

Art and Photography Curriculum Plan 2019-24

**Curriculum Intent Statement
Department of Art
De Warenne Academy**

Transition Statement 2020

As an art team we have taken the decision to move towards a three year Key Stage 3 and a two year Key Stage 4 curriculum model. The intent of this is to expose pupils to a broad and ambitious art curriculum which is rich in skills and knowledge. This document details the transition from our current model to our new one. This would allow us to give pupils the opportunity to study a wider range of artists and art movements, explore a variety of different types of media, develop imaginative ideas and creative personal responses. We will enrich the curriculum further with opportunities that include visits to Yorkshire Sculpture Park and other local galleries. We will provide after school enrichment through an art club and additional after school support sessions.

Our intent was that current Year 8 pupils will no longer choose their options in Year 8 but rather in Year 9. Covid-19 and subsequent school closure mean that this is not possible.

Lessons for all year groups are outlined below in the curriculum statement below

Intent

We believe that pupils deserve a broad and ambitious art curriculum which is built on the following overarching concepts:

- **Resilience** – trying something more than once and conquering setbacks
- **Safety and safe working practice** – using tools and techniques safely and responsibly
- **Culture** – a vast range of cultures, creative endeavours within them and their disciplines
- **Cross curricular** – Interconnected with history, literature, mathematics
- **Proportion and Scale** – mathematical approaches in Art
- **Formal Elements** – showing understanding and application of line, tone, texture, pattern, shape, form, colour and composition
- **Observe and record** – mark making and drawing
- **Explore and respond** – experimenting with media and their properties
- **Refine and reflective** – vocalise, visualise, annotate and present findings
- **Describe and analyse** – how and why?
- **Independence** – identify own strengths and weaknesses
- **Artistic journey** – starting point to final conclusion

Pedagogy	Enrichment	Sequencing	Key Concepts/Skills
<p>Our pedagogy is underpinned by:</p> <ul style="list-style-type: none"> • the regular use of live demonstrations and examples of high quality pupil work are used to demonstrate processes, standards and expectations • a range of strategies to deepen knowledge so that it is committed to long term memory including drill and demonstrate and connect • the importance of giving pupils regular opportunities to improve work through regular verbal feedback • pupils understanding what they are doing well and how they need to improve • pupils will develop new skills through a variety of interesting contexts to foster enjoyment • pupils will develop a rich and deep subject knowledge 	<p>We will enrich our curriculum by:</p> <ul style="list-style-type: none"> • establishing cross-curricular links • providing on and off-site subject or topic related experiences • holding Trust-wide competitions to celebrate best work and extraordinary effort • encouraging pupils to contribute to the life of the school and the community, including remembrance activities • developing partnerships with external providers that extend children’s opportunities for learning • build on their understanding of the importance of British values, including democracy, the rule of law, individual liberty and tolerance and respect • improve their spiritual, social, moral and cultural understanding 	<p>The art curriculum is interleaved. We will continuously revisit key concepts and skills over the course of five years. The level of challenge will increase each time.</p> <ul style="list-style-type: none"> • pupils will improve their ability to use the formal elements: line, tone, texture, pattern, shape, form, colour and composition • Artists and art movements are studied at relevant points in the curriculum and can be used as starting points. They can be linked to appropriate types of art techniques and different media • pupils will complete themed based projects with an increased level of challenge and learn how to develop their ideas to create a final piece 	<p>In art, pupils will develop a strong understanding of the meanings of key concepts:</p> <ul style="list-style-type: none"> • the formal elements including application of line, tone, texture, pattern, shape, form, colour and composition • contextual analysis of artists, craftspeople and designers • learn about art movements from different time periods and cultures • the difference between abstract and figurative art • learn visual language, art keywords and technical terms • experiment with and apply different types of media and techniques • develop and refine ideas • create imaginative and personal final outcomes

Art and Photography Curriculum Plan 2019-24

Art can embody some of the highest forms of human creativity, our curriculum is brave, ambitious and creative. It is designed to ensure that all our pupils are able to achieve and make progress, we stretch and challenge, adapt and develop, express and experiment. We aim to engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. The art curriculum is critical and contextual at its core, it is designed so that pupils can build up from the formal elements and refine, develop and build upon their skills as the key stages progress, and we place a high value upon the importance of drawing. Pupils investigate ideas through the visual language, exploring techniques, materials and processes through their own practical work.

As pupils progress throughout KS3 they will be able to think critically and develop a more rigorous understanding of art and the world around them, at KS4 pupils are encouraged to think as an artist and be creative, experimental and ambitious with their sustained units of work. The curriculum engages pupils to explore how art both reflects and shapes our history as well as investigating the contemporary, how it contributes to the culture, creativity and wealth of our society, in doing so students are able to see beyond the analytical and realistic and consider/explore the conceptual. Our curriculum develops the use of the visual language by seeing, understanding, questioning and practicing, their own work this supports them to become articulate, confident and expressive developing skills and confidence in oracy and rhetoric while forming opinions and an understanding of art throughout history and today's society.

Pupils learn to think and act as artists working creatively and intelligently. We build a passionate and reflective pupil through our curriculum to have a brave approach when developing skills with media and their techniques, using the physical act of art as a tool for looking, experiencing and learning. Understanding and applying the formal elements of art across all disciplines: line, shape, form, tone, texture, pattern, colour and composition are vital in underpinning creative work and successful students and this is reinforced throughout the curriculum. We are committed to nurturing resilient, ambitious and curious pupils who will embed creativity in their own futures, careers and everyday life.

Art and Photography Curriculum Plan 2019-24

Year 7	7.1	7.2	7.3	7.4	7.5	7.6
	Baseline test and introduction to the formal elements	Hundertwasser and colour	Hundertwasser artist analysis	Experimenting with media	Design ideas	Creating a final piece
Knowledge	Baseline test is used to assess ability and exposure to art during KS2. Testing observational skills, spacial awareness and tonal variation. Pupils will learn about the formal elements of art and how to accurately draw from observation (using the theme of food) considering scale, composition and proportion. They will learn how to use pencil to correctly add and blend tone, focussing on shadows, mid-tones and highlights to make objects look 3D. Pupils will complete short drawing exercises using a variety of techniques including a 30 second sketch, drawing with their opposite hand, pen sketch continuous line and blind sketching. Mixed media piece showing use of Coloured pencils, Pen, ink and watercolour paint.	Pupils will learn how to use different drawing techniques. They will create a fruit and veg collage page. Pupils will learn about colour theory and how to mix a full range of colours using just the primary colours. They will learn about the colour wheel, which colours work well together, warm and cold colours and how to create tints and shades.	Pupils will learn how to analyse an artist and their work. We will analyse the artist Hundertwasser. Pupils will learn how to use the subject, media, elements and intent method that is used throughout the curriculum leading to the GCSE course in KS4. They will learn how to use correct art keywords and analyse the artist. They will learn how to discuss Hundertwasser and his style of art. Pupils will learn how to use basic PowerPoint techniques to create the analysis and present information about Hundertwasser.	Pupils will learn how to produce a page of fruit drawings in the style of Hundertwasser. They will learn how to use colour and pattern in his style. They will learn how to use textiles and paper to create a collage. Pupils will learn about photography by taking photographs of landscapes outside or fruit and vegetable in the classroom. They will learn how to create a contact sheet to present and evaluate their photographs. They will learn the difference between sourcing their own primary images and using secondary sources.	Pupils will learn how to use the knowledge and skills learnt so far in Y7 to create four different designs for a final piece. They will learn how to think creatively and produce a range of ideas. They will learn how to use Hundertwasser's style in their own final piece, taking into account the formal elements.	Pupils will learn how to take their favourite design and enlarge it to become a final piece (A3). They will incorporate mixed media and collage. They will use all of their skills to produce a personal response in the style of Hundertwasser. They will be able to evaluate their own work. What went well, what changes could you make?
Skills/Concepts	The formal elements – the building blocks of art. Apply of tone and texture to drawings to make them look 3D and realistic. Creating more than 6 different tonal values. Experiment with mixed media using coloured pencils, pen, ink and watercolours	Practise different drawing techniques including pencil, pen, ink and coloured pencils. Perfect colour mixing techniques. Apply paint neatly with precision and control.	Analyse artists and their work. Create Powerpoint documents and present information. Use correct art keywords through writing and oracy.	Use different types of media with good control. Experiment with media. Try out photography techniques including rule of thirds, contrast and viewpoint. Collage Pupils will source their own images.	Create design ideas based on the best images from the photoshoot. Use knowledge gained throughout the course to synthesise a range of different ideas for a final piece.	Select from a range of different designs. Be able to consider composition and layout. Enlarge initial designs and be able to use mixed media to add the formal elements. Evaluate own artwork.
SMSC – British values	SMSC – spiritual – pupils will use their creativity.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will be exposed to an artist that they have not seen before.	SMSC – spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Self and peer assessment. Use of technical terms and keywords: formal elements, tone, texture, line, colour, pattern, shape, form, 2D, 3D, composition, design, pen, ink, watercolour paint, highlight, mid-tone, shadow.	Self and peer assessment. Evaluating colour mixing and the application of paint. Use of technical terms and keywords: colour, primary, secondary, tertiary, harmonious, analogous, control, accuracy, precision, mixing, tints and shades, warm, cold.	Self and peer assessment. Evaluating artist analysis. Use of technical terms and keywords: Hundertwasser, Austria, Architect, lines, shape, colour, naïve, kitsch	Self and peer assessment. Evaluating media experiments. Use of technical terms and keywords: colour, pattern, textiles, collage, primary, secondary, attach, decorate, 3D, experiment, media, observation.	Self and peer assessment. Evaluating design ideas. Use of technical terms and keywords: photography, contact sheet, photoshoot, landscape.	Self and peer assessment. Evaluating a final piece. Use of technical terms and keywords: personal, response, final outcome, expressive, meaning, evaluate.
Links to prior learning	Pupils have varied experience of art at KS2. The introduction to art is at an appropriate level.	7.1	7.1, 7.2	7.1, 7.2, 7.3	7.1, 7.2, 7.3, 7.4	7.1, 7.2, 7.3, 7.4, 7.5
Preparation for future learning	The formal elements are used throughout the art curriculum.	Colour is one of the formal elements of art. Colour mixing is key to creating a wide range of different colours.	7.3, 8.2, 8.5, 9.1, 10.1, 11.1, 11.3	8.3, 8.6, 9.2, 9.3, 10.2, 11.3	7.6, 8.3, 8.6, 10.4, 10.5, 11.2, 11.4	8.4, 8.6, 9.6, 10.6, 11.2, 11.5
Assessment	The baseline assessment is RAG. Teaching is adjusted accordingly. Demonstrate and connect is used to assess and address misconceptions regarding the formal elements.	Demonstrate and connect will address any misconceptions pupils may have about colour theory.	Demonstrate and connect will address any misconceptions about Hundertwasser.	Hundertwasser collage is self and peer assessed.	Pupils will self-assess their own designs.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.

Art and Photography Curriculum Plan 2019-24

Year 8	8.1	8.2	8.3	8.4	8.5	8.6
	Introduction to Day of the Dead project	Cultural appreciation/analysis pages - Portraits	Day of the Dead portrait design	Day of the Dead final piece	Logo design and Google project	Google project
Knowledge	Pupils will learn how to draw a skull from direct observation. They will be given a step by step demonstration, and shown which shapes make a skull. They will learn how to make sure their drawing is in proportion. Pupils will learn how to create an even wider range of tonal values and how dark shades, created by using a softer pencil, can add rich depth to a drawing.	Learn about Mexico's Day of the Dead festival and use PowerPoint to create a visual moodboard including images of the festival for example objects and items used to decorate the skulls. Pupils will learn how to include Information about the festival and the meanings of keywords. Pupils will learn how to draw an accurate and well-proportioned observational drawing of their own face by following step by step demonstrations in class.	Pupils will learn how to use their own research and visual analysis to create four initial design ideas for a sugar skull inspired portrait. They will learn how to simplify and stylise their own drawings. They will explore the symbolism of objects such as flowers and religious iconography. They will build on knowledge gained in Y7 about how artists create designs and ensure that their designs are imaginative and interesting.	Pupils will learn how to create an A3 final outcome in the form of a Day of the Dead inspired self-portrait. They will learn how to add decoration to their faces using objects and items from the Day of the Dead festival. They will gain further experience of using a variety of mixed media. They will improve their knowledge of pen, coloured pencil and watercolour paint.	Analyse popular logos and discuss their appearance and success. Pupils will learn about the key elements of logo design and what makes a successful logo. They will learn how to accurately copy logos. Pupils will explore previous Google doodle logo designs and discuss why specific imagery was used and how letters are manipulated to relate to a theme.	Pupils will learn how mind maps can be used to generate ideas: "If I could invent one thing to make the world a better place..." Pupils will learn how to generate Ideas and find objects that are relevant to them. They will build on their knowledge of creating moodboards to produce a moodboard that will help them design an invention.
Skills/ <i>Concepts</i>	Formal elements – tone and texture. Increase complexity and challenge. Ability to draw a wider range of tonal values. (7-10 values). Use a softer pencil (2B) to create even darker shadows. Make drawings look more 3D and even more realistic. Adapt and stylise a skull using pen drawing techniques. Add colour to pen drawings building on previous knowledge of colour theory gained in Y7. Harmonious colours, complimentary colours and tints.	Analyse different cultures and their customs. Create Powerpoint documents and present information. Use correct art keywords through writing and oracy. Draw a self-portrait from observation and use correct facial proportion. How to draw facial features – basic shapes, eyes, nose and mouth, hair and the use of contour lines, neck and blazer, add tone and create 3D form.	Stylise artwork using shapes, symbols and line. Practise using pencil, watercolour paint, coloured pencil and ink. Use research to support the design process and influence ideas. Create four different design ideas.	Select from a range of different designs. Be able to consider composition and layout. Enlarge initial designs to A3 and be able to use mixed media. Pupils will use the formal elements to make the outcome more successful. Evaluate own artwork.	Recreate famous, successful and popular logos. Create a visual mood board of their own collected logos using a variety of media including, coloured pencil, paint, pen, collage. Produce accurate transcriptions. Evaluate successful and unsuccessful designs.	Moodboard and experiments. Collect resources of items to use in the invention and make a collage. Pupils experiment with design: replacing, adding and intertwining. Four initial designs clearly show an invention, use of colour and how images correspond to the Google logo. Create a final piece. A3, Mixed media Google Doodle showcasing the invention:
SMSC – British Values	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will be exposed to a culture that they have not experienced before in detail.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.	SMSC – cultural -pupils will learn about logos from around the world and why some are more recognisable than others. They will explore consumerism.	SMSC – moral – pupils will explore challenges around the world and create an invention that will help people/have moral purpose.
Literacy focus	Use of technical terms and keywords: formal elements, tone, texture, line, shape, form, range, depth, tonal values, harmonious colour, complimentary colour, tints,	Create a PowerPoint moodboard about the festival. Use of technical terms and keywords: Mexico, sugar skull, celebration, remembrance, flowers, symbols, pattern, proportion, contour lines, features,	Self and peer assessment. Evaluating design ideas. Use of technical terms and keywords: stylize, simplify, symbolism, meaning, iconography.	Self and peer assessment. Evaluating a final piece.	Written analysis about logo design. Use of technical terms and keywords: logo, unique, simple, recognisable, timeless, branding, corporate, Google,	Mind map will include correct spelling of relevant vocabulary. Pupils will evaluate their designs and final outcome.
Links to prior learning	7.1, 7.2	7.3, 8.1	7.4, 7.5, 8.2	7.6, 8.1, 8.2, 8.3	7.3, 8.2	7.4, 7.5, 7.6, 8.2, 8.4, 8.5
Preparation for future learning	8.2, 8.4, 9.2, 10.2, 11.1	8.3, 8.4, 8.5,8.6, 9.1, 9.3, 10.1, 11.1, 11.3	8.4, 9.2, 10.1, 11.1, 11.3	8.6, 9.6, 10.6, 11.2, 11.5	9.1, 10.1, 10.4, 11.1, 11.4	9.2, 9.3, 9.6, 10.2, 10.6, 11.1, 11.5
Assessment	Demonstrate and connect is used to assess and address misconceptions regarding the formal elements especially the use of tone.	Demonstrate and connect is used to assess and address misconceptions pupils may have about Day of the Dead and how to draw an accurate self-portrait	Pupils will self-assess their own designs.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.	Demonstrate and connect will address any misconceptions about logo design and Google doodles.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.

Art and Photography Curriculum Plan 2019-24

Year 9	9.1	9.2	9.3	9.4	9.5	9.6
	Introduction to Under the Sea project	Observational drawings	Visit to The Deep	Experiment with 3D materials	3D making of final piece	3D making of final piece
Knowledge	Pupils will build on their previous knowledge and experience on how to analyse artists and their work. They will learn how to produce a more in depth visual analysis on three artists who are relevant to this project. Pupils will be given examples of artists who are relevant to the theme of Under the Sea and they will be encouraged to find their own examples using google, Pinterest and the academy/local library. They will learn how to make even more accurate copies of artwork by learning how to use the grid method.	Pupils will learn how to produce even more accurate observational drawings. They will explore the viewfinder method to ensure compositions are interesting. They will learn how to draw from real life by breaking down objects into basic forms e.g. sphere, cube, cone etc. Pupils will learn how to annotate their observational drawings and why recording from real life is useful to artists, designers and craftspeople. Pupils will learn from teacher demonstrations and WAGOLs about how to use marbling, bubbling, sand and PVA impasto, Vaseline, salt/watercolour.	Pupils will learn how to take even better photographs. They will revisit photography techniques including; the rule of thirds, good composition, contrast, point of view and close up. Pupils will learn how to use photographs and moodboards as starting points for idea generation. Pupils will learn about the ecological and environmental issues facing the oceans.	Pupils will learn how to use a wide range of materials that can be used to create 3D artwork. They will learn about the strengths and weaknesses of a range of processes. Pupils will learn how to select materials and create 3D sculptures that show an understanding of the theme. They will choose which design/material they would like to make into a 3D final piece.	Pupils will learn how to use 3D materials by making their 3D final piece. They will learn to take risks and that sometimes the safe option is not always the most interesting.	Pupils will continue to learn how to use 3D materials by making their 3D final piece. They will learn to take risks and that sometimes the safe option is not always the most interesting. Pupils will improve their evaluation skills.
Skills/ <i>Concepts</i>	Analysis using the subject, media, elements and intent method. Pupils will use the template and guidance mats. Use keywords to show a good use of technical terms and specialist vocabulary. Make accurate transcriptions of artwork to gain further insight into the artist's methods and techniques. Practise accuracy –grid method	Accurate use of pencil and other media to produce a series of observational drawings of shells, coral and other sea related objects. Practise drawing using a wide range of tonal values (10+) and include textures that use tone to make them look 3D. Experiment with different types of backgrounds/surfaces. Explore the theme in detail by looking closely at sea related objects.	Practise photography techniques Use research to support the design process and influence ideas. Create a range of different design ideas. Observational drawing during the visit to The Deep. Create a moodboard from primary and secondary sources.	Experiment with 3D materials including, clay, plasticine, silver foil, found objects, wire, mod roc, plaster. Produce mini maquettes of designs. Analyse strengths and weaknesses of each process. Write up findings in annotations.	Continue to experiment with 3D materials. Create a final piece based on designs and previous experiments with 3D materials.	Continue to make a 3D final piece. Evaluate final piece once complete.
SMSC – British values	SMSC – cultural -pupils will explore art from around the world. They will explore Hokusai, a non-western artist.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –moral -pupils will explore the ecological issues we face regarding the oceans.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.
Literacy focus	Guidance mats support pupils by including a series of questions that generate understanding. Pupils will research three artists. Use of technical terms and keywords: Sea, coral, creatures, octopus, shells, ocean, Saatchi, subject, media, elements and intent.	Pupils will start to annotate their drawings and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords: annotate, marbling, bubbling, sand and PVA impasto, Vaseline, salt and watercolour.	Pupils will create an extended piece of writing about their visit to The Deep. They will include research on the ecological and environmental issues they have encountered. Use of technical terms and keywords: ecological, environmental, plastics, protecting, rule of thirds, good composition, contrast, point of view and close up.	Pupils will continue to annotate their experiments and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords: malleable, maquette, armature, model, construct, clay, sculpture, sculptor, joining, emboss, embellish, extrude, bas relief.	Pupils will evaluate their 3D final piece at the end of the project.	Pupils will evaluate their 3D final piece at the end of the project.
Links to prior learning	7.3, 8.2, 8.5	7.4, 8.1, 8.3, 8.6	7.4, 8.2, 8.6	N/A	9.4	7.6, 8.4, 8.6, 9.4, 9.5
Preparation for future learning	10.1, 11.1, 11.3	10.2, 11.1	10.3, 11.2	9.5	9.6,	10.6, 11.2, 11.5
Assessment	Demonstrate and connect is used to assess and address misconceptions about artist research and analysis. The analysis is assessed by the teacher and feedback given.	Demonstrate and connect is used to assess and address misconceptions about using observational drawing and media experiments.	Demonstrate and connect is used to assess and address misconceptions about photography.	Demonstrate and connect is used to assess and address misconceptions about 3D materials.	Demonstrate and connect is used to assess and address misconceptions about 3D making.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.

Art and Photography Curriculum Plan 2019-24

Year 10 Art	10.1	10.2	10.3	10.4	10.5	10.6
	Introduction to the surfaces project	Surfaces experiments and recording	Exploring photography	Developing ideas for a personal response	Generating thumbnails and mock ups	Producing a final piece
Knowledge	Pupils will be assessed through the baseline assessment. The task will test pupil ability to create a wide range of tone and realistic textures. Pupils will learn how to use contextual studies as starting points and variety of different ways transcriptions can be mounted in a sketchbook. Pupils will examine examples of successful sketchbooks. Pupils will learn how to use the grid method (smaller grid than in KS3) so that transcriptions are even more accurate.	Pupils will practice making even more accurate observational drawings. They will explore a new viewfinder method to ensure compositions are interesting. They will practise drawing from real life by breaking down objects into basic forms e.g. sphere, cube, cone etc. They will build on previous experiments and produce a range of different surfaces that can be used for backgrounds or as actual artwork.	Pupils will explore photography in more depth as a method for recording their observations on the theme of surfaces. Pupils will learn about portrait, landscape and reportage photography. They will learn how to produce a contact sheet and select their favourite photographs that are relevant to the theme of surfaces.	Pupils will learn how to use their own research and visual analysis to create initial design ideas for a surfaces based final piece. Pupils will build on 8.6 where they explored mind mapping. They will examine more creative ways of producing mindmaps and moodboards. They will learn how to make a final piece personal. Pupils will learn how to develop ideas through experimenting with media and techniques.	Pupils will learn how to use their own research and visual analysis to generate thumbnails and then mock-ups for a surfaces based final piece.	Pupils will take their favourite ideas that have been developed further and make an even better version. They will use the skills and knowledge gained so far throughout the curriculum to produce a personal response to the theme surfaces. They will learn how to incorporate artist research and media experiments in their final piece.
Skills/ <i>Concepts</i>	Tone and texture – advanced techniques. Build on previous experience in KS3. Texture hand drawing used to simulate individual textures on each finger. Focus on adding highlight, mid-tone and shadow to textures. Analysis of artists and artwork. Artist research used as starting points for the project.	Accurate use of pencil and other media to produce a series of observational drawings that improve pupils' use and understanding of recording using the formal element. Observational drawing of fabric/tone. Use of pen, pencil, coloured pencil. Fauna and flora- colour. Use of soft pastel, paint, coloured pencil. Build on 9.2 media/surface experiments. Observational drawing of sea shells. Use charcoal, chalk and watercolour paint. Analytical skills Practise drawing using a wide range of tonal values (12+) and include textures that use tone to make them look 3D.	Practise photography techniques learned in 9.3. Experiment with lighting, accessories, digital art including Photoshop digital manipulation techniques. Record surfaces inside and outside the academy. Produce annotated contact sheets and larger prints of successful photographs. Make accurate studies and observational drawings from the photographs by using the grid method.	Creative mind mapping and moodboards. Develop ideas and experiment with media. Try out best ideas and practise using alternative types of media. Ability to select and refine ideas for a final piece.	Develop ideas and experiment with media. Try out best ideas and practise using alternative types of media. Ability to select and refine ideas for a final piece. Produce mini A4 mock ups. Produce A3 mock up. Collect primary and secondary resources.	Select from a range of different designs, thumbnails and mock ups. Consider composition and layout. Enlarge initial designs and be able to use mixed media. Use the formal elements expertly to add tone, texture, line, colour, pattern, shape. Evaluate own artwork. Link final outcome to sketchbook. Personal response. Approximately 10hrs.
SMSC	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Guidance mats support pupils by including a series of questions that generate contextual understanding. Pupils will research three artists. Use of technical terms and keywords.	Pupils will annotate their drawings and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords: formal elements, annotate, marbling, bubbling, sand and PVA impasto, Vaseline, salt and watercolour.	Self and peer assessment. Evaluating photographs. Use of technical terms and keywords: photography, contact sheet, photoshoot, landscape.rule of thirds, good composition, contrast, point of view, proximity and close up.	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-10	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-10, thumbnails, synthesis.	Pupils will evaluate their final piece once complete.
Links to prior learning	7.3, 8.2, 8.5, 9.1	7.4, 8.1, 8.3, 8.6, 9.2	7.4, 9.3, 10.1	7.5, 8.3, 8.5, 9.4	7.5, 8.3, 8.5, 9.4	7.6, 8.4, 8.6, 9.6
Preparation for future learning	10.3, 11.1	11.1	11.3	11.2, 11.4	11.2, 11.4	11.2, 11.5
Assessment	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.1. They be given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate.	Demonstrate and connect is used to assess and address misconceptions about using observational drawing and media experiments. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.2 This will inform data collection 1	Demonstrate and connect is used to assess and address misconceptions about using photography to record observations. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.3	Self and peer assessment is used to assess ideas for the final outcome. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.4	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.5	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.6 This will inform data collection 2

Art and Photography Curriculum Plan 2019-24

Year 11 Art	11.1	11.2	11.3	11.4	11.5
	Introduction to the food project – artist research and observational drawing	Photographing food and developing final piece	Launch of externally set exam	Externally set exam development	10hr exam
Knowledge	Pupils will research artists and make contextual studies as starting points and make transcriptions and recreations of their work. They will examine a minimum of 3 artists who make artwork relating to the theme of food. Pupils will use prior knowledge to create a range of accurate observational drawings of food.	Learn how to use a mini studio and a DSLR camera to produce professional looking studio photographs. Manipulate digital photographs. Synthesise a range of final piece ideas. Develop ideas for 2D or 3D final piece Produce a second final piece. Approximately 10hrs.	Exam paper – analyse the paper and explore possible options. PPT with note taking. Improve knowledge of assessment objectives. AFL assessment matrix task Contextual knowledge and artist analysis. Use template to produce a range of starting points Build on c/w knowledge	Pupils will use all of the skills learned through the curriculum to develop a series of ideas for their final piece. WAGGOLs and demonstrations will ensure that pupils understand the standard of artwork required.	Pupils will take their favourite ideas that have been developed further and make an even better version. They will use the skills and knowledge gained so far throughout the curriculum to produce a personal response to the exam question. They will incorporate artist research and media experiments in their final piece.
Skills/ <i>Concepts</i>	Contextual knowledge and artist analysis. Observational drawing of sweets. Use of pen, pencil, coloured pencil, collage, watercolour, Create a range of surfaces to work on. Observational drawing of veg. Use of scrafitto, charcoal, oil pastel, 9B pencils, polyblock, Create a range of surfaces to work on Observational drawing of fruit. Use of soft pastel, paint, coloured pencil. Create a range of surfaces to work on.	Studio photography. Develop ideas and experiment with media. Explore best ideas and practise using alternative types of media. Ability to select and refine ideas for a final piece. Produce mini A4 mock ups. Turn thumbnails into larger designs. Build on previous experience. Line drawing – layout skills. Maquette making. Formal elements and cohesive link to sketch book	Create study sheets on artists/themes exploring the exam question. Build on drawing skills learned throughout the course. Produce mind maps and moodboards. Use a mini studio/location and a DSLR/iPhone camera to create photo contact sheets and photographs	Synthesise a range of final piece ideas. Develop ideas for 2D or 3D final piece. Experiment with a variety of compositions. Try out different options Turn thumbnails into larger designs. Build on experience of creating personal outcomes. Use formal elements expertly and include a cohesive link to preparatory studies.	Select from a range of different designs, thumbnails and mock ups. Consider composition and layout. Enlarge initial designs and be able to use mixed media. Use the formal elements expertly to add tone, texture, line, colour, pattern, shape. Evaluate own artwork. Link final outcome to sketchbook. Personal response.
SMSC	SMSC – cultural -pupils will explore art and artists from around the world.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will explore art and artists from around the world.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Guidance mats support pupils by including a series of questions that generate contextual understanding. Pupils will research three artists. Use of technical terms and keywords.	Pupils will annotate their drawings and use art keywords to explain their choices, successes and areas for development.	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will evaluate their final piece once complete.
Links to prior learning	7.3, 7.4, 8.1, 8.2, 8.3, 8.5, 8.6, 9.2, 9.1, 10.1, 10.2	7.4, 7.5, 8.3, 8.5, 9.3, 9.4, 9.6, 10.1, 10.3, 10.4, 10.5, 10.6	7.3, 8.2, 8.5, 9.1, 10.1, 11.1	7.5, 8.3, 8.5, 9.4, 10.4, 10.5, 11.2	7.6, 8.4, 8.6, 9.6, 10.6
Preparation for future learning	11.3	11.4	Level 3 courses have an externally set exam.	Level 3 courses have an externally set exam.	All projects in the art curriculum and in industry have a final outcome. Pupils continue to create outcomes which are personal.
Assessment	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 11.1. They be given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate.	Demonstrate and connect is used to assess and address misconceptions. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 11.2	Assessed internally and by external moderator.	Assessed internally and by external moderator.	Assessed internally and by external moderator.

Art and Photography Curriculum Plan 2019-24

Year 10 - Photography	10.1	10.2	10.3	10.4	10.5	10.6
	Old, decayed and destroyed. Artist analysis and recreation	Taking photographs and using the camera.	Exploring local environments	Experimenting with image manipulation	Ideas and developments	Producing a final piece
Knowledge	Artist research and analysis AO1 Pupils will research artists and make contextual studies as starting points and make transcriptions and recreations of their work. They will examine and analyse a minimum of 2 artists/photographers.	Pupils learn the basics of using a camera and the fundamental principals of how to take a professional looking photograph. They will learn how to use a mini studio and a DSLR camera to produce professional looking studio photographs. Manipulate digital photographs.	Pupils will learn how to use their own research and visual analysis to create initial design ideas for a landscape based final piece.	Pupils learn the basic functions of image manipulation using the software Adobe Lightroom and Adobe Photoshop. Extension tasks will allow students to edit photographs on the fly using Snapseed and PS Mix.	Pupils will learn how to use their own research and visual analysis to create initial design ideas for a landscape and texture based final piece. Pupils will learn how to use their own research and visual analysis to generate sketched, layouts and mock-ups for a final piece. Pupils choose from their best ideas to then further develop them to realise their intensions.	Pupils will take their favourite ideas that have been developed further and design a detailed and complete final design. They will use the skills and knowledge gained so far throughout the curriculum to produce a personal response to the theme Old, Decayed and destroyed. They will learn how to incorporate all of their photographer research and media experiments in their final piece.
Skills/ <i>Concepts</i>	Pupils will gain contextual knowledge and understand the process, tool and intentions realised by the photographers and their works. Pupils will then go on to use the same process to recreate versions of the photographer's work using their knowledge and skills learned through research.	Pupils show how they have used the camera to show basic camera knowledge through contact sheets. Each contact sheet should show clear examples of focus, fill the frame, macro, depth of field and where appropriate, rule of thirds.	Pupils explore their own village looking for interesting areas to execute their photography knowledge. They will explore all varieties of local landscape environments and display them in a mindmap.	Pupils show how to edit the exposure, levels, colour balance and saturation of their images using Lightroom. Pupils show how to manipulate their images in Photoshop using blend modes to seamlessly merge images together.	Pupils show how to draw quick thumbnail sketches of ideas generated through class discussions. Visually interpret concepts from thought to final piece.	Select from a range of different designs, thumbnails and mock ups. Consider composition and layout. Enlarge initial designs and be able to use digital media. Use the software expertly to manipulate lighting, texture, line, colour, pattern, shape. Evaluate own artwork. Link final outcome to presentation. Personal response. Approximately 10hrs.
SMSC	SMSC – cultural -pupils will explore photography and photographers from around the world.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will explore their own local environment and the history of their village and surroundings.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.	SMSC – social – pupils are encouraged to discuss, share and critique ideas, designs and experiments in groups.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Guidance mats support pupils by including a series of questions that generate contextual understanding. Pupils will research 2 photographers. Use of technical terms and keywords.	Pupils will learn and understand complex photography terms and apply them to their contact sheet notes and annotations.	Pupils to introduce the areas of their village with the most history and visual appeal using key words to describe the visual qualities of key landmarks.	Pupils evidence their processes through step by step progressions of each tool used. They must explain each step in detail to show understanding of applications.	Pupils will continue to annotate their ideas and use creative keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will evaluate their final piece and developments throughout the externally set task.
Links to prior learning	7.3, 8.2, 8.3	7.4, 8.1, 8.3, 8.6, 9.2	7.3, 8.1	7.5, 8.3, 8.5, 9.4	7.5, 8.3, 8.5, 9.4	7.6, 8.4, 8.6, 9.6
Preparation for future learning	11.1, 11.3	11.2, 11.3	11.3, 11.4	11.2, 11.4	11.2, 11.4	11.3, 11.4, 11.5
Assessment	Pupils are given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate. Written feedback is provided at the end of each section of the unit.	Pupils self assess their own photography through RAG rating their own images and explaining what skills they have clearly shown whilst shooting on location.	Pupils are given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate. Written feedback is provided at the end of each section of the unit.	Pupils self assess their own photography through screen-grab evidence, annotating their own images and explaining what skills they have clearly shown when experimenting with image manipulation software.	Pupils are given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate. Written feedback is provided at the end of each section of the unit.	Pupils will receive written feedback on key pieces of work at the end of 10.6 This will inform data collection 2

Art and Photography Curriculum Plan 2019-24

Year 11 - Photography	11.1	11.2	11.3	11.4	11.5
	Angles and viewpoints Project. Introduction to Cubism, Hockney and experiments.	Contact sheets, Design ideas and final pieces.	Launch of externally set exam	Externally set exam development	10hr exam
Knowledge	Artist research and analysis AO1 Pupils will research artists and make contextual studies as starting points and make transcriptions and recreations of their work. They will examine and analyse a minimum of 2 artists/photographers. This project will focus on art history and the movement of modernism and abstract art.	Pupils use their photography skills to generate contact sheets to further develop ideas and intensions. Pupils adapt their research and visual analysis to create initial design ideas for a landscape based final piece.	Exam paper – analyse the paper and explore possible options. PPT with note taking. Improve knowledge of assessment objectives. AFL assessment matrix task Contextual knowledge and artist analysis. Use template to produce a range of starting points Build on c/w knowledge	Pupils will use all of the skills learned through the curriculum to develop a series of ideas for their final piece. WAGGOLs and demonstrations will ensure that pupils understand the standard of development and work required.	Pupils will take their favourite ideas that have been developed further and produce a refined and complete piece of artwork/s. They will use the skills and knowledge gained so far throughout the curriculum to produce a personal response to the exam question. They will incorporate artist research and media experiments in their final piece.
Skills/ <i>Concepts</i>	Pupils will use their knowledge of digital media to use more advanced tools to create collages and photo montages.	Pupils show how to edit the exposure, levels, colour balance and saturation of their images using Lightroom. Pupils show how to manipulate their images in Photoshop using advanced tools to create photomontages and collages.	Create study sheets on photographers/themes exploring the exam question. Build on photography/manipulation skills learned throughout the course. Produce mind maps and moodboards. Use a mini studio/location and a DSLR/iPhone camera to create photo contact sheets and photographs	Synthesise a range of final piece ideas. Develop ideas for digital and traditional final pieces. Experiment with a variety of compositions and layouts. Try out different options. Turn thumbnails and idea sketches into larger, more developed designs. Build on experience of creating personal outcomes. Use applications expertly and include a cohesive link to preparatory studies.	Select from a range of different designs, thumbnails, sketches and mock ups. Consider composition and layout. Enlarge initial designs and be able to use a variety of software and applications. Use the basic elements of photography expertly to add lighting, texture, line, colour, pattern, shape. Evaluate own artwork. Link final outcome to coursework presentation. Personal response.
SMSC	SMSC – cultural -pupils will explore photography and photographers from around the world and throughout history.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will explore art and artists from around the world.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Guidance mats support pupils by including a series of questions that generate contextual understanding. Pupils will research 2 photographers. Use of technical terms and keywords.	Pupils evidence their processes through step by step progressions of each tool used. They must explain each step in detail to show understanding of applications.	Pupils will continue to annotate their ideas and use photography and artistic keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will continue to annotate their ideas and use photography and artistic keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will evaluate their final piece and developments throughout the project.
Links to prior learning	7.3, 7.4, 8.1, 8.2, 8.3, 8.5, 8.6, 9.2, 9.1, 10.1, 10.2	7.4, 7.5, 8.3, 8.5, 9.3, 9.4, 9.6, 10.1, 10.3, 10.4, 10.5, 10.6	7.3, 8.2, 8.5, 9.1, 10.1, 11.1	7.5, 8.3, 8.5, 9.4, 10.4, 10.5, 11.2	7.6, 8.4, 8.6, 9.6
Preparation for future learning	11.3	11.4	Level 3 courses have an externally set exam.	Level 3 courses have an externally set exam.	All projects in the art curriculum and in industry have a final outcome. Pupils continue to create outcomes which are personal.
Assessment	Pupils are given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate. Written feedback is provided at the end of each section of the unit.	Pupils self assess their own photography through RAG rating their own images and explaining what skills they have clearly shown whilst shooting on location.	Assessed internally and by external moderator.	Assessed internally and by external moderator.	Assessed internally and by external moderator.