creativity Presentation Tier 3 vocabulary: Zentangle Geometric Mark making	Tier 2 vocabulary: Processes Relationships Inspired Refine Intentions Creativity Tier 3 vocabulary: Mixed media	Tier 2 vocabulary: Final Piece Realisation Intentions Presentation Relationships Creativity Tier 3 vocabulary: Mixed media
Assessment	Questioning, Self and Peer assessment. FAR Marking – A3 pencil grid drawing and colour drawings	Questioning, Self and Peer assessment. FAR Marking – Iain Macarthur research, Ola Liola/Kris Tate research and independently chosen artist research	Questioning, Self and Peer assessment. FAR Marking – Iain Macarthur development, Ola Liola/Kris Tate development, independently chosen artist development and final piece plan	Questioning, Self and Peer assessment. FAR Marking – Final piece

Subject: Year 11 Art

Year 11 Curriculum Intent: The GCSE Fine Art course aims to promote learning across a variety of experiences and through various processes, techniques, materials and resources to generate evidence of a clear creative journey leading to informed and meaningful outcomes.

During the course students are encouraged to develop a greater awareness and appreciation of the history of art and contemporary practice and students are offered the experience of working with a visiting practicing artist.

During Y11 Term 1, Students will complete their portfolio of work based on two coursework project themes (Component 1) which will form 60% of their final GCSE grade.

From Term 2 Y11, Students will complete an Externally Set Assignment (Component 2) Selecting from 7 starting points provided by the AQA examination board, which will form 40% of their final GCSE grade.

	<u>Component 1: Species, Skulls and Stems OR Architectural Decay</u> (Recording observations and Artist research)	<u>Component 1: Species, Skulls and Stems OR Architectural Decay</u> (Experimenting and developing ideas, presenting a personal response)	<u>Component 2: Externally Set Assignment</u> (Recording observations, Artist research, Experimenting and developing ideas)	<u>Component 2: Externally Set Assignment</u> (Presenting a personal response)
Acquire	Further developing knowledge of drawing and recording observations Further developing knowledge of recording observations through photography Introduction to a range of relevant artists throughout history. Introduction to a variety of techniques and processes which link to artists researched. Researching and selecting appropriate images and information.	Further developing knowledge of successful selection and refinement of ideas and materials Further develop knowledge of composition and successful final piece planning and presentation techniques.	Further developing knowledge of drawing and recording observations Further developing knowledge of recording observations through photography Introduction to a wide selection of related artists, further developing independent research skills Researching and selecting appropriate images and information. Further developing knowledge of successful selection and refinement of ideas and materials Further develop knowledge of composition and successful final piece planning and presentation techniques.	Further developing presentation skills
Apply	Create a series of observational drawings, selecting appropriate media.	Experiment with a variety of appropriate materials to develop personal ideas which evidencing	Create a series of relevant observational drawings, selecting appropriate media.	Complete presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

	Take a series of photographs which link to theme, experimenting with composition and viewpoint. Recreating artists work selecting appropriate materials to work with. Presenting research creatively and effectively working with independence. Making independent choices when researching and selecting additional artist to research. Create a series of development pieces inspired by artist research.	strong links and understanding of the work of the artist researched. Develop ideas into a final piece plan. Create a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (During 5 hour Mock exam)	Take a series of relevant photographs, experimenting with composition and viewpoint. Recreating artists work selecting appropriate materials to work with. Presenting research creatively and effectively working with independence. Making independent choices when researching and selecting additional artist to research. Experiment with a variety of appropriate materials to develop personal ideas which evidencing strong links and understanding of the work of the artist researched. Develop ideas into a final piece plan.	Present Component 2 Externally set assignment.
Vocabulary	Tier 2 vocabulary: Observation Exploration Creativity Tone Texture Annotation Tier 3 vocabulary: Mark making Mixed Media Photography	Tier 2 vocabulary: Inspired Processes Relationships Realisation Creativity Presentation Tier 3 vocabulary: Mark making Mixed Media	Tier 2 vocabulary: Observation Exploration Creativity Tone Texture Annotation Tier 3 vocabulary: Mark making Mixed Media Photography	Tier 2 vocabulary: Inspired Processes Relationships Realisation Creativity Presentation Tier 3 vocabulary: Mark making Mixed Media

Assessment	Questioning, Self and Peer assessment. FAR Marking – Observational drawings, Photographs, Ian Murphy research and Mixed media workshop pieces.	Questioning, Self and Peer assessment. FAR Marking –Development pieces, Final piece plan and Final outcome.	Questioning, Self and Peer assessment.	Final assessment of Component 1 (Coursework) and Component 2 (Exam). Marks submitted to AQA.
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Subject: Year 10 Photography

The GCSE Photography course aims to promote learning across a variety of experiences and through various processes, techniques, materials and resources to generate evidence of a clear creative journey leading to informed and meaningful outcomes.

During the course students are encouraged to develop a greater awareness and appreciation of the history of photography and contemporary practice and students are offered the experience of working with a visiting practicing photographer.

During Y10 Students will produce a portfolio of work based on two coursework project themes (Component 1) which will form 60% of their final GCSE grade.

	<u>Component 1: Camera Techniques</u> (Recording observations)	<u>Component 1: Portraits</u> (Recording observations and Photographer research)	<u>Component 1: Portraits</u> (Photographer research, experimenting and developing ideas)	<u>Component 1: Portraits</u> (Experimenting and developing ideas. Presenting a personal response)
Acquire	Introduction to DSLR cameras. Introduction to Shutter Speed, Aperture, Depth of Field, Exposure, Lighting, Composition and Viewpoint. Introduction to PPT presentation skills.	Introduction to Paul Wolfgang Webster and other relevant photographers throughout history. Researching and selecting appropriate images and information. Introduction to studio lighting equipment and further developing knowledge of recording observations through photography. Introduction to Jill Greenberg and other relevant photographers throughout history.	Introduction to Alana Dee Haynes, Jean Faucher and other relevant photographers throughout history. Develop knowledge of how to research and select appropriate images and information. Introduction to a variety of Zentangle style pattern techniques, developing knowledge of pattern and mark making techniques Introduction to a variety of Collage techniques further developing	Further developing knowledge of successful selection and refinement of ideas and materials Further develop knowledge of composition and successful final piece planning and presentation techniques. Further developing presentation skills

		Introduction to a variety of Photoshop techniques, further developing knowledge of layering and blending modes.	knowledge of physical and Photoshop techniques Introduction to a wide selection of related photographers, further developing independent research skills	
Apply	Take a series of photographs applying knowledge of Shutter Speed, Aperture, Depth of Field, Exposure, Lighting, Composition and Viewpoint. Present information and photographs clearly and creatively using PPT.	Presenting research creatively and effectively working with independence. Reflecting on photographer's style and techniques while working with photographer Paul Wolfgang Webster. Taking a series of photoshoots using a variety of studio lighting techniques under the guidance of PWW. Reflecting on photographer's style and techniques through own photoshoots. Experiment with a variety of appropriate Photoshop techniques to develop personal ideas which evidence strong links and understanding of the work of the photographers researched.	Reflecting on photographer's style and techniques through own photoshoots. Presenting research creatively and effectively working with independence. Making independent choices when researching and selecting an additional photographer to focus on. Experiment with a variety of appropriate materials and techniques, including drawing, collage and Photoshop to develop personal ideas which evidence strong links and understanding of the work of the photographers researched.	Develop ideas into a final piece plan. Create and present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Present Component 1 portfolio of work.
Vocabulary	Tier 2 vocabulary: Observation Processes Presentation Composition	Tier 2 vocabulary: Research Exploration Annotate Presentation	Tier 2 vocabulary: Processes Relationships Creativity Pattern	Tier 2 vocabulary: Inspired Processes Relationships Realisation

	Viewpoint Creativity Tier 3 vocabulary: Photography Shutter Speed Depth of Field	Creative Photoshoot Tier 3 vocabulary: Photoshop Coloured filters Blending modes	Collage Weave Tier 3 vocabulary: Zentangle Geometric Mark making	Creativity Presentation Tier 3 vocabulary: Photoshop Physical development
Assessment	Questioning, Self and Peer assessment. FAR Marking – Shutter Speed, Aperture, Depth of Field, Viewpoint research and photoshoots.	Questioning, Self and Peer assessment. FAR Marking – Studio lighting photoshoots, PWW research and development, Jill Greenberg research and development	Questioning, Self and Peer assessment. FAR Marking – Alana Dee Haynes Research and development, Jean Faucher research and development	Questioning, Self and Peer assessment. FAR Marking – Development work and Final piece

Subject: Year 11 Photography

Year 11 Curriculum Intent: The GCSE Photography course aims to promote learning across a variety of experiences and through various processes, techniques, materials and resources to generate evidence of a clear creative journey leading to informed and meaningful outcomes.

During the course students are encouraged to develop a greater awareness and appreciation of the history of photography and contemporary practice and students are offered the experience of working with a visiting practicing photographer.

During Y11 Term 1, Students will complete their portfolio of work based on three coursework project themes (Component 1) which will form 60% of their final GCSE grade.

From Term 2 Y11, Students will complete an Externally Set Assignment (Component 2) Selecting from 7 starting points provided by the AQA examination board, which will form 40% of their final GCSE grade.

	<u>Component 1: Little People</u> (Recording observations and Photographer research)	<u>Component 1: Little People</u> (Experimenting and developing ideas, presenting a personal response)	<u>Component 2: Externally Set Assignment</u> (Recording observations, Photographer research, Experimenting and developing ideas)	<u>Component 2: Externally Set Assignment</u> (Presenting a personal response)
Acquire	Introduction to a wide range of relevant photographers.	Further developing knowledge of successful selection and refinement	Introduction to a wide selection of related photographers, further	Further developing presentation skills.

	Further developing skills when researching and selecting appropriate images and information. Researching and selecting appropriate images and information. Further developing skills when planning an informed photoshoot. Further developing knowledge of cameras and studio lighting equipment and further developing knowledge of recording observations through photography.	of ideas and materials including Photoshop. Further develop knowledge of composition and successful final piece planning and presentation techniques. Further developing presentation skills	developing independent research skills. Researching and selecting appropriate images and information. Further developing knowledge of cameras and studio lighting equipment and further developing knowledge of recording observations through photography. Further developing knowledge of successful selection and refinement of ideas and materials. Further develop knowledge of composition and successful final piece planning and presentation techniques.	
Apply	Presenting research creatively and effectively working with independence. Reflecting on photographer's style and techniques while planning own photoshoots. Taking a series of photoshoots using a variety of camera techniques and creative arrangements.	Experiment with ideas and materials making links with the work of photographers studied. Selecting and developing ideas into a final piece plan. Complete presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Present Component 1 portfolio of work.	Take a series of relevant photoshoots making strong links to researched photographers. Presenting research creatively and effectively working with independence. Making independent choices when researching and selecting additional photographers to research. Further developing knowledge of successful selection and refinement of ideas and materials.	Complete presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Present Component 2 Externally set assignment.

			Further develop knowledge of composition and successful final piece planning and presentation techniques.	
Vocabulary	Tier 2 vocabulary: Research Exploration Annotate Observation Creative Photoshoot Tier 3 vocabulary: Photography Shutter Speed Depth of Field	Tier 2 vocabulary: Inspired Processes Relationships Realisation Creativity Presentation Tier 3 vocabulary: Photoshop Physical development	Tier 2 vocabulary: Research Exploration Annotate Observation Creative Photoshoot Tier 3 vocabulary: Photography Shutter Speed Depth of Field	Tier 2 vocabulary: Inspired Processes Relationships Realisation Creativity Presentation Tier 3 vocabulary: Photoshop Physical development
Assessment	Questioning, Self and Peer assessment. FAR Marking – Slinkachu and other photographer research and linked little people photoshoots.	Questioning, Self and Peer assessment. FAR Marking –Development pieces, Final piece plan and Final outcome.	Questioning, Self and Peer assessment.	Final assessment of Component 1 (Coursework) and Component 2 (Exam). Marks submitted to AQA.

