



Art and Design- Year 7



AUTUMN 1

Introductory Project

Introductory project provides all students with a secure base in formal elements (colour, tone, line, texture). They are shown how to apply this knowledge to actual objects, shapes etc. Students observe objects closely and carefully consider how to produce a drawing using a range of markmaking.

PRIOR LEARNING

None required

AUTUMN 2

Continuation- Introductory Project

Colour theory is introduced for the first time. Students are shown how to blend colours using their colour theory knowledge looking at a packaging of sweet wrappers. In year 7 we address calligraphic art forms which are significant to our demographic to engage the students and provide role models within the art world. Students then develop their work through to the ideas of positive and negative space which leads onto collagraph print making.

None required

SPRING 1

Abstract Faces Project

This project builds upon the foundations of the introductory project, introducing students to Abstraction and Cubism. We explore the way that Picasso took inspiration from African culture; as at this point African artworks were being brought back to Paris museums. Students learn how to scaffold their written work by analysing specific artworks. They are introduced to proportions of the face and retrieve knowledge of the formal elements.

PRIOR LEARNING

Markmaking, Visual literacy (Analysing Art History and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation

SPRING 2

continuation- Abstract Faces Project

Students learn the technique of collage and build on their printing knowledge to make poly block prints based upon the work of Picasso and the influence of African patterns.

... as above

SUMMER 1

Kandinsky Project

This project further develops students' understanding of abstraction, exploring artists who are further afield than Europe. Students analyse a specific artwork by Kandinsky which highlights the connections between music and art. The practical knowledge within this project, reinforces understanding from the introductory project. The project focuses on painting techniques of wet into wet, markmaking, use of complementary colours etc in a final outcome.

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D,

SUMMER 2

Kandinsky Project continued

Students produce a final outcome, building upon their understanding of watercolour techniques and colour theory. Particular emphasis is placed on their understanding of harmonious and complementary colours.

... as above

Summative Assessment 1

Knowledge Assessment: Quizzes, Multiple choice questions measuring core concepts from Year 7, CORE end of project Tests- Test based on skills and knowledge application, Sketchbook work and outcomes.

Summative Assessment 2

Knowledge Assessment: Quizzes, Multiple choice questions measuring core concepts from Year 7, CORE end of project Tests- Test based on skills and knowledge application, Sketchbook work and outcomes.



Art and Design- Year 8



AUTUMN 1

Day of the Dead project

In Day of the Dead students explore influences from artists such as Frida Kahlo, as well as the folk art of Mexican culture. They revisit their knowledge of watercolour techniques and build on their understanding of colour theory to include tints and shades, such as colour, tone, line and markmaking.

Throughout the project, students are developing their understanding of formal elements.

PRIOR LEARNING

Colour theory, Markmaking, Visual literacy (Analysing Art History and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation, Modelling, Compositional rules and conventions

Summative Assessment 1

Knowledge Assessment:
Multiple choice questions measuring core concepts from Year 7 and Year 8, CORE end of project Tests - Test based on skills and knowledge application, Sketchbook work and outcomes.

AUTUMN 2

Continuation- Day of the Dead Project

Students begin creating an A3 outcome using their growing understanding of watercolour techniques and colour theory.

...as above

SPRING 1

Continuation of Day of the Dead Project

Students develop their understanding of hand building using clay. They learn about how to safely use the material, develop their understanding of the correct use of clay tools and methods of construction.

PRIOR LEARNING

...as above

SPRING 2

Fantasy Architecture- Perspective

Students are introduced to the origins of perspective from the Renaissance period learning the fundamental principles of 1 and 2 point perspective followed by atmospheric perspective. They analyse the work of Architect Pawel Baron delving deeper into his fantastical illustrations. Fantasy Architecture is introduced, looking at both historical and contemporary practices in film, gaming, illustrations and architectural drawings of the Futurists. Students explore their creativity and imagination resulting in a perspective drawing showing a fantasy city.

Colour theory, Markmaking, Visual literacy (Analysing Art History and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation, Compositional rules and conventions

Summative Assessment 2

Knowledge Assessment:
Multiple choice questions measuring core concepts from Year 7 and Year 8, CORE end of project Tests - Test based on skills and knowledge application, Sketchbook work and outcomes.

SUMMER 1

Continuation- Fantasy Architecture- Perspective

Building on the core knowledge developed in the spring term, students explore their creativity and imagination resulting in a perspective drawing showing a fantasy city.

...as above

PRIOR LEARNING

SUMMER 2

Continuation- Fantasy Architecture- Print making

Students make a second outcome in print, creating their own printing blocks from poly block reinforcing their understanding of this process, firstly explored in year 7 Picasso Faces. Pattern printing is the focus looking at repeated and mirror designs as well as reduction printmaking building on their knowledge in this area.

...as above



Art and Design- Year 9



AUTUMN 1

Figure in Motion Project

Year 9 starts with students exploring the human body for the first time in KS3 beginning with the proportions of the figure retrieving and now building of their knowledge of proportion. Student use the **5 x 2 critical thinking method** when analyzing the work of Alexander Archipenko before researching him in more depth. They learn that Archipenko was inspired by **Cubism**, which was why he experimented with different interpretations of the human figure using geometric shapes. Students are introduced to artists who have been fascinated with trying to show figures in movement. Building on their Art history knowledge students are introduced to the work of Duchamp, the **Futurists** and **Eadweard Muybridge** explaining about how movement was captured with **photography**. They are shown a mixture of historical and contemporary digital pieces building on their knowledge of **photographers**.

PRIOR LEARNING

Colour theory, Markmaking, Visual literacy (Analysing Art History and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation, Compositional rules and conventions

Summative Assessment 1

Knowledge Assessment:
Multiple choice questions measuring core concepts from Year 7 to Year 9, CORE end of project Tests- Test based on skills and knowledge application, Sketchbook work and outcomes.

AUTUMN 2

Continuation - Figure in Motion Project

By making simple gesture drawings of the figure; students show their understanding of how to show movement using lines. These are then developed further into **stereometric figures**, experimenting and combining different organic and geometric shapes to create figures. When completing their design ideas students experiment with **dynamic geometry**, sketching groups of figures together. They retrieve the knowledge from Year 7 and 8, on **rule of thirds, static and dynamic compositions** and build on this knowledge to create exciting compositions full of energy and movement which are then pushed into a larger scale piece. Digital work is learning how to show movement in an image by using repetition. Students are taught to edit images, copy and paste, apply blending modes and add text. Then Experiment with overlapping, blending modes to create different effects.

...as above

PRIOR LEARNING

Colour theory, Markmaking, Visual literacy (Analysing Art History and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation, Compositional rules and conventions

SPRING 1

Sealife Portrait Project

Sea portraits begins by introducing the students to the **Surrealism movement**, emphasis is on the two major categories of this movement **automatism and oneiric**. The students study Surrealism focusing on the work of Salvador Dali and the concept of **metamorphosis, juxtaposing of objects and dream like imagery**. Importantly, this project is intended to reinforce the drawing and painting skills of students. Again, students recall their knowledge of **proportions of the face** and then build on these skills, thinking about the **formal elements**. They spend time working with a range of **media, both wet and dry**, drawing from sea life creatures and natural forms. Students learn the technique of **mono print**.

...as above

PRIOR LEARNING

Colour theory, Markmaking, Visual literacy (Analysing Art History and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation, Compositional rules and conventions, Modelling

SPRING 2

Continuation - Sealife Portrait Project

Students are introduced to the work of key illustrators and character designers, who created the visual references for **Pirates of the Caribbean**. They also explore the **CGI techniques** that are used in the film. Students will then create their own **compositional designs** thinking again about the Surrealists and how they play on the ideas to create strange and wonderful designs. All these ideas inspire the pupils to produce a portrait looking at sea life objects and creatures which transform through their face where they build their skills using mixed media [water colour paint and pencil crayon]. With the focus being on tertiary colour mixing and washes of colour. Digital work is building on their prior knowledge now, learning how to manipulate an image by using the 'rubber', 'object selection' tools, adding texture and colour layers.

...as above

Summative Assessment 2

Knowledge Assessment:
Multiple choice questions measuring core concepts from Year 7 to Year 9, CORE end of project Tests- Test based on skills and knowledge application, Sketchbook work and outcomes.

SUMMER 1

Sweet Tooth Project

Is a printmaking/sculpture project focusing on **sculptors, Anna Barlow, Claus Oldenberg and the Pop Artists**. Students look and analyse sculptures, scaffolding their written work using **critical thinking methods of 'Think, pair, share'** and **'the Describing Game'** method. They then **create imaginative designs** using **static, dynamic and rule of thirds compositional ideas**. With this work they build on their printmaking knowledge by learning the technique of **collage and collagraph** printmaking.

...as above

SUMMER 2

Continuation- Sweet Tooth Project

Working in groups students explore **3d construction methods using cardboard and texture techniques playing and experimenting with mod rock**. Outcomes are made by students working together in groups learning skills in **communication, collaboration, co-operation and problem solving**. Digital work again builds on their prior knowledge of copying and pasting images, experimenting with the 'Stamp filter' and 'hue and saturation' tools to make images with are inspired by Pop Art.



GCSE Fine Art - Year 10



AUTUMN 1

Portraiture- Component 1: Portfolio

The course starts with a very structured **prescriptive painting project** on **Portraiture**. It starts with teaching initial proportions of the face, then experimenting with different media recalling the knowledge on the formal elements. The artists we study are Mark Powell, Claude Cauquil and Tim Okamura. Each of these artists enable the students to learn new styles and techniques. Mark Powell being mixed media and the crosshatching process to show tones in portraiture, Claude Cauquil- the ideas of heightening colours and expressive mark making and Tim Okamura's story-telling through his creation of a visual language that juxtaposes the ideals of street art with classic academic art. We explicitly teach them these artist so that they are able to develop and be influenced by and think critically about the artworks.

AUTUMN 2

Continuation - Portraiture- Component 1: Portfolio

The students are encouraged to take photographs thinking about composition, lighting and angles to support their work which helps them to make design ideas. Once a final design has been created students then take a journey of media experimentation understanding the artists they have studied reflecting and reviewing their work as it progresses.

SPRING 1

Continuation - Portraiture- Component 1: Portfolio

Outcomes are encourages to be personal, creative and meaningful showing thoughtful investigation into their own identity with their artists to inspire the realised intention.

SPRING 2

A Sense of Place- Architecture- Component 1: Portfolio

The second project teaches the **knowledge of different print- making skills through the theme of architecture**. This project starts by the focus on drawing, one and two point perspective then developing their knowledge through to more expressive drawing styles on different scales, surfaces and medias.

SUMMER 1

Continuation- A Sense of Place- Architecture- Component 1: Portfolio

Students recall knowledge using **poly block and mono-printing** and experience for the first **dry point etching** and **heat press**. They are shown how they can **develop their design ideas through collage and manipulation of imagery using photoshop** to create exciting compositions.

SUMMER 2

Continuation- A Sense of Place- Architecture- Component 1: Portfolio

In the summer term students have a fantastic opportunity working with the local artist Si Smith where they learn the **new technique of lino printing**. Students learn how to make quick sketches of architecture in their environment and create a composition incorporating text, imagery and a limited colour palette. Students learn the reduction method and create a two colour print.

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

...as above

PRIOR LEARNING

...as above

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

PRIOR LEARNING

...as above

...as above

Summative Assessment 1

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years - Component 1: Portfolio.

Summative Assessment 2

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years- Component 1: Portfolio



GCSE Fine Art - Year 11



AUTUMN 1

PPE- Component 1: Portfolio/ Mock examination project

The mock exam project builds upon skills and understanding developed in year 10 as students are given a starting point, before being guided through a number of stages allowing them to develop their own outcome. This is important preparation for the final externally set examination.

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

Summative Assessment 1

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years. Component 1: Portfolio

AUTUMN 2

Continuation - PPE - Component 1: Portfolio/ Mock examination project

The mock exam project builds upon skills and understanding developed in year 10 as students are given a starting point, before being guided through a number of stages allowing them to develop their own outcome. This is important preparation for the final externally set examination.

...as above

SPRING 1

Externally Set Exam Preparation- Component 2: Exam

The externally set assignment is set by AQA and provided students with a range of starting points. Students work with growing independence to fulfil the four different assessment criteria in their prep work folder. They work towards realizing their intentions in the final 10 hour 'exam' producing outcomes that are meaningful and personal to them.

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

Summative Assessment 2

Knowledge Assessment: Externally Set Exam Preparation- Component 2: Exam

SPRING 2

Externally Set Exam Preparation- Component 2: Exam

The externally set assignment is set by AQA and provided students with a range of starting points. Students work with growing independence to fulfil the four different assessment criteria in their prep work folder. They work towards realizing their intentions in the final 10 hour 'exam' producing outcomes that are meaningful and personal to them.

...as above

SUMMER 1

Final examination - sustained 10 hour session in April, following the Easter holidays.

PRIOR LEARNING



SUMMER 2





A Level Fine Art - Year 12



AUTUMN 1

Foundation Project- Design Brief on Natural Forms

The initial project is a design brief on **natural forms**. Students will be asked to experiment using different media to find the sweet spots within their knowledge of using different media. They will follow a structure of some experimental drawings, print- making, Mono printing- etching and heat press, surface textures, dry and wet media etc. Students are taught how to take exciting photoshoots by arranging exciting compositions in class- showing them and recalling compositional rules from lower down in school. They then choose a photograph and learn how to develop an idea by abstracting the image in the form of a collage. This idea is then take on other journeys, experimenting using different media from paint, pencil crayon, drawing, photo shop and print.

AUTUMN 2

Continuation - Foundation Project- Design Brief on Natural Forms

As they reach the conclusion of the project, they produce an A2 realistic painting from their collage.

SPRING 1

Conceptual Art Project – PechaKucha

This unit is designed to develop knowledge and understanding of conceptual processes in a contemporary art context. It will enable candidates to explore, develop and produce conceptual ideas. On completion of the project the students will produce a PechaKucha presentation to their peers, learning how to communicate their ideas and developing their oracy skills.

SPRING 2

PPE- Component 1: Personal Investigation

The remaining part of the course is intended to follow the exam board's requirement of an 'independently led personal project'. Students are given broad starting points, intended to serve as a springboard for their own ideas. They must decide on their own theme and embark on their personal journey. They are once again supported with one-to-one sessions throughout their lessons. An essay is also written to support and explain their creative journey and the artist/ crafts/design/ photographers who have inspired their work and developed their ideas. A series of personal outcomes are made throughout the two-year course.

SUMMER I

Continuation- Component 1: Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes.

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation

As above

PRIOR LEARNING

Compositional rules and conventions, Visual literacy (Analysing Contemporary Art and Cultural Imagery), Material experimentation 2D, Creative Journeys and Experimentation

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

PRIOR LEARNING

As above

Summative Assessment 1

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years - Component 1: Portfolio

Summative Assessment 2

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years- Component 1: Portfolio



A Level Fine Art - Year 12

**AUTUMN 1
SUMMER 2**

PRIOR LEARNING

Continuation- Component 1: Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes.

As above





A Level Fine Art - Year 12



AUTUMN 1

Continuation- Component 1: Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes. Students are required to produce a personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose.

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

Summative Assessment 1

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years - Component 1: Portfolio

AUTUMN 2

Continuation- Component 1: Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes. Students are required to produce a personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose.

As above

SPRING 1

Continuation- Component 1: Personal Investigation Externally Set Exam Preparation- Component 2: ExamExternally Set Exam Preparation- Component 2: Exam

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set

PRIOR LEARNING

Colour theory, Compositional rules and conventions, Visual literacy (Analysing Art History and Cultural Imagery), Markmaking, Material experimentation 2D, Creative Journeys and Experimentation, Modelling

Summative Assessment 2

Knowledge Assessment: Externally Set Exam preparation , Component 2: Exam

SPRING 2

Externally Set Exam Preparation- Component 2: Exam

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

As above

SUMMER 1

April - Sustained supervised 'exam' session which is spread over three days (15 hours).

Continuation- Component 1: Personal Investigation

PRIOR LEARNING

As above



A Level Fine Art - Year 12

**AUTUMN 1
SUMMER 2**

PRIOR LEARNING

Continuation- Component 1: Personal Investigation

As above





Photography - Year 10



AUTUMN 1

Portraiture

Students are introduced to the functions of the DSLR.

Students begin to explore different approaches to portraiture exploring the work of artists such as Rankin, Warhol and Catherine McIntyre. Within each section of the project students develop their understanding of composition and digital exploration. They complete a number of photoshoots demonstrating their understanding of composition and lighting.

PRIOR LEARNING

None

Summative Assessment 1

Assessment for Component 1 is based upon holistic marking of all folders/sketchbooks and outcomes using the exam board criteria. Students receive summative assessments at the end of each project, and are given the opportunity to act on feedback up until submission date in year 11.

AUTUMN 2

Portraiture, students continue developing their understanding of the work of other artists and demonstrate their own creativity using a range of mixed media and digital skills.

Understanding of the workings of a DSLR, Photoshop and composition

SPRING 1

In this final stage of their project students develop their own ideas, analysing the work of artists chosen independently to support with the development of own ideas and creation of final outcomes. They use photoshop and a variety of media to explore a range of outcome possibilities.

PRIOR LEARNING

Understanding of the workings of a DSLR, Digital exploration and composition. Independent thinking to develop own ideas.

SPRING 2

Abstraction

Students begin by exploring the work of Edward Weston and creating outcomes which are inspired by natural forms. The project builds upon technical understanding developed in portraiture showing students the breadth of the subject via a wide range of artists' work, both fine art and photography.

Understanding of the workings of a DSLR, Digital exploration and composition. Independent thinking to develop own ideas.

Summative Assessment 2

Assessment for Component 1 is based upon holistic marking of all folders/sketchbooks and outcomes using the exam board criteria. Students receive summative assessments at the end of each project and are given the opportunity to act on this feedback until submission date in Year 11.

SUMMER 1

Students continue exploring a range of abstract techniques inspired by artists such as Man Ray, this gives them an opportunity to develop skills in the darkroom as well as giving them the opportunity to create pinhole cameras.

PRIOR LEARNING

Understanding of the workings of a DSLR, Digital exploration and composition. Independent thinking to develop own ideas.

SUMMER 2

Abstraction - In this final stage of their project students develop their own ideas, analysing the work of artists chosen independently to support with the development of own ideas and creation of final outcomes. They use photoshop and a variety of media to explore a range of outcome possibilities. ideas

Understanding of the workings of a DSLR, Digital exploration and composition. Independent thinking to develop own ideas.



Photography - Year 11



AUTUMN 1

Mock examination project

The mock exam project builds upon skills and understanding developed in year 10 as students are given a starting point, before being guided through a number of stages allowing them to develop their own outcome. This is important preparation for the final externally set examination.

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Summative Assessment 1

AUTUMN 2

Mock Examination project

The mock exam project builds upon skills and understanding developed in year 10 as students are given a starting point, before being guided through a number of stages allowing them to develop their own outcome. This is important preparation for the final externally set examination.

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

SPRING 1

Externally set assignment

The externally set assignment is set by AQA and provided students with a range of starting points. Students work with growing independence to fulfil the four different assessment criteria in their prep work folder. They work towards realizing their intentions in the final 10 hour 'exam' producing outcomes that are meaningful and personal to them.

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

SPRING 2

Externally set assignment continued

The externally set assignment is set by AQA and provided students with a range of starting points. Students work with growing independence to fulfil the four different assessment criteria in their prep work folder. They work towards realizing their intentions in the final 10 hour 'exam' producing outcomes that are meaningful and personal to them.

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Summative Assessment 2

SUMMER 1

Final examination - sustained 10 hour session in April, following the Easter holidays.

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

SUMMER 2



Photography - Year 12



AUTUMN 1

Chiaroscuro

The course begins with a clear focus on the importance of lighting, as well as compositional techniques. The focus of Chiaroscuro builds upon the idea that clear parallels can be drawn across different genres of art as well as the centuries. Students are taken through a number of different approaches from still life to landscape, each time focussing on an individual artist as well as independently sourcing imagery which interests them.

AUTUMN 2

Students continue to complete their Chiaroscuro project.

SPRING 1

Component one - Personal Investigation

The remaining part of the course is intended to follow the exam board's requirement of an 'independently led personal project'. Students are given broad starting points, intended to serve as a spring board for their own ideas. Within this component students will produce a number of different outcomes

SPRING 2

Component one - Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes.

SUMMER 1

Component one - Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes.

SUMMER 2

Component one - Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes.

PRIOR LEARNING

None

Understanding of DSLR, Growing understanding of photo-shop and digital manipulation,

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Summative Assessment 1

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years - Component 1: Portfolio

Summative Assessment 2

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years- Component 1: Portfolio



Photography - Year 13



AUTUMN 1

Component one - Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes. Students are required to produce a personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose.

AUTUMN 2

Component one - Personal Investigation

Students are continuing to develop their own ideas, using a wide range of appropriate media and processes. Students are required to produce a personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose.

SPRING 1

Component two - Externally set assignment

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

SPRING 2

Component two - Externally set assignment

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

SUMMER 1

April - Sustained supervised 'exam' session which is spread over three days (15 hours).

SUMMER 2

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Understanding of DSLR, Growing understanding of photo-shop and digital manipulation,

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

PRIOR LEARNING

Understanding of DSLR, Understanding of photoshop and digital manipulation, Understanding of how to explore a personal creative journey.

Summative Assessment 1

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years - Component 1: Portfolio

Summative Assessment 2

Knowledge Assessment: Sketchbooks, Outcomes, Portfolio must show evidence of skills and knowledge application, drawing on learning from previous years - Component 1: Portfolio