Subject: Art
Year Group: 7

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	**Autumn 2 November – December**	**Spring 1 January - February**	**Spring 2 March - April**	**Summer 1 April - May**	**Summer 2 June-July**
Alex Konahin & Renaissance Art Insects- Mixed Media	In Alex Konahin & Renaissance Art Insects- Mixed Media	Dan Funderburgh & William Morris Arts & Crafts Movement Contemporary/historical	Dan Funderburgh & William Morris Arts & Crafts Movement Contemporary/historical	Totem poles & Sanna Annukka	Totem poles & Sanna Annukka
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
Contextual understanding Creating samples Evaluating/ reflect/refine Working with different materials/ techniques. Creating a final outcome.	Contextual understanding Creating samples Evaluating/ reflect/refine Working with different materials/ techniques. Creating a final outcome.	Contextual understanding Colour theory Working with watercolour paint- process and technique	Contextual understanding Colour theory Working with watercolour paint- process and technique	Contextual understanding- looking at art from other cultures (native American totem poles) Recap on colour theory and mixing colours. Working with drawing ink.	Contextual understanding- looking at art from other cultures (native American totem poles) Recap on colour theory and mixing colours. Working with drawing ink.
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
Looking at and studying the work of contemporary artist Alex Konahin and understanding his influences, including the Renaissance. Gain confidence and experience of working with different materials and techniques through the use of samples.	Looking at and studying the work of contemporary artist Alex Konahin and understanding his influences, including the Renaissance. Gain confidence and experience of working with different materials and techniques through the use of samples.	Develop an understanding of how contemporary artists are influenced by the past. Students will look at William Morris and Dan Funderburgh. They will analyse similarities/ differences. Continue to develop understanding of art movements (arts and crafts movement) contextual understanding of context. Introduction to working with watercolour paint. Techniques and processes.	Develop an understanding of how contemporary artists are influenced by the past. Continue to develop understanding of art movements, contextual understanding of context. Introduction to working with watercolour paint. Techniques and processes.	Show an understanding of art from other cultures. Look at and discuss the totem pole on display at Pitt Rivers Oxford. Understand how the contemporary artist Sanna Annukka has been inspired by totem poles and the symbols used in her own work. Create samples that will help towards the final outcome- Reflect/refine. Be able to confidently use colour theory to aid their work.	Show an understanding of art from other cultures. Look at and discuss the totem pole on display at Pitt Rivers Oxford. Understand how the contemporary artist Sanna Annukka has been inspired by totem poles and the symbols used in her own work. Create samples that will help towards the final outcome- Reflect/refine. Be able to confidently use colour theory to aid their work.
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
Week 2: Base line assessment Week 4: process Samples	Week 10: Observational Drawing Week 14: Mixed media final piece	**Week 3: Analysis and key terms Week 6: Colour theory**	**Week 10: Process samples Week 14: Ceramic Construction**	**Week 3: Analysis and key terms Week 6: Observational Drawing**	**Week 10: Application of ink**
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- Students will need to research and read about the artist Alex Konahin and the Renaissance. **Writing**- Week 2- Students will produce a research page on the artist Alex Konahin **Oracy-** Students will need to be able to talk about the work of Alex Konahin and make links to the Renaissance.	**Reading**- Students will need to engage with the SOL and be able to read and understand all key words. **Writing**- Students should be able to respond using full sentences to all core questions on their SOL. **Oracy-** Students should be able to talk about both artists studied and make connections.	**Reading**- Students will need to research and read about the artist William Morris and the arts and crafts movement. They will also need to research the contemporary artist Dan Funderburgh. **Writing**- Students will produce a research page putting all information into their own words. **Oracy**- Students should be able to talk about both artists studied and make connections.	**Reading**- Students will need to research and read about the artist William Morris and the arts and crafts movement. They will also need to research the contemporary artist Dan Funderburgh. **Writing**- Students will produce a research page putting all information into their own words. **Oracy**- Students should be able to talk about both artists studied and make connections.	**Reading**- Students will need to research and read about Native American totem poles. They will also need to research the contemporary artist Sanna Annukka. **Writing**- Students will produce a research page putting all information into their own words. **Oracy**- Students should be able to talk about both artists studied and make connections.	**Reading**- Students will need to research and read about Native American totem poles. They will also need to research the contemporary artist Sanna Annukka. **Writing**- Students will produce a research page putting all information into their own words. **Oracy**- Students should be able to talk about both artists studied and make connections.
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Further Reading and Artist Information page		Further Reading and Artist Information page		Further Reading and Artist Information page	

Year Group: 8

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	**Autumn 2 November – December**	**Spring 1 January - February**	**Spring 2 March - April**	**Summer 1 April - May**	**Summer 2 June-July**
Food Baseline assessment drawing. Analysing the work of contemporary artist Joel Penkman, and using it as reference for observational drawings. Comparison of Joel Penkman and Ros Shiers. Produce line drawings for poly-block printing.	**Food** Students' produce 3D doughnuts in fabric. Students produce an outline drawing and painting based on popular food items inspired by the artist Joel Penkman.	**Textile art** Looking at the cultural significance of Kenté cloth and its uses. Looking at and producing repeat patterns based on Kenté cloth designs. Experiments with mark making (drawing and staining). Primary observational drawing. Experiments with sewing stitches.	**Textile art** Analysing the work of contemporary artist Cas Holmes and her use of stitch in her artwork. Students produce a mixed media work using drawing, texture and stitching.	**Inspired by nature** Looking at the work of an historical artist (Ernst Haeckle). Looking at the work of a contemporary artist (Yellana James). Understanding how different artists can be inspired in different ways by the same subject matter Experimenting with different paint techniques and producing samples.	**Inspired by nature** Students use their understanding of the artists studied to work on their own compositions. Students assess the success of their samples and use these in their compositions.
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
Observational skills, both primary and secondary. Accuracy of recording information Research and written analysis Understanding the use of the formal elements with particular reference to line and tone. Printing process (Polyblock)	3D construction using felt and sewing. Observational drawing Development of painting skills.	Research analysis. Understanding the formal elements with particular reference to line, colour and texture. Observational skills, both primary and secondary. Mark making skills Stitching skills	Decision-making. Compositional decisions. Personal reflection. Understanding materials and how to use them in conjunction with one another.	Research analysis. Understanding of material. Paint application. Understanding the use of the formal elements with particular reference to composition.	Decision-making. Compositional decisions. Refining drawing skills. Personal reflection.
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
Links with illustrators that are commissioned to produce photographs for advertising food products and packaging, this type of advertising is used widely in magazines and television commercials.	Links with illustrators that are commissioned to produce photographs for advertising food products and packaging, this type of advertising is used widely in magazines and television commercials.	Links with the textile industry and how design is used with textiles in a variety of industries including home furnishings and fashion.	Links with the textile industry and how design is used with textiles in a variety of industries including home furnishings and fashion.	Links with illustrators producing botanical reference materials, e.g Kew Gardens in London still employ illustrators to create visual reference paintings and drawings of all the plants and flowers in the collection.	Links with illustrators producing botanical reference materials, e.g Kew Gardens in London still employ illustrators to create visual reference paintings and drawings of all the plants and flowers in the collection.
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
Week 1 baseline assessment Week 5 print assessment	Week 12: doughnut assessment	Week 5 experiment sheet assessment	Week 12: drawing assessment	Week 2 assess samples Week 4 assess first sample	Week 10 assess second composition Week 14: Observational drawing and mark making
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Key words- going over the formal elements and subject specific language for the materials and process' the students are engaged in **Core questions** –students answer subject specific questions based on the current scheme of learning **Artist analysis**- students will analyse the work of Joel Penkman and express their own opinion on how the artist uses the formal elements in their work	**Key words**- going over the formal elements and subject specific language for the materials and process' the students are engaged in **Core questions** –students answer subject specific questions based on the current scheme of learning **Artist analysis**- students will analyse the work of Joel Penkman and express their own opinion on how the artist uses the formal elements in their work	**Key words**- going over the formal elements and subject specific language for the materials and process' the students are engaged in **Core questions** –students answer subject specific questions based on the current scheme of learning **Artist analysis**- students will analyse the work of Cas Holmes and express their own opinion on how the artist uses the formal elements in their work	**Key words**- going over the formal elements and subject specific language for the materials and process' the students are engaged in **Core questions** –students answer subject specific questions based on the current scheme of learning **Artist analysis**- students will analyse the work of Cas Holmes and express their own opinion on how the artist uses the formal elements in their work	**Key words**- going over the formal elements and subject specific language for the materials and process' the students are engaged in **Core questions** –students answer subject specific questions based on the current scheme of learning **Artist analysis**- students will analyse and compare the work of two different artists and express their own opinion on how the artists use the formal elements in their work	**Key words**- going over the formal elements and subject specific language for the materials and process' the students are engaged in **Core questions** –students answer subject specific questions based on the current scheme of learning **Artist analysis**- students will analyse and compare the work of two different artists and express their own opinion on how the artists use the formal elements in their work
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning

Further Reading and Artist Information page		Further Reading and Artist Information page		Further Reading and Artist Information page	

Year Group: 9

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	**Autumn 2 November – December**	**Spring 1 January - February**	**Spring 2 March - April**	**Summer 1 April - May**	**Summer 2 June-July**
The Environment The urban environment/Street Art	The Environment Pollution/Recycling/Environmental Art	Portraiture	Portraiture	Still Life	Still Life
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
-Produce creative work -Explore ideas -Drawing skills -Blending paint techniques -Applying colour theory to their work. -Evaluate and analyse creative works using Artistic vocabulary.	-Produce creative work -Explore ideas -Developing drawing and mark making skills -Evaluate and analyse creative works using Artistic vocabulary. - Weaving using recycled materials -Collage using recycled papers	-Produce creative work -Explore ideas -Drawing skills -Evaluate and analyse creative works using Artistic vocabulary. -Explore and experiment with acrylic paint, embroidery and watercolour.	-Produce creative work -Explore ideas -Drawing skills -Evaluate and analyse creative works using Artistic vocabulary. -Students will refine their use of biro when drawing a transcription from the portrait artist Mark Powell or Enam Bosokah.	-Produce creative work -Explore ideas -Drawing skills -Evaluate and analyse creative works using Artistic vocabulary. -Gain an understanding of the history of still life. -Learn about Cubism by drawing a contour/line drawing of a still life. - Develop a deeper understanding of how to use pencil to create a tonal still life of reflective objects.	-Produce creative work -Explore ideas -Drawing skills -Evaluate and analyse creative works using Artistic vocabulary. -Apply their knowledge of biro to produce a mixed media/tonal biro shoe drawing inspired by the artist Andrea Joseph. -Construction of card board camera inspired by Jennifer Collier.
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
Students will understand a variety of graffiti fonts. They will extend their understanding of colour theory. Students will develop their own views on graffiti art/illustration and discuss if it is art or vandalism.	Students will develop their own views on how environmental art can help convey a message and deepen their understanding of how and why artists use recycled materials in their work. They will create their own weave, collage and tonal biro study of a discarded drink can/bottle.	Students will explore a variety of different portrait artists, and take a closer look at the wider influences of artists such as Thomas Sailot, Enam Bosokah and Mark Powell.	Students will continue to gain a wider understanding of portraiture. Students will analyse and look at the formal elements of different portrait eye artists. They will develop their observational drawing and mark making skills when producing a biro drawing based on the artist Mark Powell and Enam Basokah.	Students will gain an overview of still life art from historical to contemporary references by producing a timeline. They will explore different movements/artists such as Cubism and Anish Kapoor. Students will explore observational drawing from still life resources from Cubist contour drawings, to more detailed tonal study of reflective objects.	Students will continue to develop a deeper breath of knowledge of contemporary artists such as Andrea Joseph and Jennifer Collier, they will explore biro, mixed media and still life art and create a cardboard construction of a camera.
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
Week 1 – Baseline Assessment Week 4 – Street Art Composition	Week 9 – Recycled weave Week 13 – Observational Drawing	Week 2: Artist Analysis and Key terms Week 5: Acrylic painting	Week 11: Mark Powell/Enam Bosokah Observational biro drawing.	Week 2: Artist analysis and Key terms Week 4: Tonal drawing of a reflective still life.	Week 12 - 3D cardboard camera inspired by Jennifer Collier.
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- Handouts, power points, extended home learning reading. Writing-Written statement of students views on graffiti art/environmental art. Responding to core questions. Extended their use of subject specific language through power points, handouts and discussions. Oracy- Use subject specific language and articulate their views on topical issues, artists work, responding to core questions and self/peer assessment.	Reading- Handouts, power points, extended home learning reading. Writing-Written statement of students views on graffiti art/environmental art. Responding to core questions. Extended their use of subject specific language through power points, handouts and discussions. Oracy- Use subject specific language and articulate their views on topical issues, artists work, responding to core questions and self/peer assessment.	Reading- Handouts, power points, extended home learning reading. Writing-Written statement of students views on graffiti art/environmental art. Responding to core questions. Extended their use of subject specific language through power points, handouts and discussions. Oracy- Use subject specific language and articulate their views on artists work, responding to core questions and self/peer assessment.	Reading- Handouts, power points, extended home learning reading. Writing-Written statement of students views on graffiti art/environmental art. Responding to core questions. Extended their use of subject specific language through power points, handouts and discussions. Oracy- Use subject specific language and articulate their views artists work, responding to core questions and self/peer assessment.	Reading- Handouts, power points, extended home learning reading. Writing-Written statement of students views on graffiti art/environmental art. Responding to core questions. Extended their use of subject specific language through power points, handouts and discussions. Oracy- Use subject specific language and articulate their views, artists work, responding to core questions and self/peer assessment.	Reading- Handouts, power points, extended home learning reading. Writing-Written statement of students views on graffiti art/environmental art. Responding to core questions. Extended their use of subject specific language through power points, handouts and discussions. Oracy- Use subject specific language and articulate their views artists work, responding to core questions and self/peer assessment.
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Further Reading and Artist Information page		Further Reading and Artist Information page		Further Reading and Artist Information page	

Year Group 10: Art

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 **September – October**	**Autumn 2** **November – December**	**Spring 1** **January - February**	**Spring 2** **March - April**	**Summer 1** **April - May**	**Summer 2** **June-July**
Introduction to specification- A3/A2 Flip Folder and A5 Sketchbook Series of Mini Challenges • Developing a personal theme • How to work in a sketchbook • Recording work- timelapse, step by step photographs • Art history analysis and contextual research • Own photography and links to personal scheme • Exploring media- stitch, acrylic, watercolour, screen-print, biro, pencil, pencil crayons, mixed media, digital	Exploring media- stitch, acrylic, watercolour, screen-print, biro, pencil, pencil crayons, mixed media, digital	Exploration of practical ideas/ creative expression	Exploration of practical ideas/ creative expression	Exploration of practical ideas/ creative expression	Exploration of practical ideas/ creative expression
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpretated in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpretated in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpretated in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpretated in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpretated in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpretated in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Contextual understanding A03: Observational drawing and recording of ideas	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work

Year Group 10: Photography

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 **September – October**	**Autumn 2** **November – December**	**Spring 1** **January - February**	**Spring 2** **March - April**	**Summer 1** **April - May**	**Summer 2** **June-July**
NEA Personal Investigation Workshops introduction and developing photographic skills	NEA Personal Investigation Workshops introduction and developing editing / experimental skills	NEA Personal Investigation	NEA Personal Investigation	NEA Personal Investigation 5 hour Mock Exam	NEA Personal Investigation
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
A01 and A03 - Recording your experiences and observations through structured photo shoots. Structured research and exploration of your own ideas, with appropriate use of materials and techniques to show a critical understanding of materials and processes. **A02** - Methods of working will include all of the following, planned and structured photo shoots, exploring the qualities of different materials, processes and editing techniques to develop an ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	**A01 and A03** - Recording your experiences and observations through structured photo shoots. Structured research and exploration of your own ideas, with appropriate use of materials and techniques to show a critical understanding of materials and processes. **A02** - Methods of working will include all of the following, planned and structured photo shoots, exploring the qualities of different materials, processes and editing techniques to develop an ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	**A01—Develop critical understanding** through completions of Art History pages and Artist transcriptions. Samples of Photographs and photographic edits in the style of chosen Artists. **A02—Pages of experimental** samples that explore different materials, processes and techniques. Reviewing and refining success as the work develops. **A03—recording of observations**— planned photo shoots with Annotated and reviewed contact sheets presented in folder, pages of best photographs presented in 18 page layout	**A01—Develop critical understanding** through completions of Art History pages and Artist transcriptions. Samples of Photographs and photographic edits in the style of chosen Artists. **A02—Pages of experimental** samples that explore different materials, processes and techniques. Reviewing and refining success as the work develops. **A03—recording of observations**— planned photo shoots with Annotated and reviewed contact sheets presented in folder, pages of best photographs presented in 18 page layout **A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting mock ups and final outcome in folder with written evaluation.	**A01—Develop critical understanding** through completions of Art History pages and Artist transcriptions. Samples of Photographs and photographic edits in the style of chosen Artists. **A02—Pages of experimental** samples that explore different materials, processes and techniques. Reviewing and refining success as the work develops. **A03—recording of observations**— planned photo shoots with Annotated and reviewed contact sheets presented in folder, pages of best photographs presented in 18 page layout	**A01—Develop critical understanding** through completions of Art History pages and Artist transcriptions. Samples of Photographs and photographic edits in the style of chosen Artists. **A02—Pages of experimental** samples that explore different materials, processes and techniques. Reviewing and refining success as the work develops. **A03—recording of observations**— planned photo shoots with Annotated and reviewed contact sheets presented in folder, pages of best photographs presented in 18 page layout
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
Students will select relevant materials, processes, techniques and resources to develop ideas linked to personal investigation. Students will explore how ideas, feelings and meanings can be conveyed and interpreted in photographs, specifically looking at how photographs relate to the time and place in which they were made and to their social and cultural contexts Students will start to show continuity and change in genres, styles and traditions, working on expanding subject specific vocabulary and specialist terminology	Students will select relevant materials, processes, techniques and resources to develop ideas linked to personal investigation. Students will explore how ideas, feelings and meanings can be conveyed and interpreted in photographs, specifically looking at how photographs relate to the time and place in which they were made and to their social and cultural contexts Students will start to show continuity and change in genres, styles and traditions, working on expanding subject specific vocabulary and specialist terminology	Students will research and analyse the work of Artists, demonstrating a confident understanding of visual language, formal elements and the role of art / photography in the wider cultural world. Students should have strong understanding of how to record their observations and insights, be able to evaluate the success of their photographs, demonstrating a clear understanding of technical vocabulary and the qualities that make a good photograph. Students should be able to select appropriate materials, processes and techniques to use to develop their personal investigation. Reviewing and refining the processes as they develop.	Students will research and analyse the work of Artists, demonstrating a confident understanding of visual language, formal elements and the role of art / photography in the wider cultural world. Students should have strong understanding of how to record their observations and insights, be able to evaluate the success of their photographs, demonstrating a clear understanding of technical vocabulary and the qualities that make a good photograph. Students should be able to select appropriate materials, processes and techniques to use to develop their personal investigation. Reviewing and refining the processes as they develop.	Students will research and analyse the work of Artists, demonstrating a confident understanding of visual language, formal elements and the role of art / photography in the wider cultural world. Students should have strong understanding of how to record their observations and insights, be able to evaluate the success of their photographs, demonstrating a clear understanding of technical vocabulary and the qualities that make a good photograph. Students should be able to select appropriate materials, processes and techniques to use to develop their personal investigation. Reviewing and refining the processes as they develop.	Students will research and analyse the work of Artists, demonstrating a confident understanding of visual language, formal elements and the role of art / photography in the wider cultural world. Students should have strong understanding of how to record their observations and insights, be able to evaluate the success of their photographs, demonstrating a clear understanding of technical vocabulary and the qualities that make a good photograph. Students should be able to select appropriate materials, processes and techniques to use to develop their personal investigation. Reviewing and refining the processes as they develop.
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Contextual understanding A03: Observational drawing and recording of ideas	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photographs	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photographs	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photography
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.
Home Learning	Home Learning	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**
Extended reading and research and practical work - Photoshoots	Extended reading and research and practical work - Photoshoots	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work

Year Group 11: Art

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 **September – October**	**Autumn 2** **November – December**	**Spring 1** **January - February**	**Spring 2** **March - April**	**Summer 1** **April - May**	**Summer 2** **June-July**
Produce and complete final piece Complete coursework	Produce and complete final piece Complete coursework Hand in fully finished coursework	Exam Unit- A3 Folder and Final Piece, completed in 10 hour Exam	Exam Unit- A3 Folder and Final Piece, completed in 10 hour Exam	Exam Unit- A3 Folder and Final Piece, completed in 10 hour Exam	Marking and Moderation
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	• Recording your experiences and observations, research and exploration of your own ideas, appropriate use of materials and techniques, show a critical understanding of sources, select and present your preparatory studies and refine these into your artefact (s)/ product (s)/ personal outcome (s), identify and refine all collected or sourced materials • Methods of working could include as appropriate: working from observation and experience, exploring the qualities of materials, processes and techniques, developing ideas in a personal, imaginative or representational way, researching and showing critical understanding of sources	
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work A01	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Art work	
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	

Year Group 11: Photography

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	**Autumn 2 November – December**	**Spring 1 January - February**	**Spring 2 March - April**	**Summer 1 April - May**	**Summer 2 June-July**
NEA Personal Investigation	NEA Personal Investigation Completion of project and Final Piece	Exam Component: Personal Investigation	Exam Component: Personal Investigation	Exam Component: Personal Investigation Completion and Final piece	Marking and Moderation
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
A01—Develop critical understanding through completions of Art History pages and Artist transcriptions. Samples of Photographs and photographic edits in the style of chosen Artists. **A02—Pages of experimental** samples that explore different materials, processes and techniques. Reviewing and refining success as the work develops. **A03—recording of observations**— planned photo shoots with Annotated and reviewed contact sheets presented in folder, pages of best photographs presented in 18 page layout	**A01—developing critical understanding** through completion of Art History that related to planned final piece—student should plan using illustrations and diagrams their final personal response to their investigation. **A02—Sample pages** exploring different processes and techniques that can be used to make final piece, reviewed and evaluated. **A03—Planning and Taking photoshoots**, recording and reviewing observations. Selecting the best photographs to be used for final piece, these should be represented in their folder as contact sheets and in 18 page layout format. **A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting final outcome in folder with written evaluation.	**A01—developing critical understanding** initially planning and proposing a personal investigations that relates to their chosen title. Developing concepts through completion of Art History—student should use technical vocabulary, address compositional techniques when analysing works of other artists and evaluate their own work relating it back to Artists. **A02—Sample pages** exploring different processes and techniques that develop ideas from starting point to final piece. Reviewing and refining materials and processes as they develop and presenting their best experimentation in their folder. **A03—Planning and Taking photoshoots**, recording and reviewing observations, reviewing contact sheets using colour coded method, Selecting the best photographs to be used for final piece, these should be represented in their folder as 18 page layout format.	**A01—developing critical understanding** through completion of Art History that lead to a planned final piece—student should plan using illustrations and diagrams of their final personal response to their investigation, labelling it with explanations and subject specific language. **A02—Sample pages** exploring different processes and techniques that can be used to make final piece, reviewed and evaluated as they are created. **A03—Planning and Taking photoshoots**, recording and reviewing observations. Selecting the best photographs to be used for final piece, these should be represented in their folder as contact sheets and in 18 page layout format. **A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting mock ups and final outcome in folder with written evaluation.	**A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting final outcome in folder with written evaluation. Recording your experiences and observations, research and exploration of your own ideas, demonstrating appropriate use of materials and techniques. Artist references show a critical understanding of sources, students should identify and refine all collected or sourced materials – leading them to a personalised and sophisticated final outcome.	
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
Students will research and analyse the work of Artists, demonstrating a confident understanding of visual language, formal elements and the role of art / photography in the wider cultural world. Students should have strong understanding of how to record their observations and insights, be able to evaluate the success of their photographs, demonstrating a clear understanding of technical vocabulary and the qualities that make a good photograph. Students should be able to select appropriate materials, processes and techniques to use to develop their personal investigation. Reviewing and refining the processes as they develop.	Demonstration of the following skills should be evident in folders: Selection of relevant materials, processes, techniques and resources Explanation of how ideas, feelings and meanings can be conveyed and interpreted through photographs. How photographs and artefacts relate to the time and place in which they were made and to their social and cultural contexts. Students should explain and explore continuity and change in genres, styles and traditions Demonstrate and expand working vocabulary and specialist terminology Show an extended development of themes, ideas or issues that are of significance to learners	Students should demonstrate a confident ability to plan a personal investigation—from concept to final outcome. Students are expected to undertake independent research, analyse artists work and evaluate progress as the work develops. Students need to explore a wide range of materials and processes, creating samples to record exploration of processes and techniques, reviewing and refining work as it develops. Students should have a strong understanding of what makes a good photograph—demonstrating understanding of compositional techniques.	Demonstration of the following skills should be evident in folders: Selection of relevant materials, processes, techniques and resources Explanation of how ideas, feelings and meanings can be conveyed and interpreted through photographs. How photographs and artefacts relate to the time and place in which they were made and to their social and cultural contexts. Students should explain and explore continuity and change in genres, styles and traditions Demonstrate and expand working vocabulary and specialist terminology Show an extended development of themes, ideas or issues that are of significance to learners	Demonstration of the following skills should be evident in folders: Selection of relevant materials, processes, techniques and resources Explanation of how ideas, feelings and meanings can be conveyed and interpreted through photographs. How photographs and artefacts relate to the time and place in which they were made and to their social and cultural contexts. Students should explain and explore continuity and change in genres, styles and traditions Demonstrate and expand working vocabulary and specialist terminology Show an extended development of themes, ideas or issues that are of significance to learners	
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photography	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photography	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photography	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photography	A01: Contextual understanding A02: Exploration of materials A03: Observational drawing and recording of ideas A04: Evidence of refining and reviewing Photography	
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy**- Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy**- Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy**- Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy**- Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy**- Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	
Home Learning	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**
Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work

Year Group 12: Art

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 **September – October**	**Autumn 2** **November – December**	**Spring 1** **January - February**	**Spring 2** **March - April**	**Summer 1** **April - May**	**Summer 2** **June-July**
Introduction to Specification- producing an A2 Flip Folder, A5 Sketchbook—Component 1 Four Mini Challenges: • Scale • Line drawing with stitch • Exploring composition • Exploring artists relevant to chosen scheme	Four Mini Challenges: • Time-lapse • Annotated Contextual Research Timeline • Deconstruct to Reconstruct • Found and Repurpose Learner Statement	Exploration of practical ideas/ creative expression How to present layouts	Exploration of practical ideas/ creative expression	Mini Challenge- Gallery Visit Update Learner Statement Exploration of practical ideas/ creative expression	Mini Challenge- Gallery Visit Formulate extended writing question Exploration of practical ideas/ creative expression
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories Oracy- able to discuss ideas and intentions
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work

Year Group 12: Photography

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 **September – October**	**Autumn 2** **November – December**	**Spring 1** **January - February**	**Spring 2** **March - April**	**Summer 1** **April - May**	**Summer 2** **June-July**
Work shop Sessions Gallery Visit	Work shop Sessions	NEA Personal Investigation	NEA Personal Investigation	NEA Personal Investigation Update Learner Statement Exploration of practical ideas/ creative expression	NEA Personal Investigation Extended writing task Gallery Visit
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
Students are to present the following work in their sketchbook, reviewing work as it develops and making strong contextual links to inform their practice. • Compare and contrasting the use of analogue and digital photographic processes • Exploring Aperture and Shutter speed • Exploring darkroom practice: printing process, experimental darkroom processes, cyanotypes, Chemigram, photograms, pinhole camera. • Exploring the editing process through digital manipulation: double exposure, digital cyanotypes, sonography	Students will continue to develop and learn new skills and processes linked to their chosen theme. • Exploring the editing process through hand manipulated processes: cut and rearrange, illustration and mark making, typography, origami and paper sculpture, stitching • Documenting and capturing a well exposed subject matter: student photo shoots, outside photo shoots, experimental photo shoots with a projector	Students will produce detailed learner statements that explain concepts and planning—these will be written at every significant development stage of their investigation to demonstrate a rigorous and sophisticated exploration of a theme. Students will produce a detailed mind map of their theme exploring concepts, contextual references and experimental processes and techniques. Students will demonstrate good understanding of Contextual research produce notes, analysing the work of selected artists and photographers, creating visual analysis plans that deconstruct the work of the artist explaining intent and content, using subject specific language. This will then be presented in their A2 folder. Students will plan photo shoots using detailed and annotated thumbnail sketches, review photo shoots using their contact sheets and present best images in their A2 folder, evaluating the successes as work develops. Students will confidently explore appropriate materials, processes and techniques that are relevant to their investigation and experiment with their photographs to exploit their creative potential. Students will create sample pages and reviewing and refining work as it develops. Students will present their successful edits / experiments in their A2 folder creating exciting visual pages that are evaluated and make connections to contextual research	Students will produce detailed learner statements that explain concepts and planning—these will be written at every significant development stage of their investigation to demonstrate a rigorous and sophisticated exploration of a theme. Students will produce a detailed mind map of their theme exploring concepts, contextual references and experimental processes and techniques. Students will demonstrate good understanding of Contextual research produce notes, analysing the work of selected artists and photographers, creating visual analysis plans that deconstruct the work of the artist explaining intent and content, using subject specific language. This will then be presented in their A2 folder. Students will plan photo shoots using detailed and annotated thumbnail sketches, review photo shoots using their contact sheets and present best images in their A2 folder, evaluating the successes as work develops. Students will confidently explore appropriate materials, processes and techniques that are relevant to their investigation and experiment with their photographs to exploit their creative potential. Students will create sample pages and reviewing and refining work as it develops. Students will present their successful edits / experiments in their A2 folder creating exciting visual pages that are evaluated and make connections to contextual research	Students are to review and refine work as it develops this will be presented in their sketchbooks and annotated. Students will present all developing concepts, photo shoots and experiments in their A2 folder with written annotation explaining ideas, processes and making connections with Artists research. Students will research the work of other, analysing visual elements and compositional techniques, making confident connections with own photographs.	Students are to review and refine work as it develops this will be presented in their sketchbooks and annotated. Students will present all developing concepts, photo shoots and experiments in their A2 folder with written annotation explaining ideas, processes and making connections with Artists research. Students will research the work of other, analysing visual elements and compositional techniques, making confident connections with own photographs. Students will formulate a question they will research and answer in their visual extended writing—they will produce a detailed plan for the visual extended writing task and plan for developmental photo shoots and gallery visits to be done over the summer period in preparation for year 13
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
Students will develop their knowledge and understanding of the subject through planned workshops that explore advanced photographic processes and techniques, building on subject specific knowledge from year 11. Students will be expected to have a confident understanding of contextual research and the analysis process—demonstrating understanding of subject specific language and applying it to their own work, As they research and encounter a wide variety of practitioners. They are expected to record and evaluate different processes in a sketchbook, presenting and developing ideas with growing independence as the term progresses, making connections to the wider creative world. Students should have a strong understanding of what makes a good photograph and demonstrate this in both analogue and digital formats—students are expected to demonstrate their understanding of compositional techniques, exposure and formal elements, reviewing and refining work as it is produced.	Students are to continue to make links with the wider creative world as they explore a wide range of Artistic photographic editing processes, students should confidently demonstrate the following knowledge as work develops: • Select appropriate materials, processes, techniques and resources to develop an idea. • Understand how ideas, feelings and meanings can be conveyed and interpreted in photographs • Understand and articulate how photographs relate to the time and place in which they were made and to their social and cultural contexts • Expand working vocabulary and specialist terminology and articulate and express this in oral and written form. Student should extend the development of their chosen theme, ideas or issues that are of significance to learners and make connections to the wider world.	Students are to develop and build on their knowledge of term 1, planning and exploring a theme of their choice—they are to research a theme in-depth creating a sophisticated and extensive personal investigation. Students are to introduce and explain their concept, contextual research and review progress on the student learner statements, students should document their practical work in both a sketchbook and an A2 presentation folder. Students are expected to undertake extensive contextual research showing understanding for photographic processes, compositional techniques and the wider cultural world through analysis and gallery visits. Students should document their observations through well exposed and balanced photographs, planning photo shoots and reviewing progress as it develops. Students should build on their experiences in Term 1 and select and use appropriate materials, processes and techniques to explore their ideas, they should create samples and evaluate these before continuing on with their investigations.	Students are to continue to make links with the wider creative world as they explore in depth their personalised theme, students should confidently demonstrate the following knowledge as work develops: • Select appropriate materials, processes, techniques and resources to develop an idea. • Understand how ideas, feelings and meanings can be conveyed and interpreted in photographs • Understand and articulate how photographs relate to the time and place in which they were made and to their social and cultural contexts • Expand working vocabulary and specialist terminology and articulate and express this in oral and written form. Student should extend the development of their chosen theme, ideas or issues that are of significance to learners and make connections to the wider world.	Students are to continue developing and working on their personal investigation with increasing independence. They should be able to articulate their thought processes and explain how they would like their project to develop. Students should confidently demonstrate the following knowledge as work develops • Select appropriate materials, processes, techniques and resources to develop an idea. • Understand how ideas, feelings and meanings can be conveyed and interpreted in photographs • Understand and articulate how photographs relate to the time and place in which they were made and to their social and cultural contexts • Demonstrate Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology and articulate and express this in oral and written form. Student should extend the development of their chosen theme, ideas or issues that are of significance to learners and make connections to the wider world.	Students will continue to demonstrate the skills of term 3a along with being introduced to the visual extended writing task that is submitted alongside their personal investigation. They will begin to plan and research artist and photographers that relate to their concept. Students should demonstrate critical and contextual understanding, use subject specific language and confidently analyse the work of others—making connections with their own work and the wider cultural world.
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal

					investigations. Articulate thought processes and explain how their projects are developing.
Home Learning	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**
Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work

Year Group 13: Art

Content Delivered **Core knowledge**		**Content Delivered** **Core knowledge**		**Content Delivered** **Core knowledge**	
Autumn 1 **September – October**	**Autumn 2** **November – December**	**Spring 1** **January - February**	**Spring 2** **March - April**	**Summer 1** **April - May**	**Summer 2** **June-July**
Continuation of Component 1 Final Piece	Continuation of Component 1 Final Piece	Hand in fully finished Component 1 Exam Unit- Component 2- A2 Folder, A5 Sketchbook and Final Piece, produced in 15 hour exam	Exam Unit- Component 2- A2 Folder, A5 Sketchbook and Final Piece, produced in 15 hour exam	Exam Unit- Component 2- A2 Folder, A5 Sketchbook and Final Piece, produced in 15 hour exam 15 Hour Exam	Marking and Moderation
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	• Good evidence of selecting the appropriate resources, media and processes • Significant relationships established between methods and outcomes that are frequently reviewed and appropriately refined • Thorough development of ideas through sustained and focused investigations • Rigorous visual and written critical analysis and evaluation applied to highly relevant context and other sources, including the rigorous use of appropriate specialist vocabulary • Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and context • Confident exploration of materials and skilful control of techniques to exploit their creative potential	
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	• Relevant materials, processes, techniques and resources • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • Continuity and change in genres, styles and traditions • Expand working vocabulary and specialist terminology • Extended development of themes, ideas or issues that are of significance to learners	
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Primary and Secondary observation and application of tone A04: Implementing visual connections linking Artwork with research	
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**
Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories	Reading- articles, magazines, art books. Writing- self-reflection form- learner statement, annotations, art histories	

Oracy- able to discuss ideas and intentions	Oracy- able to discuss ideas and intentions	Oracy- able to discuss ideas and intentions	Oracy- able to discuss ideas and intentions	Oracy- able to discuss ideas and intentions	
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	Personalised research and practical work	

Year Group 13: Photography

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	**Autumn 2 November – December**	**Spring 1 January - February**	**Spring 2 March - April**	**Summer 1 April - May**	**Summer 2 June-July**
Continuation of NEA Personal Investigation Planning of Final Piece	Continuation of NEA Personal Investigation Planning of Final Piece	Hand in fully finished NEA Personal Investigation Exam Unit- Component 2- A2 Folder, A3 Sketchbook and Final Piece (produced in 15 hour exam)	Exam Unit- Component 2- A2 Folder, A3 Sketchbook and Final Piece (produced in 15 hour exam)	Exam Component: Personal Investigation Completion and Final piece 15 Hour Exam	Marking and Moderation
Key Curriculum Skills:	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**	**Key Curriculum Skills:**
Students will produce detailed learner statements that explore the developments of concepts and planning to date and introducing any new contextual research. Students will continue to create Contextual research notes, analysing the work of selected artists and photographers, creating visual analysis plans that deconstruct the work of the artist explaining intent and content, using subject specific language. This will then be presented in their A2 folder. Students will continue to plan photo shoots using detailed and annotated thumbnail sketches, review photo shoots using their contact sheets and present best images in their A2 folder, evaluating the successes as work develops. Practical work should be strongly linked to the contextual research. Students will confidently select appropriate materials, processes and techniques that are relevant to their investigation and experiment with their photographs, creating sample pages and reviewing and refining work as it develops. Students will present their successful edits / experiments in their A2 folder creating exciting visual pages that are evaluated and make connections to contextual research and wider cultural world. Students will write a visual extended piece of writing that explores their chosen question in detail reaching a conclusion. This is to be presented creatively so that it links strongly to their chosen theme.	**A01—developing critical understanding** through accomplishment analysis of critical and contextual research that informs Art History pages, these should related to planned photo shoots, experiments and final piece—student should plan using illustrations and diagrams their final personal response to their investigation. **A02—Sample pages** exploring different processes and techniques that can be used to develop concepts leading them to a final piece, reviewed and evaluated at each stage. **A03—Planning and Taking photoshoots**, recording and reviewing observations. Selecting the best photographs to be used for presentation, supported by Evaluation and annotated with technical labels **A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting final outcome in folder with written evaluation	Students will produce detailed learner statements that explain concepts and planning—these will be written at every significant development stage of their investigation to demonstrate a rigorous and sophisticated exploration of a theme. Students will produce a detailed mind map of their theme exploring concepts, contextual references and experimental processes and techniques. Students will demonstrate good understanding of Contextual research produce notes, analysing the work of selected artists and photographers, creating visual analysis plans that deconstruct the work of the artist explaining intent and content, using subject specific language. This will then be presented in their A2 folder. Students will plan photo shoots using detailed and annotated thumbnail sketches, review photo shoots using their contact sheets and present best images in their A2 folder, evaluating the successes as work develops. Students will confidently explore appropriate materials, processes and techniques that are relevant to their investigation and experiment with their photographs to exploit their creative potential. Students will create sample pages and reviewing and refining work as it develops. Students will present their successful edits / experiments in their A2 folder creating exciting visual pages that are evaluated and make connections to contextual research	**A01—developing critical understanding** through accomplishment analysis of critical and contextual research that informs Art History pages, these should related to planned photo shoots, experiments and final piece—student should plan using illustrations and diagrams their final personal response to their investigation. **A02—Sample pages** exploring different processes and techniques that can be used to develop concepts leading them to a final piece, reviewed and evaluated at each stage. **A03—Planning and Taking photoshoots**, recording and reviewing observations. Selecting the best photographs to be used for presentation, supported by Evaluation and annotated with technical labels **A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting final outcome in folder with written evaluation.	**A01—developing critical understanding** through accomplishment analysis of critical and contextual research that informs Art History pages, these should related to planned photo shoots, experiments and final piece—student should plan using illustrations and diagrams their final personal response to their investigation. **A02—Sample pages** exploring different processes and techniques that can be used to develop concepts leading them to a final piece, reviewed and evaluated at each stage. **A03—Planning and Taking photoshoots**, recording and reviewing observations. Selecting the best photographs to be used for presentation, supported by Evaluation and annotated with technical labels **A04—Realisation of intentions**. Making final piece, recording process through screen shots and photographs, presenting final outcome in folder with written evaluation	
Key Knowledge (Cultural Capital and Content):	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**	**Key Knowledge (Cultural Capital and Content):**
Students are expected to review and refine their personal investigation leading to a sophisticated final piece, students are to record their developments using the learner statements and present their work in both their sketchbook and A2 folder. Students are to expand on their critical and contextual understanding using their detailed extended writing plan and research completed in Year 12 to produce a visual essay that explored their theme in depth and reaches a well-considered conclusion—the written task is to support their practical work and therefore should have strong and obvious visual connections to the work produced in both the sketchbook and A2 folder, as well as the wider creative world Students will plan and create a final piece that concludes their investigation	Students are expected to review and refine their personal investigation leading to a sophisticated final piece, students are to record their developments using the learner statements and present their work in both their sketchbook and A2 folder. Students are to expand on their critical and contextual understanding using their detailed extended writing plan and research completed in Year 12 to produce a visual essay that explored their theme in depth and reaches a well-considered conclusion—the written task is to support their practical work and therefore should have strong and obvious visual connections to the work produced in both the sketchbook and A2 folder, as well as the wider creative world Students will plan and create a final piece that concludes their investigation	Students are to continue to make links with the wider creative world as they explore in depth their personalised theme, students should confidently demonstrate the following knowledge as work develops: • Select appropriate materials, processes, techniques and resources to develop an idea. • Understand how ideas, feelings and meanings can be conveyed and interpreted in photographs • Understand and articulate how photographs relate to the time and place in which they were made and to their social and cultural contexts • Expand working vocabulary and specialist terminology and articulate and express this in oral and written form. Student should extend the development of their chosen theme, ideas or issues that are of significance to learners and make connections to the wider world.	Students are to continue to make links with the wider creative world as they explore in depth their personalised theme, students should confidently demonstrate the following knowledge as work develops: • Select appropriate materials, processes, techniques and resources to develop an idea. • Understand how ideas, feelings and meanings can be conveyed and interpreted in photographs • Understand and articulate how photographs relate to the time and place in which they were made and to their social and cultural contexts • Expand working vocabulary and specialist terminology and articulate and express this in oral and written form. Student should extend the development of their chosen theme, ideas or issues that are of significance to learners and make connections to the wider world.	Students are to continue to make links with the wider creative world as they explore in depth their personalised theme, students should confidently demonstrate the following knowledge as work develops: • Select appropriate materials, processes, techniques and resources to develop an idea. • Understand how ideas, feelings and meanings can be conveyed and interpreted in photographs • Understand and articulate how photographs relate to the time and place in which they were made and to their social and cultural contexts • Expand working vocabulary and specialist terminology and articulate and express this in oral and written form. Student should extend the development of their chosen theme, ideas or issues that are of significance to learners and make connections to the wider world.	
Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**
A01: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	**A01**: Development of Analytical Research and Understanding the Social, Historical and cultural context of Artworks **A02**: Application of Materials through samples **A03**: Accuracy of recording information; Photo shoots and understanding of exposure A04: Implementing visual connections linking Photographs with research	
Literacy Curriculum:	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**	**Literacy Curriculum:**

Reading- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	**Reading**- Photography books, Gallery / Exhibition reviews, Online Biographies and subject specific materials linked to personal investigation theme. **Writing**- self-reflection form, annotations exploring review and refinement of work, art histories pages and Artist analysis, Evaluations of practical work using technical vocabulary to annotate contact sheets. **Oracy-** Students are expected to discuss ideas and intentions linked to their personal investigations. Articulate thought processes and explain how their projects are developing.	
Home Learning	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**	**Home Learning**
Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	Personalised research, photo shoots and practical work	