

Curriculum Intent Statement for Art and Photography

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Art and Photography, we encourage pupils to take risks, becoming resourceful, innovative and enterprising. Through the evaluation of past and present visual communication and cultures, they develop a critical understanding of its impact on daily life and the wider world. The rationale behind our curriculum design aims to embrace not only the personal interests, local contexts but also place the value of visual arts in the world of potential career pathways. These pathways include both local and National competitions and events exposing learners to a global world where the arts thrive, cultural links are imbedded throughout.

Our curriculum design is aimed to be broadly balanced across the visual arts, driven by a desire to increase learners understanding and application of visual literacy, the empowerment of increased confidence in their own creativity and understanding of the universal language of Art, Craft and Design. Through their experience they will revisit and refine knowledge and skills whilst introducing new concepts which embrace cross curricular elements and subjects. The skills covered within this are broad. Art is generally delivered through the Fine Arts (painting, drawing, sculpture and printmaking), and the 3D/ Photography endorsements through (ceramics, textiles, photography, CAD, CAM, photoshop).

Art and design and photography offers pupils the opportunity to develop their creativity by using a range of skills in a wide variety of contexts. Pupils are entitled to communicate and to express their ideas and feelings through visual and other forms. Through exploring and sharing these ideas, pupils develop confidence and independence in learning. This is essential to becoming a successful learner who enjoys learning, makes progress and achieves.

To become confident individuals. Through working in art, craft and design pupils become open to the excitement and inspiration offered by both the natural and made worlds. By engaging in purposeful, imaginative and creative activities pupils learn to take managed risks, trying out new ideas and new ways of working without fear of failure. Through a range of processes, including drawing perceptively and creatively, pupils observe and investigate the world around them, inventing and visualising with increasing independence and ambition. Through allowing their work to be driven by imagination, experience and issues in the real world they learn to explore and interpret ideas and emotions, and develop understanding of others. By developing and using sets of values to evaluate their own and others' work, pupils are able to increase confidence in their own opinions, in their feelings of self-worth and in their ability to relate to others.

To become responsible citizens. The investigations in art, photography and design help pupils to appreciate the diversity of ideas and approaches to conveying meaning. They learn to understand, respect, value and engage with their own and other cultures and traditions. They learn that through their creative contributions it is possible to change things for the better. Working in the areas of art, craft and design, and in applied practices, promotes an enterprising culture and develops pupils' ability to work collaboratively with others by taking different roles in teams. Pupils' understanding and appreciation of fine art, design and photography will enrich their lives now and in the future.

In summary our aims are:

- To develop lifelong interests and a passion for Art and Design
- To extend an appreciation for the diverse world we live in
- To establish a reflective & Resilience, to understand that making mistakes is part of the process.
- To promote enthusiasm, Innovation & creativity developing personal confidence and self-management skills
- For students to gain an ability to work independently and as part of a team.
- To embed knowledge of future pathways within the creative industry.
- A strong foundation of the technical competencies and critical knowledge required to be a strong future learner.
- To select projects and problems that are relevant to the children in our community.
- To review the school's development plan and design projects that address areas of need.
- To ensure that our curriculum is 'scaffold' to celebrate the diverse cultures within our locality and the wider world from year 7 all the way through to year 13.

We allow flexibility within our delivery for students and teachers to take creative ownership of their projects, working as individuals and taking risks. We recognise the diversity of both our students and staff and embrace approaches that support the strengths and needs as they present themselves. We work on external local and national briefs to ensure that learners appreciate potential pathways and the value of art outside their learning environment. Learners are actively encouraged to engage in local, National and International projects these include the Lichfield Christmas tree project in year 8 and the Grace Cares project in year 9. A real emphasis is given to the diverse methods and purposes and values to drawing, allowing access for all and establishing value in future CEIAG (Careers education, information, advice and guidance) pathways. As well as the practical elements outlined about teachers also select and present meaningful critical, historical and contextual elements to the work that are fully integrated into the practical delivery of the subject. Students will engage in written studies to support the theoretical or conceptual approach to their work. Throughout their studies literacy support is scaffolded to introduce key terminology, subject specialist knowledge, analytical and evaluative vocabulary.

The impact of learning will be measured formally through the marking of work in book, digital pieces and 3D outcomes. Assessments will be made in 3 key areas at KS3, 4 areas at KS4 and 5 areas at KS5. These are in line with IBASEOM at KS3 to look at visual recording, artist research and use of media. At KS4 further to these we also assess final outcomes and how their projects come together as a whole. At KS5 further to these we Mark AO5 which is a written essay of wider research personal to them.

Curriculum Implementation Plan

Subject – Art and Photography						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Foundation – core skills. Outcomes based on the formal elements of Art; Tone, Shape, Line, Texture, Colour and pattern. Produced in reference to historical and contemporary artists. Exploring a wide range of practical skills and concepts. <i>Assessment 1 - Knowledge test - Artist research page.</i> <i>Assessment 2 – Application test - Shape Baseline.</i>		Cultures Artist responses under the theme of cultures. Observational drawings from primary and secondary sources exploring wet, dry and 3D media. Evaluation and refinement of outcomes. <i>Assessment 1 - Knowledge test -Media outcome.</i> <i>Assessment 2 -Application test - visual recording: painting/ drawing.</i>		Celebration Developing a foundation of knowledge in drawing methods and proportioning techniques. Exploring new media and ways of presenting outcomes. <i>Assessment 1 - Knowledge test -Artist research page.</i> <i>Assessment 2 - Application test -Media outcome.</i>	

	Year 7 Key Themes — <i>Skills, Formal elements, types of assessment, foundation of learning.</i>		
Year 8	<p>Pop art</p> <p>Expanding on core skills using a variety of media. Deepening expertise in drawing, printmaking and theoretical knowledge.</p> <p>Assessment 1 -Knowledge test - Artist research page. Assessment 2 –Application test - Shape based drawing</p>	<p>The world around us</p> <p>Introduction to new skills, unconventional media and the application of these to respond to artists works. Understanding of health and safety when tackling mixed media projects.</p> <p>Assessment 1 - Knowledge test -Media outcome. Assessment 2 -Application test - visual recording: painting/ drawing.</p>	<p>Reflections</p> <p>The formal element of form explored in more depth. Broadening 3D skills embedding techniques and processes. Through wire, clay and imposed textures, responding to artists work. Finishing with alternative scale outcomes.</p> <p>Assessment 1 - Knowledge test -Artist research page. Assessment 2 - Application test -Media outcome.</p>
	Year 8 Key Themes — <i>Skills, concepts and presentation of ideas.</i>		
Year 9	<p>Duality and hidden meaning</p> <p>Aiming to enrich student experience through media explorations and tactile responses in outcomes. Key skills will be strengthened, broadening ways of responding to artists and knowing how to further refine work.</p> <p>Assessment 1 -Knowledge test - Artist research page. Assessment 2 –Application test - Shape based drawing</p>	<p>Through the lens</p> <p>Capturing ways to document artwork, using a media and presentation skills in response to historical references and contemporary sources. Building upon Mixed media and clay capabilities.</p> <p>Assessment 1 - Knowledge test -Media outcome. Assessment 2 -Application test - visual recording: painting/ drawing.</p>	<p>Onto the future</p> <p>Artwork in response to career prospects, pathways and future concepts. A range of workshops and exploration into techniques and process in line with an artist or aspirational means of progression.</p> <p>Assessment 1 - Knowledge test -Artist research page. Assessment 2 - Application test -Media outcome.</p>
	Year 9 Key Themes - <i>Independent direction, research, skills, World of Work, application of their skills and how a project comes together.</i>		
Year 10 GCSE Fine art	<p>Introduction to the project.</p> <p>Teacher led theme that you will begin to investigate alongside exemplars, example sketch books and exam board samples. Media introduced for each artist looked at, support given in how to respond and present. Pages presented for each media explored. Assessment 1– Artist response—AO1 Assessment 2– Media exploration - AO2</p>	<p>Project direction</p> <p>Starting to take ownership over the types of outcomes you produce within teacher example projects and chosen artists. Looking at artists as starting points, you will analyse their work, respond through exploration of techniques (media samples), own photographs and produce high quality drawings/ paintings/ outcomes that make reference to the style, themes, colours, compositions, mood, concepts etc. that they use. At each stage you will write about what you have done, why you have done it and give your opinions.</p> <p>Assessment 1 - AO3 Knowledge test (of a technique) - through a refined drawing or painting.</p>	<p>Independent direction of your project</p> <p>By this point you should have a clear idea of your personal direction of your project (your chosen theme). Finding artists that inspire you, that work to your strengths, analyse their work, present it in an artistic way with media samples in your sketchbook. Photographs taken to help respond to artists drawing from these and secondary references to create high quality responses, writing about each step as you go. Start to think about how you can bring you ideas together showing development in your concepts. Assessment 1– Artist response—AO1 Assessment 2– media exploration - AO2 drawing or</p>

		Assessment 2 -Artist response—AO1	painting Assessment 3 - AO3 Knowledge test (of a technique) - through a refined drawing or painting.
Year 11 GCSE Fine art	<p>Development and final outcome</p> <p>From everything you have completed so far in your coursework you should be able to mock up by hand and digitally how you can bring ideas, concepts, artists and layouts together to create suggested final pieces. You will develop these analysing the successes of each and refining them in different ways. You will then make a decision about which is the most successful and create this at a larger scale improving it in the ways you talked about in your analysis.</p> <p>Assessment 1– Artist response—AO1 Assessment 2– media exploration - AO2 Assessment 3 - AO3 Knowledge test (of a technique) - through a refined drawing or painting. Assessment 4—AO4 completed final outcome.</p>	<p>Exam</p> <p>January—Exam paper given out. You choose one of the set themes. You find artists to explore under that chosen theme. 5 artist research pages including images analysis and media response samples. Take photographs relating to your chosen artists. Draw from photographs and secondary sources in a range of media. Develop your outcomes and ideas into 4 final ideas. Choose one of your final ideas to complete in full in 10 hour exam time. Annotate throughout.</p> <p>Assessment 1– Artist response—AO1 Assessment 2– media exploration - AO2 Assessment 3 - AO3 Knowledge test (of a technique) - through a refined drawing or painting . Assessment 4—AO4 completed final outcome.</p>	Sit exam then finished the subject.
Year 10 GCSE Photography	<p>Introduction to the project.</p> <p>Teacher led theme that you will begin to investigate alongside exemplars, example sketch books and exam board samples. Photography concepts/ core elements introduced for each Photographer looked at, support given in how to respond and present. PowerPoint slide presented for each core element and shoot covered .</p> <p>Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2</p>	<p>Project direction</p> <p>Less and less reliant on teacher led examples and chosen Photographers, you should be able to start thinking independently the direction you want to take the project under the guide of what shoots plans and photography element the teacher is setting up for each week. After selecting appropriate photographers you will analyse and present your work in an artistic format on your slides, showing shoot plans, response shoots, edits and final edits. Responses should be thoughtful, making clear reference to one or more Photographers work, reshooting where needed to strengthen outcomes.</p> <p>Assessment 1 – Exploration - AO2 Assessment 2 - AO3 response shoot</p>	<p>Independent direction of your project</p> <p>By this point you should have a clear idea of your personal direction of your project (your chosen theme). Finding Photographers that inspire you, that work to your strengths, analyse their work. Present it in an artistic way on your PowerPoints with shoot plans, contact sheets, edits and final edits made clear, writing about each step as you go. Start to think about how you can bring you ideas together showing development in your concepts.</p> <p>Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response shoot.</p>
Year 11 GCSE Photography	<p>Development and final outcome</p> <p>From everything you have completed so far in your coursework you should be able to mock up by hand and digitally how you can bring ideas, concepts, photographers and layouts together to create suggested final pieces. You will develop these analysing the successes of each and refining/ shooting them in different ways. You will then make a decision about which is the most successful reshooting / editing and presenting this, improving it in the ways you talked about in your analysis.</p> <p>Assessment 1– Photographer response—AO1</p>	<p>Exam</p> <p>January—Exam paper given out. You choose one of the set themes. You find Photographers to explore under that chosen theme. 5 photographer research pages including images analysis and shoot plans. Take photographs relating to your chosen photographers. Shoot in a range of ways exploring concepts you learnt throughout your coursework. Present all contact sheets, edits final edits and hand manipulations. Develop your outcomes and ideas into 4 final ideas. Choose one of your final ideas to complete in full in 10 hour exam time. Annotate throughout.</p>	Sit exam then finished the subject.

	<p>Assessment 2– Exploration - AO2 Assessment 3 - AO3 response shoot. Assessment 4—AO4 completed final outcome.</p>	<p>Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response shoot. Assessment 4—AO4 completed final outcome.</p>	
<p>Year 12 A level Photography</p>	<p>Introduction to A-LEVEL. Understanding the course, the assessment structure and introduction to the skills we will cover. Recap of core technical skills and photography concepts covered at GCSE, alongside teacher led exemplars. You will be given options to start to encourage a level of independence at the initial stages. This should start to shape your own thoughts towards your concept moving forward. PowerPoint slide/ book page presented for each core element and shoot covered. Support given in presenting photography research and media pages. Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2</p>	<p>Project direction Starting to take ownership over the types of photoshoots/ content within the frame. In line with teacher example projects and chosen photographers. Looking at photographers as starting points, you will analyse their work, respond through exploration of techniques (digitally and by hand) make reference to the style, themes, colours, compositions, mood, concepts etc. You will show evidence of shoot planning, contact sheets, edits and present all of these with best edits on your PowerPoint slides. that they use. At each stage you will write about what you have done, why you have done it and give your opinions. Teacher support lessons to direct you in starting your essay. Assessment 1 - AO3 response shoot Assessment 2 –Photographer response—AO1</p>	<p>Project direction Less and less reliant on teacher led examples and chosen Photographers, you should be able to start thinking independently the direction you want to take the project under the guide of what shoots plans and photography element the teacher is setting up for each week. After selecting appropriate photographers you will analyse and present your work in an artistic format on your slides, showing shoot plans, response shoots, edits and final edits. Responses should be thoughtful, making clear reference to one or more Photographers work, reshooting where needed to strengthen outcomes. First hand in of draft essay. Assessment 1 – Exploration - AO2 Assessment 2 - AO3 response shoot</p>
<p>Year 13 Photography</p>	<p>Independent direction of your project By this point you should have a clear idea of your personal direction of your project (your chosen theme). Finding Photographers that inspire you, that work to your strengths, analyse their work. Present it in an artistic way on your PowerPoints with shoot plans, contact sheets, edits and final edits made clear, writing about each step as you go. Start to think about how you can bring you ideas together showing development in your concepts. Hand and digital experimentation becoming much more sophisticated. Second hand in of more solidified essay. Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response shoot.</p>	<p>Development and final outcome From everything you have completed so far in your coursework you should be able to mock up by hand and digitally how you can bring ideas, concepts, photographers and layouts together to create suggested final pieces. You will develop these analysing the successes of each and refining/ shooting them in different ways. You will then make a decision about which is the most successful reshooting / editing and presenting this, improving it in the ways you talked about in your analysis. Final hand in of essay. - Present essay. Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response shoot. Assessment 4—AO4 completed final outcome.</p>	<p>Exam Feb — Exam paper given out. You choose one of the set themes. You find Photographers to explore under that chosen theme. 8 photographer research pages including images analysis and shoot plans. Take photographs relating to your chosen photographers. Shoot in a range of ways exploring concepts you learnt throughout your coursework. Present all contact sheets, edits final edits and hand manipulations. Develop your outcomes and ideas into 8 final ideas. Choose one of your final ideas to complete in full in 15 hour exam time. Annotate throughout. Assessment 1– Photographer response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response shoot. Assessment 4—AO4 completed final outcome.</p>
<p>Year 12 A level Art</p>	<p>Introduction to A-LEVEL. Understanding the course, the assessment structure and introduction to the skills we will cover. Recap of core technical skills and artistic concepts covered at GCSE, alongside teacher led exemplars. You will be given options to start to encourage a level of independence at the initial stages. This should start to shape your own thoughts towards your concept moving forward. Sketch book page presented for media artist and response piece produced. Support given in presenting and personalisation of pages</p>	<p>Project direction Starting to take ownership over the types of artists, concepts and how you explore the media covered in teacher led plans. Looking at artists as starting points, you will analyse their work, respond through exploration of techniques, can be the same media as they use or similar visual outcomes, make reference to the style, themes, colours, compositions, mood, concepts etc. You will show evidence of how these inform your response piece and present this inside or larger scale outside of your sketch book. At each stage you will</p>	<p>Project direction Less and less reliant on teacher led examples and chosen artists, you should be able to start thinking independently the direction you want to take the project under the guide of what media the teacher is setting up for each week. After selecting appropriate artists you will analyse and present your work in an artistic format on your pages, media testing, formal elements, experimentation of ideas and responses. Responses should be thoughtful, making clear reference to one or more artists work, considering scale and refining under teacher</p>

	<p>Assessment 1– Artist response—AO1 Assessment 2– Exploration - AO2</p>	<p>write about what you have done, why you have done it and give your opinions. At intervals you will put two or more ideas together to show how your ideas are developing together to make something new. Teacher support lessons to direct you in starting your essay.</p> <p>Assessment 1 - AO3 response piece Assessment 2 –Artist response—AO1</p>	<p>feedback to strengthen outcomes. First hand in of draft essay. Assessment 1 – Exploration - AO2 Assessment 2 - AO3 response piece</p>
<p>Year 13 A level Art</p>	<p>Independent direction of your project By this point you should have a clear idea of your personal direction of your project (your chosen theme). Finding artists that inspire you, that work to your strengths, analyse their work. Present it in an artistic way in your sketchbook with media testing, experimentation and response pieces writing about each step as you go. Start to think about how you can bring you ideas together showing development in your concepts. Hand and digital experimentation becoming much more sophisticated to show your concept and give an idea of what final piece might look like. Second hand in of more solidified essay. Assessment 1– Artist response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response piece</p>	<p>Development and final outcome From everything you have completed so far in your coursework you should be able to mock up by hand and digitally how you can bring ideas, concepts, artists and layouts together to create suggested final pieces. Aim for 4 development pieces completed at large scale in different media. You will analyse the successes of each of these, refining them and using them to inform your end outcome. Completion of final piece. Final hand in of essay.</p> <p>Assessment 1– Artist response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response piece Assessment 4—AO4 completed final outcome.</p>	<p>Exam Feb — Exam paper given out. You choose one of the set themes. You find Artists to explore under that chosen theme. 8 artist research pages including images, analysis, media testing, response pieces and experimentation. Response pieces should be at different scales. Exploring a range of media and well refined. Explore ways of putting your concept together. Present all work mounted on to large sheets or boards. Develop your outcomes and ideas into 4 final ideas. Choose one of your final ideas to complete in full in 15 hour exam time. Annotate throughout. Assessment 1– Artist response—AO1 Assessment 2– Exploration - AO2 Assessment 3 - AO3 response piece. Assessment 4—AO4 completed final outcome.</p>

Year 7 – Art & Photography Curriculum Implementation Plan

Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment (Ongoing)	Summative Assessment (Middle and end of project)	Link to GCSE Content
<ul style="list-style-type: none"> Introduction to the visual elements. Creating depth and solidity using tone Exploring mark making to capture textures Exploring and experimenting with recording materials Colour theory and colour mixing. Critical and 	<p>Reading</p> <ul style="list-style-type: none"> research into the work of Artists and Designers <p>Literacy:</p> <ul style="list-style-type: none"> Use of subject specific vocabulary Regular review of in class work focussed on level of written response. Modelling of appropriate level of 	<p>Base line test in first half term Peer assessment activities against assessment criteria Regular self-assessment at key stages against level descriptors Regular opportunities to revisit previous tasks and improve based on feedback Verbal feedback on an individual</p>	<p>4 visual recording assessments throughout the year.</p> <p>3 Knowledge assessments throughout the year</p>	<p>Program explores a range of core recording skills (AO3) explores various critical and contextual links (works of artists AO1) and experiments with a range of media (AO2). Ideas are generally resolved with some kind of final outcome (AO4)</p>

contextual links exploring aspects of Pop art and popular culture. 3D card construction or clay work Printing techniques.	written response	basis Whole class feedback		
	Numeracy <ul style="list-style-type: none"> • Scaling and measuring • Proportions and fractions. 			

Year 8 - Art & Photography Curriculum Implementation Plan				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment (Ongoing)	Summative Assessment (Middle and end of project)	Link to GCSE Content
<ul style="list-style-type: none"> • Continued development and refinement of core skills. (AO3) Students will continue to develop their skills in range of recording media learning how to create solidity, use accurate proportioning and apply surface texture as appropriate to drawings, paintings etc. Creating 	Reading <ul style="list-style-type: none"> • Research into the work of Artists and Designers Literacy <ul style="list-style-type: none"> • Use of subject specific vocabulary. • Regular review of in class work focussed on level of written response. • Modelling of 	Peer assessment activities against assessment criteria Regular self-assessment at key stages against level descriptors Regular opportunities to revisit previous	3 visual recording assessments throughout the year. 3 Knowledge assessments throughout the year.	Program explores a range of core recording skills (AO3) explores various critical and contextual links (works of artists AO1) and experiments with a range of media (AO2). Ideas are generally resolved with some kind of final outcome (AO4)

<p>depth and solidity using tone Exploring mark making to capture textures.</p> <ul style="list-style-type: none"> • Drawing / recording skills build upon those learnt in Y7 with source images and outcomes becoming increasingly challenging. • Exploring and experimenting with are a range of recording materials. • Colour theory and colour mixing explored when appropriate. • Critical and contextual links exploring aspects of Pop art and popular culture. 3D card construction or clay work Students will continue to work in wide range of media (AO2) to including Printing techniques. Experimenting with a range of 3D media. • Students will continue to develop their critical contextual understanding by examining the work of a range of Art practitioners and designers. • Topics and skills can be taught in the order most appropriate to the scheme of work. They should build progressively with artist's research often but not always driving media work 	<p>appropriate level of written response.</p> <ul style="list-style-type: none"> • Numeracy • Scaling and measuring • Proportions and fractions. 	<p>tasks and improve based on feedback Verbal feedback on an individual basis Whole class feedback</p>		
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<p>and experimentations. Classroom teachers are free to negotiate the best fit for the organic evolution of a project and development of skills and learning.</p>				
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Year 9 - Art & Photography Curriculum Implementation Plan				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment (On-going)	Summative Assessment (Middle and end of project)	Link to GCSE Content
<ul style="list-style-type: none"> Continued development and refinement of core skills. (AO3) Students will continue to develop their skills in range of recording media learning how to create solidity, use accurate proportioning and apply surface texture as appropriate to drawings, paintings etc. Creating depth and solidity using tone. Exploring mark making to capture textures. Exploring and experimenting with recording materials. Drawing skills build upon those learnt in Y8 with source images and 	<p>Reading</p> <ul style="list-style-type: none"> Research into the work of Artists and Designers <p>Numeracy</p> <ul style="list-style-type: none"> Scaling and measuring Proportions and fractions. <p>Literacy:</p> <ul style="list-style-type: none"> Use of subject specific vocabulary. Regular review of in class work focussed on level of written 	<p>Peer assessment activities against assessment criteria Regular self-assessment at key stages against level descriptors Regular opportunities to revisit previous tasks and improve based on feedback Verbal feedback</p>	<p>3 visual recording assessments throughout the year. 3 Knowledge assessments throughout the year.</p>	<p>Program explores a range of core recording skills (AO3) explores various critical and contextual links (works of artists AO1) and experiments with a range of media (AO2). Ideas are generally resolved with some kind of final outcome (AO4)</p>

<p>outcomes becoming increasingly challenging.</p> <ul style="list-style-type: none"> • Students will continue to work in wide range of media (AO2) to including Printing techniques. • Experimenting with a range of 3D media. • Media used is age appropriate and builds towards the skills and media used at GCSE Outcomes are increasingly refined and sophisticated. • Students will continue to develop their critical contextual understanding by examining the work of a range of Art practitioners and designers. • Critical and cultural links and the way in which they are explored is increasingly in-depth and mature. • Topics and skills can be taught in the order most appropriate to the scheme of work. They should build progressively with artist's research often but not always driving media work and experimentations. Classroom teachers are free to negotiate the best fit for the organic evolution of a project and development of skills and learning. 	<p>response. • Modelling of appropriate level of written response Modelling of appropriate level of written response.</p>	<p>on an individual basis Whole class feedback</p>		
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Year 10 - Art & Photography Curriculum Implementation Plan

Critical and contextual links (AO1) Experimentation with media (AO2) Students research artists and produce media experiments along a theme in their sketchbook for the coursework component. They research the work of relevant artists writing critically about them considering the wider cultural context. They explore a range of social, moral and cultural themes. In responding to and presenting the work students develop skills in a range of media and understanding of artistic practise. The skills they develop prepare them for study at KS5 and

beyond and are transferable to a wide range of careers and tasks. Links to the world of work and the transferable nature of the skills are explored when relevant. Visual Recording (AO3) Students draw, paint and photograph things relevant to the ideas explored in their coursework. Student's build upon skills learnt at KS3 producing drawings and paintings of an increasingly sophisticated and challenging nature. They work in a range of media appropriate to the subject and theme and they develop an understanding of how these are linked. **(CW 60% of final mark)**

Year 10 - Art & Photography Curriculum Implementation Plan

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
2.1 – As in the previous 3 terms detailed above students continue to Develop ideas (AO1), explore and experiment (AO2) and record things relevant to the CW topic (AO3) (CW 60% of final mark)	2.2 – Realising Intentions (AO4) Students produce a final piece that brings their coursework to a conclusion. They use this an opportunity to realise the ideas explored in earlier and work and make connections to the work of other practitioners. (CW 60% of final mark)	2.3 – Exam work begins. Student produce drawings (AO3), artists research boards and media experiments (AO1- 2) to support ideas for their exam title. This preparatory work follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves (Exam 40% of final mark)	2.4 - Exam work begins. Student produce drawings (AO3), artists research boards and media experiments (AO1- 2) to support ideas for their exam title. This preparatory work follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves (Exam 40% of final mark)	2.5 – Exams Students produce a final piece (AO4) for their exam unit during a 10hrs controlled conditions exam. They use this an opportunity to realise the ideas explored in earlier and work and make connections to the work of other practitioners. (Exam 40% of final mark)	

Year 12 - Art & Photography Curriculum Implementation Plan

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
The beginning of the course is teacher led. We focus on developing skills and a deeper level of understanding that will prepare students to work more independently moving forward. Staff deliver workshops that focus on 3 of the assessment objectives. AO1 Develop ideas: Critical and contextual links, and AO2 Refine ideas: Experiment with and explore materials. These workshops may have / but do not always make critical reference. In the critical references students build upon skills learnt at KS4 learning how to write about increasingly challenging artwork in an increasingly sophisticated					
			Critical and contextual links (AO1) Experimentation with media (AO2) Students research artists and produce media experiments along an independently chosen theme in their sketchbook for the coursework component. They research the work of relevant artists writing critically about them considering the wider cultural context. They explore a self-negotiated theme. In responding to and presenting the work students develop skills in a range of media and understanding of artistic practise. The skills they develop prepare them for higher education and beyond and are transferable to a		

and mature way. They explore cultural links and consider the work of artists and designers in context. Work is then presented appropriately often in sketchbooks. Often as responses, they will produce pieces of work in relevant media which could include lino cutting, silk screen printing, embroidery, etching etc. The intention is to develop and refine student's skill base and deepen their understanding of the aesthetic properties and communicative strengths of these media. Staff also lead workshops on AO3 Record: Ideas and insights relevant to their intentions. Here staff teach students how to draw and paint in a range of media from subject matter that will link to their course work. Again, there may be critical and contextual links when appropriate. Students are required to handle materials with an increasingly mature level of skills and critical understanding. The themes explored in the workshops and the work produced offers students a base for a project they can develop more independently during the remainder of the course. The first term and a half aim to provide students with the skills to work independently of staff and the judgment needed to take charge of their own creative process.

(CW 60% of final mark)

wide range of careers and tasks. Links to the world of work and the transferable nature of the skills are explored when relevant. Visual Recording (AO3) Students draw, paint and photograph things relevant to the ideas explored in their coursework. Student's build upon skills learnt at KS4 producing drawings and paintings of an increasingly sophisticated and challenging nature. They work in a range of media appropriate to the subject and theme and they develop an understanding of how these are linked. At A Level the level of skill and refinement required increases as does the maturity and sophistication of the critical and contextual content of the work. Themes are often more mature and challenging and reflect students' personal interests. The emphasis is on students adopting a self-negotiated path with support and guidance from staff. Teachers begin to act in an increasingly advisory capacity guiding and making suggestions to students with less focus on instruction. Technical advice and instruction are still offered but this is on an increasingly bespoke and one to one basis as the course develops.

(CW 60% of final mark)

During this time, students also produce a 1000–3000-word critical essay that supports or is in some way linked to their practical work. This is delivered alongside their practical work as its content is informed by it.

Year 13 - Art & Photography Curriculum Implementation Plan

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
2.1 – As in the previous 3 terms detailed above students continue to Develop ideas (AO1), explore and experiment (AO2) and record things relevant to the CW topic (AO3). Their approach to their	2.2 – Realising Intentions (AO4) Students produce a final piece that brings their coursework to a conclusion. They use this as an opportunity to realise the ideas explored in earlier work and make	2.3 – Exam work begins. Student produce drawings (AO3), artists research pages in sketchbooks and media experiments (AO1-2) to support ideas for their chosen exam title. This preparatory work	2.4 – As with the previous half term students continue to work independently exploring their ideas and fulfilling the assessment objectives. Staff support and guide them in this process whilst students	2.5 – Exam. Students produce a final piece (AO4) for their exam unit during a 15hrs controlled conditions exam. They use this as an opportunity to realise the ideas explored in earlier work and make connections to the work of other practitioners. In doing so they bring their ideas to a well resolved considered conclusion. (Exam 40% of final mark)	

<p>work is increasingly independent as they begin to think about how they will bring their ideas to a conclusion (realise their intentions) with advice and support from staff (CW 60% of final mark)</p>	<p>connections to the work of other practitioners. At A Level outcomes are increasingly sophisticated (CW 60% of final mark)</p>	<p>follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves (Exam 40% of final mark)</p>	<p>negotiate their own creative process making connections for themselves (Exam 40% of final mark)</p>	
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