



Year 7 Curriculum Sequence: Art and Design

Intent: To excite and engage students into the world of Art through the introduction to a range of artists, art materials and creative processes. Given that students will have a varied experience of Art at KS2, the Year 7 curriculum intends to provide an even base to work from by covering the Formal Elements of Art in a project led format. Students will develop their knowledge and skills through responding to the work of historical and contemporary artists in exploring art materials and processes.

HT1 <u>Project: Our school</u>	HT1 <u>Elements of Art</u> Introduction to colour theory, line, shape and space	HT2 <u>Landscapes</u> Using local landscapes and architecture to explore colour and line	HT3 <u>Still-life</u> Studying the work of Picasso and Van Gogh in exploring texture, line and observational drawing	HT4 and 5 <u>Insects</u> Studying the work of current artists in exploring pattern and printmaking	HT6 <u>Tribal Masks</u> Using African Tribal Masks to inspire exploration of colour, tone, mixed media and 3D
Why 'Our School'? This initial cross curricular project supports the transition between KS2 and KS3.	Why 'elements of art'? Given that students experiences of art are varied at KS2, this project introduces students to formal elements of art needed to create art. These are consolidated and developed through Y7 and Y8.	Why 'landscapes' ? Using knowledge retrieval, students use colour theory when developing painting skills. Students then explore line and different ways to draw before learning skills in monoprinting and collage.	Why 'still-life' ? Continuing to develop confidence and skills in observational drawing, students explore still-life to gain an understanding of form, texture and composition in producing mixed media and painted outcomes.	Why 'insects'? Further developing drawing skills, the 'insects' project explores symmetry, pattern and design in art. Students use artists to inspire their own outcomes and further develop their printing skills by exploring block printing techniques.	Why 'tribal masks' ? Exploring art in the wider world, the African Tribal Mask project recaps and further develops 2D skills learnt through the year. After building confidence in 2D techniques students are introduced to the principles of 3D through card construction.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Teaching the 'Our school project' supports: Development of core skills for use across the KS3	Teaching the 'elements of art' supports: Knowledge of historical artists – Kandinsky. Understanding of colour theory, line, shape and space. Skills in paint and pencil crayon application and blending	Teaching 'landscapes' supports: Knowledge of historical art movements – The Fauves. Knowledge of contemporary artists – Ruth Allen. Understanding of line, shape and colour Skills in observational drawing, drawing to scale, painting with acrylic, monoprinting and collage	Teaching 'still-life' supports: Knowledge of historical artists – Picasso and Van Gogh Understanding of 3D forms, recording textures and composition Skills in observational drawing of 3D forms, collage, watercolour paint	Teaching 'insects' supports: Knowledge of contemporary illustrator Rosalind Monks and contemporary printmaker Alison Headley Understanding of symmetry in design, pattern and line. Skills in design and block print-making	Teaching the 'tribal masks' project supports: Knowledge of art from other cultures and linked artists - Picasso and Kimmy Cantrell Understanding of tonal value, colour theory and applying elements of art to own work. Skills in observational drawing, pencil and pen for tonal value, 3D card construction
Feeds From : Mixed experiences at primary stage	Feeds From : Prior KS2 National Curriculum	Feeds From : Y7 HT2 colour theory and understanding of line and shape	Feeds From : Y7 HT2 colour theory, Y7 HT3 observational drawing and collage skills	Feeds From : Y7 HT2 line, shape and space Y7 HT3 printmaking	Feeds From : Y7 HT2 colour theory Y7 HT4 observational drawing and composition Y7 HT5 pattern



Year 8 Curriculum Sequence: Art and Design

Intent: To continue to build confidence, knowledge and skills in students through the engagement in the Art curriculum. Students consolidate their understanding of the Formal Elements of Art through the further development and securing of knowledge while introducing new practical skills and processes. In these extended projects, students will respond to the work of both historical and contemporary artists in exploring art materials and processes to produce their own outcomes.

HT1 Blended project	HT1 and 2 <u>Under the Sea:</u> <u>Pattern and Printmaking</u> Studying the work of Jason Scarpace in exploring pattern and printmaking	HT3 <u>Under the Sea:</u> <u>3D Ceramics</u> Studying the work of current artists in exploring ceramic outcomes	HT4 <u>Food Glorious Food:</u> <u>Pop Art</u> Developing observational drawing skills and using Pop Art to explore colour and design	HT5 <u>Food Glorious Food:</u> <u>Line and Wire</u> Studying the work of current artists in exploring line and wire	HT6 <u>Food Glorious Food:</u> <u>Realism</u> Studying the work of current artists in exploring drawing, scale and a range of media
Why the 'Blended Project'? This initial cross curricular project supports the transition from Y7 to Y8.	Why 'Pattern and Printmaking'? Using knowledge retrieval from Y7, students use line and pattern in developing fantasy fish designs, inspired by Jason Scarpace. Students then further develop their printmaking skills in developing their designs using block printing.	Why '3D Ceramics' ? After building confidence in 2D techniques, and furthering their 3D skills acquired in Y7, students are introduced to using ceramics to create sea urchin inspired outcomes.	Why 'Pop Art' ? Continuing to develop confidence and skills in observational drawing, students explore still-life food items to gain an understanding of form. Pop Art is used as inspiration to develop initial studies using colour and design.	Why 'Line and Wire'? Using knowledge retrieval from Y7, students further explore line to record using continuous line drawing and wire. Links are made to current artists.	Why 'Realism' ? Continuing to develop confidence and skills in observational drawing, students explore Realism, making links to current artists. A range of media is explored, with a focus in further developing skills in tonal value and colour.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Teaching the 'Our school project' supports: Development of core skills for use across the KS3	Teaching 'pattern and printmaking' supports: Knowledge of current artists – Jason Scarpace Understanding of line, shape and pattern. Skills in pointillism, design and block printing	Teaching '3D ceramics' supports: Knowledge of contemporary sculptors – Heather Knight. Understanding of form Skills in 3D making using ceramic pinch pot and building techniques	Teaching 'Pop Art' supports: Knowledge of historical artists and art movements – Pop Art, Roy Lichtenstein Understanding of 3D forms, composition and design Skills in observational drawing of 3D forms, design and pen	Teaching 'Line and Wire' supports: Knowledge of contemporary illustrator and sculptor Helaina Sharpley Understanding of line Skills in drawing and 3D using wire	Teaching 'realism' supports: Knowledge of contemporary artists Sarah Graham and Joel Penkman Understanding of tonal value, colour theory and applying elements of art to own work. Skills in observational drawing, paint, pastel and pencil
Feeds From : Experiences from Y7	Feeds From : Y7 HT5 Pattern and printmaking	Feeds From : Y7 HT6 exploring 3D	Feeds From : Y7 HT3, HT4, HT6 observational drawing, value, use of media	Feeds From : Y7 HT6 use of line Y7 HT6 and Y8 HT3 exploring 3D	Feeds From : Y7 HT2 colour theory Y7 HT3, HT4, HT6 and Y8 HT4 observational drawing and composition Y7 HT6 and Y8 HT4 value and colour



Year 9 Curriculum Sequence: Art and Design

Intent: The Art curriculum allows for students to further build on prior knowledge and skills, further developing and mastering these techniques and skills. The focus is promoting confidence, engagement and pride through to development of personal outcomes based on students own identity. Students a range of mixed media explorations as well as painting, taking inspiration from contemporary artists and Op Art.

HT1 Rotation 1 Identity Project Exploring own self-identity though literacy and drawing	HT2 Rotation 1 Identity Project Cont. Developing a personal outcome exploring paint and mixed media techniques	HT3 Rotation 2 Identity Project Exploring own self-identity though literacy and drawing	HT4 Rotation 2 Identity Project Cont. Developing a personal outcome exploring paint and mixed media techniques	HT5 Rotation 3 Identity Project Exploring own self-identity though literacy and drawing	HT6 Rotation 3 Identity Project Cont. Developing a personal outcome exploring paint and mixed media techniques
Why 'Identity Project'? Building on the Formal Elements explored in Y7 and Y8; this portraiture project introduces students to developing personal outcomes. Students explore their identity through art-based mind maps, photography and illustration.	Why 'Identity Project'? Continuing their project theme, students develop a personal outcome exploring portraiture, paint and mixed media. This promotes independent thought and enquiry.	Why 'Identity Project'? Building on the Formal Elements explored in Y7 and Y8; this portraiture project introduces students to developing personal outcomes. Students explore their identity through art-based mind maps, photography and illustration.	Why 'Identity Project'? Continuing their project theme, students develop a personal outcome exploring portraiture, paint and mixed media. This promotes independent thought and enquiry.	Why 'Identity Project'? Building on the Formal Elements explored in Y7 and Y8; this portraiture project introduces students to developing personal outcomes. Students explore their identity through art-based mind maps, photography and illustration.	Why 'Identity Project'? Continuing their project theme, students develop a personal outcome exploring portraiture, paint and mixed media. This promotes independent thought and enquiry.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Teaching the 'Identity Project' supports: Knowledge of current artists – illustrator Jon Burgerman Understanding of typography, illustration and composition in photography Skills in typography, design and illustrative drawing	Teaching the 'Identity Project' supports: Knowledge of current artists and movements – Op Art (Bridget Riley) Understanding of line, shape, composition and colour theory Skills in line drawing, composition, painting, presentation	Teaching the 'Identity Project' supports: Knowledge of current artists – illustrator Jon Burgerman Understanding of typography, illustration and composition in photography Skills in typography, design and illustrative drawing	Teaching the 'Identity Project' supports: Knowledge of current artists and movements – Op Art (Bridget Riley) Understanding of line, shape, composition and colour theory Skills in line drawing, composition, painting, presentation	Teaching the 'Identity Project' supports: Knowledge of current artists – illustrator Jon Burgerman Understanding of typography, illustration and composition in photography Skills in typography, design and illustrative drawing	Teaching the 'Identity Project' supports: Knowledge of current artists and movements – Op Art (Bridget Riley) Understanding of line, shape, composition and colour theory Skills in line drawing, composition, painting, presentation
Feeds From : Y7 HT6, Y8 HT5 Using Line Y7 HT6 mind maps and typography	Feeds From : Y7 HT2 Colour theory Y8 HT2 Pattern Y8 HT6 Observational drawing, painting skills	Feeds From : Y7 HT6, Y8 HT5 Using Line Y7 HT6 mind maps and typography	Feeds From : Y7 HT2 Colour theory Y8 HT2 Pattern Y8 HT6 Observational drawing, painting skills	Feeds From : Y7 HT6, Y8 HT5 Using Line Y7 HT6 mind maps and typography	Feeds From : Y7 HT2 Colour theory Y8 HT2 Pattern Y8 HT6 Observational drawing, painting skills



Year 9 Bridging Curriculum Sequence: Fine Art

Intent: The bridging curriculum allows for students to experience different art specialisms in order that they can make better informed choices when selecting their GCSE Options. The Fine Art curriculum builds on student prior knowledge and skills, working towards mastery in their knowledge and practical skills. Students are introduced to new processes and media in developing ideas and producing a range of mixed media explorations.

HT1 Rotation 1 Everyday Objects: Jim Dine Drawing from still-life to develop skills in observational drawing and tonal value	HT2 Rotation 1 Everyday Objects: Michael Craig-Martin Studying the work of artists in developing skills in drawing,	HT3 Rotation 2 Everyday Objects: Jim Dine Drawing from still-life to develop skills in observational drawing and tonal value	HT4 Rotation 2 Everyday Objects: Michael Craig-Martin Studying the work of artists in developing skills in drawing,	HT5 Collections Studying the work of current artists including Lisa Milroy in exploring drawing and painting.	HT6 Collections Exploring printmaking and the development and refinement of ideas accumulate in the production of a final outcome.
Why 'Everyday Objects: Jim Dine'? Building on the Formal Elements explored in Y7 and Y8; this still-life project focuses on tonal value, allowing for knowledge retrieval of skills while exploring new techniques and media.	Why 'everyday Objects: Michael Craig-Martin'? Further developing skills in techniques in observational drawing; this part of the project allows for exploration of composition and colour.	Why 'Everyday Objects: Jim Dine'? Building on the Formal Elements explored in Y7 and Y8; this still-life project focuses on tonal value, allowing for knowledge retrieval of skills while exploring new techniques and media.	Why 'Everyday Objects: Michael Craig-Martin' ? Further developing skills in techniques in observational drawing; this part of the project allows for exploration of composition and colour.	Why 'Collections'? Continuing from the theme 'everyday objects', this allows for student independent exploration of the theme and the further development of drawing and painting skills.	Why 'Collections' ? Reflecting on their creative journey of skills, knowledge and the work produced, students then develop individual ideas which lead to exploring printmaking and a final outcome. This promotes independent thought and enquiry.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including printmaking increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Teaching 'Everyday Objects-Jim Dine supports: Knowledge of current artists and art movements – Jim Dine and Pop Art Understanding of tonal value and composition Skills in tonal value techniques, mono-printing, presentation, annotation, typography	Teaching 'Everyday Objects – Michael Craig-Martin' supports: Knowledge of current artists – Michael Craig-Martin Understanding of form, composition and colour theory Skills in observational drawing, composition, colour, presentation, annotation	Teaching 'Everyday Objects-Jim Dine supports: Knowledge of current artists and art movements – Jim Dine and Pop Art Understanding of tonal value and composition Skills in tonal value techniques, mono-printing, presentation, annotation, typography	Teaching 'Everyday Objects – Michael Craig-Martin' supports: Knowledge of current artists – Michael Craig-Martin Understanding of form, composition and colour theory Skills in observational drawing, composition, colour, presentation, annotation	Teaching 'Collections' supports: Knowledge of historical and contemporary artists – Wayne Thiebaud and Lisa Milroy Understanding of shape, form, space and colour theory Skills in drawing and painting	Teaching 'realism' supports: Knowledge of historical and contemporary artists –Lisa Milroy Understanding of ideas development and refinement. Skills in producing a large-scale outcome
Feeds From : Y7 HT6, Y8 HT6 Tonal value Y7 HT3 Mono-printing	Feeds From : Y7 HT2 Colour theory Y8 HT4, HT6 Observational drawing	Feeds From : Y7 HT6, Y8 HT6 Tonal value Y7 HT3 Mono-printing	Feeds From : Y7 HT2 Colour theory Y8 HT4, HT6 Observational drawing	Feeds From : Y8 HT6 Painting Y9 HT2/HT4 Observational drawing	Feeds From : Y8 HT3 developing ideas



Year 9 Bridging Curriculum Sequence: Graphics

Intent: The bridging curriculum allows for students to experience different art specialisms in order that they can make better informed choices when selecting their GCSE Options. The Graphic Design curriculum introduces students to typography, illustration and visual literacy through the acquisition of knowledge and skills. Students develop key practical skills using digital and handmade processes, developing ideas and producing design based outcomes.

HT1 Rotation 1 Constructivism: CD Design Studying the work and designers in exploring Constructivism.	HT2 Rotation 1 Vector Illustration: Poster Design Digital workshop exploring vector graphics.	HT3 Rotation 2 Constructivism: CD Design Studying the work and designers in exploring Constructivism	HT4 Rotation 2 Vector Illustration: Poster Design Digital workshop exploring vector graphics.	HT5 Can Design Project: Workshops Mixed media and digital workshops based on designers, imagery and typography	HT6 Can Design Project Mixed media and digital workshops based on designers imagery, and typography
Why 'Constructivism: CD Design'? As an introduction into Graphics the foundations of imagery and typography are introduced in a series of workshops exploring digital and hand manipulated techniques. Inspired by constructivism artist Alexander Rodchenko and typography artist Timothy Goodman.	Why 'Vector Illustration: Poster Design'? Using the digital workshop skill and knowledge, students develop individual minimalist illustrations which lead to a collaborative outcome. Inspired by Noma Bar. This promotes independent thought and boosts productivity.	Why 'Constructivism: CD Design'? As an introduction into Graphics the foundations of imagery and typography are introduced in a series of workshops exploring digital and hand manipulated techniques. Inspired by constructivism artist Alexander Rodchenko and typography artist Timothy Goodman.	Why 'Vector Illustration: Poster Design'? Using the digital workshop skill and knowledge, students develop individual minimalist illustrations which lead to a collaborative outcome. Inspired by Noma Bar. This promotes independent thought and boosts productivity.	Why the 'Can Design Project'? This project combines imagery and typography to produce a product, using Photoshop while exploring further hand made techniques. Using the work of contemporary artists and designers students take part in a series a workshops exploring graphic styles and processes.	Why the 'Can Design Project'? Continuing to explore styles and techniques linking to designers; students produce a series of outcomes in the form of cans. Design elements : Layer styles, Pattern Clash, Composition, Distortion, Colour theory. Typography elements: Leading, Kerning, Alignment, Fragments Justification, font for purpose.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Teaching 'Constructivism: CD Design' supports: Knowledge of current designers Understanding of typography, composition and colour theory Skills in typography and imagery using a range of digital and hand manipulated techniques	Teaching 'Vector Illustration' supports: Knowledge of current artists designers and styles Understanding of typography, image construction and manipulation Skills in design using image and text in digital and hand-made formats	Teaching 'Constructivism: CD Design' supports: Knowledge of current designers Understanding of typography, composition and colour theory Skills in typography and imagery using a range of digital and hand manipulated techniques	Teaching 'Vector Illustration' supports: Knowledge of current artists designers and styles Understanding of typography, image construction and manipulation Skills in design using image and text in digital and hand-made formats	Teaching 'Can Design Project' supports: Knowledge of contemporary designers Understanding of typography, imagery and design elements Skills in Photoshop and workshop techniques	Teaching 'Digital and non-digital techniques' supports: Knowledge of creating a number of different media trials to inspire exciting outcomes Understanding of ideas development and refinement. Skills in producing a range of final outcomes
Feeds From : Y8 HT4, HT6 – Colour Theory Y7 HT3, Y8 HT3 - Printmaking	Feeds From : Y7 HT2 Colour theory Y9 HT1 – Typography, design elements	Feeds From : Y8 HT4, HT6 – Colour Theory Y7 HT3, Y8 HT3 - Printmaking	Feeds From : Y7 HT2 Colour theory Y9 HT1 – Typography, design elements	Feeds From : Y7 HT2 Colour theory Y9 HT1, HT2 – Typography, design elements	Feeds From : Y8 HT3 developing ideas



Year 9 Bridging Curriculum Sequence: Photography

Intent: The Photography curriculum introduces students to the basics of digital photography through the acquisition of knowledge and skills in composition and using a camera. Exploring digital photography, students develop key practical skills both using a camera and digital manipulation in responding to artists/photographers to their own photography outcomes.

HT1 Rotation 1 Close-ups: Texture Exploring basic photography and digital editing techniques	HT2 Rotation 1 Close-ups: Natural Forms Further development of photography skills exploring light and digital editing	HT3 Rotation 2 Close-ups: Texture Exploring basic photography and digital editing techniques	HT4 Rotation 2 Close-ups: Natural Forms Further development of photography skills exploring light and digital editing	HT5 Small World: DSLR Workshops Developing photography skills using DSLRs, exploring light, movement, depth of field	HT6 Small Worlds Using contemporary artists/photographers to inspire macro-based photography
Why 'Close-ups: Texture'? As an introduction into Photography students explore compositional styles and what makes a 'good' photo in 'alphabet photography' and textures inspired by Aaron Siskind. Students are taught how to document their learning journey.	Why 'Close-ups: Natural Forms'? This project further develops students understanding and knowledge of Photography through the exploration of light, composition and colour. Students are introduced to digital editing using Photoshop to create pattern-based outcomes.	Why 'Close-ups: Texture'? As an introduction into Photography students explore compositional styles and what makes a 'good' photo in 'alphabet photography' and textures inspired by Aaron Siskind. Students are taught how to document their learning journey.	Why 'Close-ups: Natural Forms'? This project further develops students understanding and knowledge of Photography through the exploration of light, composition and colour. Students are introduced to digital editing using Photoshop to create pattern-based outcomes.	Why 'DSLR Workshops' ? Students further develop their understanding and use of Aperture/ISO/shutter speed. Through a series of workshops students explore these camera fundamentals in a range of teacher-led activities exploring movement, depth of field and lighting.	Why 'Small worlds'? Students use the work of contemporary artists/photographers in the development of ideas based on 'small worlds'. To capture these students apply their acquired photography skills of depth of field, lighting, viewpoint and composition.
National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	National curriculum links Pupils will: -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	National curriculum links Pupils will: -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Teaching 'Close-ups: Texture' supports: Knowledge of current designers Understanding of typography, composition and colour theory Skills in typography using a range of digital and hand manipulated techniques	Teaching 'Close-ups: Natural Forms' supports: Knowledge of current artists designers and styles Understanding of typography, image construction and manipulation Skills in design using image and text in digital and hand-made formats	Teaching 'Close-ups: Texture' supports: Knowledge of current designers Understanding of typography, composition and colour theory Skills in typography using a range of digital and hand manipulated techniques	Teaching 'Close-ups: Natural Forms' supports: Knowledge of current artists designers and styles Understanding of typography, image construction and manipulation Skills in design using image and text in digital and hand-made formats	Teaching 'Small worlds' supports: Knowledge of contemporary designers Understanding of typography, pattern and design elements Skills in Photoshop and workshop techniques	Teaching 'DSLR workshops' supports: Knowledge of contemporary designers Understanding of ideas development and refinement. Skills in producing a range of final outcomes
Feeds From : Y8 HT4, HT6 – Colour Theory Y7 HT3, Y8 HT3 - Printmaking	Feeds From : Y7 HT2 Colour theory Y9 HT1 – Typography, design elements	Feeds From : Y8 HT4, HT6 – Colour Theory Y7 HT3, Y8 HT3 - Printmaking	Feeds From : Y7 HT2 Colour theory Y9 HT1 – Typography, design elements	Feeds From : Y7 HT2 Colour theory Y9 HT1, HT2 – Typography, design elements	Feeds From : Y8 HT3 developing ideas



Year 10 GCSE Curriculum Sequence: Fine Art

Intent: Using student prior knowledge and skills from KS3, the GCSE Fine Art curriculum introduces students to further contextual references, art materials and practical skills while nurturing students' passion for creativity and art. Year 10 is structured to ensure a range of experiences in drawing, painting, mixed-media, reviewing, researching, analysing and presenting, ensuring that these skills are embedded. Students place value on the creative process itself as well as pride and a sense of satisfaction in the final outcome.

HT1 Flight: Tonal Studies Observational drawing and skills in tonal value when producing observational studies	HT2 Flight: Colour Exploring materials and techniques for colour in producing observational studies	HT3 Flight: Artist Links Exploring materials and techniques linking to artists studied	HT4 Flight: Artist Links Exploring materials and techniques linking to artists studied	HT5 Flight: Outcomes Development of ideas and refining skills in the producing of a final outcome	HT6 Architecture: Tonal Studies Observational drawing, photography and skills in tonal value using monochrome media
Why 'Flight: Tonal Studies'? As a start to the project, the focus is on observational drawing, tonal value and techniques. Students experiment with drawing and mark making using a variety of pen, pencil and papers. This exploration allows for refinement of skills from Year 9.	Why 'Flight: Colour'? Students develop and evidence their skills in colour using a range of art media. This includes pencil crayon, oil pastel and acrylic paint. This exploration allows for refinement of skills from Year 9.	Why 'Flight: Artist Links'? Continuing on the theme of Flight, students research and explore materials and techniques relevant to given artists. This allows for further exploration of media and skills. Artist Abby Diamond allows for watercolour, ink and pen developments. Alison Handley allows for printmaking further development.	Why 'Flight: Artist Links'? Continuing on the theme of Flight, students research and explore Steampunk. Materials and techniques will link to the art style and allows students to become more independent in their creative developments.	Why 'Flight: Outcomes'? In resolving their creative journey students reflect on their project and develop a series of design ideas for a personal outcome. This outcome can be any size and in any media. Additional artist research is encouraged. This promotes independent thought and enquiry.	Why 'Architecture: Monochrome'? The project begins with students mind mapping ideas and using photography to record the school building. Students explore narrative through the history of the school and create mixed media monochrome observational studies.
AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.	AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Understanding of line, form, proportion, tonal value Skills in observational drawing, tonal value techniques using pen and pencil, annotation.	Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Knowledge of historical photographer Karl Blossfeldt and contemporary artist Duncan Cameron Understanding of form, proportion, tonal value and mixed media Skills in observational drawing, tonal value techniques using pen and pencil, mixed media application, annotation.	Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Knowledge of historical artist Georgia O'Keeffe and contemporary artist Abby Diamond Understanding of form, proportion, colour theory Skills in techniques using oil pastel, acrylic paint, pencil crayon, pen/ink.	Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Knowledge of idea development Understanding of development, refinement, composition and resolving a creative journey Skills in student determined media and techniques, such as oil pastel, acrylic paint, pencil crayon, pen/ink.	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Knowledge of contemporary artist Ian Murphy Understanding of line, form, proportion, tonal value and mixed media Skills in observational drawing, tonal value techniques using pen and pencil, mixed media application, annotation.	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Knowledge of contemporary artist Lucy Jones Understanding of line, form, proportion and mixed media Skills in observational drawing, skills and techniques in paint, pencil and pen, mixed media application, annotation.
Feeds from: Y9 Fine Art: Jim Dine and observational studies	Feeds from: Y9 Fine Art: Jim Dine and observational studies	Feeds From: Y9 Fine Art: Michael Craig-Martin and observational studies	Feeds From: Y9 Fine Art: Jim Dine and Michael Craig-Martin outcomes	Feeds From: Y10 HT1 and HT2	Feeds from: Y10 HT2 and HT3



Year 11 GCSE Curriculum Sequence: Fine Art

Intent: To develop on students experiences from Year 10 in the exploration of contextual references, art materials and practical skills. Year 11 is structured to promote students' independence and curiosity in art so to encourage individual ideas, explorations and outcomes; as required in the exam unit. Emphasis is placed on the value of the creative process itself as well as pride and a sense of satisfaction in the final outcome.

HT1 Architecture: Artist Links Observational studies and developments linking to artists Ian Murphy, Lucy Jones and Ruth Allen.	HT2 Architecture: Outcomes Developing ideas and final outcomes based on artists studied and the creative journey	HT3 ESA: Stages 1 and 2 Externally set assignment. Research, recording, exploring	HT4 ESA: Stages 3 and 4 Externally set assignment. Developing ideas and final create outcome (10 hrs)	HT5 End of course	HT6
Why 'Architecture: Artist Links'? Introduces more sophisticated mixed media and painting techniques through the study of artists Ian Murphy, Ruth Allen and Lucy Jones. Students are encouraged to use photography to capture street views, using these to develop more individual outcomes.	Why 'Architecture: Outcomes'? In resolving their creative journey students reflect on their project and develop a series of design ideas for a personal outcome. This outcome can be any size and in any media. Additional artist research is encouraged. This promotes independent thought and enquiry.	Why 'ESA: Stages 1 and 2'? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, observational studies, photography/secondary sources and researching into relevant artists.	Why 'ESA: Stages 3 and 4'? Stages 3 and 4 focus on students exploring a range of media in the response to artists and in the development of ideas. Students evidence ideas and then produce final outcomes in 10 hours under exam conditions.	All Portfolio and ESA work is internally marked and marks sent the exam board by May 31 st .	
AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		
Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Knowledge of artists David Poxon, John Piper, Anastasia Savinova and Lucy Naland Understanding of collage, composition, colour theory Skills in observational drawing, collage techniques, painting techniques	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Knowledge of idea development Understanding of development, refinement, composition and resolving a creative journey Skills in student determined media and techniques, such as oil pastel, acrylic paint, pencil crayon, pen/ink.	Teaching it here supports: ESA (Externally Set Assignment) paper is released from 2 nd January. Students select one question theme from the paper to respond to. Students produce prep work in the form of a project.	Teaching it here supports: As part of the ESA (Externally Set Assignment) students produce outcomes in exam conditions over 10 hours. All prep and the final outcomes are marked as 40% of the final grade.		
Feeds from: Y10 HT3	Feeds from: Y10 HT4	Feeds From: Project stages and processes covered in the portfolio projects	Feeds From: Project stages and processes covered in the portfolio projects		



Year 12 A Level Curriculum Sequence: Fine Art

Intent: To introduce students to A-level contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of materials and processes. This leads to students being confident and skilful in their own explorations as they embark on their Personal Investigation journey.

HT1 <u>Mechanical, Botanical</u> Workshops exploring observational drawing and recording in monochromatic media and responding to artists	HT2 <u>Mechanical, Botanical</u> Workshops exploring observational drawing and recording in colour based media and responding to artists	HT3 <u>Human Form</u> Workshops exploring proportion and the human form	HT4 <u>Personal Investigation Intro & Mind Mapping</u> Exploring contextual references and idea generation	HT5 <u>Personal Investigation Observations and Artist exploration</u> Exploring ideas through observational drawings, photography, galleries	HT6 <u>Personal Investigation Media Trials</u> Exploring media, techniques and ideas in response to artists
<p>Why 'Mechanical Botanical'? This introductory project is focused on the development of skills linked to the formal elements, with a specific focus on drawing and recording for a range of purposes and sketchbook skills (including annotations).</p> <p>The workshops are designed to build confidence and encourage students to reflect on their work.</p>	<p>Why 'mechanical Botanical'? This phase offers a broader experimentation and more scope for a personal response. There is a specific focus on painting and mixed media to introduce students to new processes.</p> <p>Students support their practical studies with the exploration and critical review of artists.</p> <p>Students use their explorations and artist investigations to develop large-scale outcomes.</p>	<p>Why 'human form'? Students explore the theme through observational studies focusing on the proportion of the human body, facial features and portraiture.</p> <p>Students take part in a series of workshops exploring different media, techniques and artist responses.</p> <p>Students independently exploration and research into artists, producing media trials and leading to final ideas, designs and personal outcome.</p>	<p>Why 'Personal Investigation'? Students are presented with a personalised selection of images/key words/ quotes which will form the starting point to the project.</p> <p>Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus.</p>	<p>Why 'Personal Investigation'? As a starting point, students are encouraged to focus in depth at the work of 3-4 different artists. Students look closely at the techniques and processes used, through visual and written analysis. Media trials are used to inform a variety of outcomes that relate to the theme/starting point. Students also undertake photoshoots which inform their investigation.</p> <p>Primary research in the form of gallery visits and any other relevant venues is conducted by students and evidenced.</p>	<p>Why 'Personal Investigation'? Students reflect on how to narrow their focus down further. Further artists are researched and media trials are conducted. The emphasis becomes merging their influences in the development of their own ideas.</p> <p>Written Personal Study Students are required to complete a 1000-3000 word essay discussing and analysing their research and how it has informed their art so far.</p>
<p>EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>
<p>Teaching it here supports: Key skills: Drawing, painting, media exploring tonal value, sketchbook presentation, annotation-writing</p>	<p>Teaching it here supports: Key Skills: Research and analysis, media exploring colour, idea development, annotation and personal reflection</p>	<p>Teaching it here supports: Key skills: Drawing using proportion, line, painting, realism, annotation-writing</p>	<p>Teaching it here supports: Key Skills: Research and analysis, media exploring line, tone and colour, idea development, annotation and personal reflection</p>	<p>Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists)</p>	<p>Teaching it here supports Outcomes include: media trials, written analysis and reflections, larger scale outcomes/investigations</p>
<p>Feeds from: Y10 Coursework unit on natural forms and relevant formal elements skills sets</p>	<p>Feeds from: Y10 Coursework unit on natural forms and relevant formal element skills set and Y12 HT1</p>	<p>Feeds From: Y10 relevant formal elements skills set and Y12 HT1, HT2</p>	<p>Feeds From: Y10 relevant formal elements skills set and Y12 HT1, HT2, HT3</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT4</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT5</p>



Year 13 A Level Curriculum Sequence: Fine Art

Intent: To further develop students contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of materials and processes. This leads to students being confident and skilful in their own explorations as they complete their Personal Investigation journey, leading to ambitious outcomes in the ESA.

HT1 Personal Investigation Media Trials Development of ideas and concepts	HT2 Personal Investigation Realisation of outcomes and resolving the creative journey	HT3 ESA: Stages 1 and 2 Externally set assignment. Research, recording, exploring	HT4 ESA: Stages 3 and 4 Externally set assignment. Developing ideas and final create outcome (15 hrs)	HT5 End of course	HT6
Why independent project Development? During this stage, students are focusing on developing a line of enquiry that will lead to a final piece. Teaching will be tutorial-based and students will be encouraged to explain their intentions. Students will be producing significant media trials, in response to the work of others and their theme.	Why independent project: Realising Intentions? Students will produce an ambitious final outcome, or series of outcomes, showing that they can complete a line of enquiry in a perceptive and coherent way.	Why ESA? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, observational studies, photography/secondary sources and researching into relevant artists.	Why Exam Unit? Stages 3 and 4 focus on students exploring a significant range of media in the response to artists and in the development of ideas. Students evidence ideas and then produce final outcomes in 15 hours under exam conditions.	All Portfolio and ESA work is internally marked and marks sent the exam board by May 31 st .	
EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	EDUQAS Specification links: Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.		
Teaching it here supports: Outcomes: reflections, media trials in a variety of formats, initial planning for a final outcome, showing a range of possible outcomes	Teaching it here supports: Outcomes: Final planning – composition/layout and materials, final outcome	Teaching it here supports: Outcomes: mind maps, research, media trials linked to the work of others, documented gallery visit.	Teaching it here supports: Outcomes: ambitious media trials, reflections, planning in a variety of formats		
Feeds from: Y11 ESA and Y12 HT1-HT6	Feeds from: Y11 ESA and Y12 HT1-HT6 and Y13 HT1	Feeds From: Y12 Personal Investigation Y11 ESA	Feeds from: Y12 Personal Investigation Y11 ESA		



Year 10 GCSE Curriculum Sequence: Photography

Intent: Using student prior knowledge and skills from Year 9, the GCSE Photography curriculum introduces students to further contextual references, photography skills and editing techniques while nurturing students' passion for Photography. Year 10 is structured to ensure a range of experiences in Photography using light, composition, DSLR functions and editing techniques, as well as reviewing, researching, analysing and presenting, ensuring that these skills are embedded. Students place value on the creative process itself as well as pride and a sense of satisfaction in the final outcomes.

HT1 <u>My World</u> Exploring architecture, linking to contemporary photographers	HT2 <u>My World</u> Exploring mixed media and digital editing techniques	HT3 <u>My World</u> Exploring rural and urban landscapes	HT4 <u>My World</u> Developing independent ideas and outcomes	HT5 <u>Out of Place</u> Exploring Surrealist Photography through workshops	HT6 <u>Out of Place</u> Developing ideas and outcomes based on Surrealist Photography
Why 'My World'? Students begin by photographing the school buildings, recalling their photography skills from Year 9. They then explore a number of fine art photographers in exploring editing techniques; this includes artists Idris Khan, Stephanie Jung and David Hockney joiners. The purpose is for students to use critical studies in developing own responses.	Why 'My World'? Continuing with architecture and structures theme, students develop digital editing skills using Photoshop while links their work to photographer David Copithorne and explore hand manipulation techniques when working in the style of Abigail Reynolds and Steven Quinn.	Why 'My World'? Students further develop their understanding of composition through 'leading lines', 'rule of thirds' and 'symmetry' in photoshoots around school and are encouraged to do shoots at home. Students further explore mixed media and develop their digital editing skills when working in the style of Sven Pfrommer.	Why 'My World'? Students reflect on their project and now choose how to develop their work in an independent way. They have a selection of photographers/artists to research and work in the style of including Tyhe Reading, Doug Aitken, Traci Griffin , Zsolt Hlinka, Gina Soden. Photo shoots outside of school are encouraged and students work towards developing a series of individual outcomes.	Why 'Out of Place'? The theme allows for students to explore experimental photography techniques evident in current photography styles. Emphasis is on photoshoot planning to then use in editing. Students will explore reflections as part of their explorations and editing is digital based.	Why 'Out of Place'? Students reflect on their project and develop a series of design ideas for a personal outcome. Additional artist research and photoshoots are required in developing personal outcomes. This promotes independent thought and enquiry.
AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Teaching it here supports: Students knowledge and skills retrieval from Y9, structured to create a supportive and scaffolded learning environment. Knowledge of fine art photographers Idris Khan, Stephanie Jung, David Hockney Understanding of compositions filling the frame, symmetry and leading lines. Skills in composing photographs, using a DSLR, digital editing techniques	Teaching it here supports: Knowledge of fine art photographers Mauren Brodbeck, Anastasia Savinova and David Copithorne Understanding of Minimalism and Abstract photography. Photoshop layers and transform tools. Skills in composing photographs, using a DSLR, digital editing techniques	Teaching it here supports: Knowledge of fine art photographers Abigail Reynolds, Tyhe Reading, Doug Aitken and Sven Pfrommer Understanding how art media can be used to edit images. Photoshop layers and transform tools Skills in composing photographs, using a DSLR, digital editing techniques, physical editing including collage	Teaching it here supports: Knowledge of fine art photographers Helen Sears, Christoffer Relander, Matt Wisniewski and Dan Mountford Understanding of Photoshop layers and transform tools Skills in composing photographs, using a DSLR, digital editing techniques	Teaching it here supports Knowledge of low key and Rembrandt photography Understanding of lighting techniques, Photoshop layers and transform tools Skills in composing photographs, using a DSLR, lighting techniques, digital editing techniques	Teaching it here supports Knowledge of idea development Understanding of development, refinement, resolving a creative journey Skills in student determined ideas and techniques
Feeds from: Y9 Photo HT6	Feeds from: Y9 Photo HT1, HT2, HT6	Feeds From: Y9 Photo HT6	Feeds From: Y9 Photo HT6 Y10 HTH2, HT3	Feeds From: Y9 Photo HT5, HT6	Feeds From: Y9 Photo HT5



Year 11 GCSE Curriculum Sequence: Photography

Intent: To develop on students experiences from Year 10 in the exploration of contextual references, photography techniques and practical skills. Year 11 is structured to promote students' independence and curiosity in photography so to encourage individual ideas, explorations and outcomes; as required in the exam unit. Emphasis is placed on the value of the creative process itself as well as pride and a sense of satisfaction in the final outcome.

HT1 Altered Portraits Exploring portrait photography, photographers and editing	HT2 Altered Portraits Developing ideas and outcomes	HT3 ESA: Stages 1 and 2 Externally set assignment. Research, recording, exploring	HT4 ESA: Stages 3 and 4 Externally set assignment. Developing ideas and final create outcome (10 hrs)	HT5 End of course	HT6
Why 'Altered Portraits'? The theme allows for students to further develop their photography skills, particularly using lighting. Students explore glitch, collage and illustration as part of their edits and explorations, researching relevant photographers and artists for each.	Why 'Altered Portraits'? Students reflect on their project and plan for additional research and photoshoots independently to produce a series of personal outcomes. This promotes independent thought and enquiry whilst also prepares students for the examination.	Why 'ESA: Stages 1 and 2'? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, planning photoshoots, initial edits and researching into relevant artists.	Why 'ESA: Stages 3 and 4'? Stages 3 and 4 focus on students exploring a further range of photographers and techniques in the development of ideas. Students evidence ideas and then produce final outcomes in 10 hours under exam conditions.	All Portfolio and ESA work is internally marked and marks sent the exam board by May 31 st .	
AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		
Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of photography and editing skills and a more personal creative journey. Knowledge of contemporary photographers and Surrealist photography Understanding of composition, viewpoints, Photoshop editing Skills in composing photographs, using a DSLR, digital editing techniques	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Knowledge of idea development Understanding of development, refinement, resolving a creative journey Skills in student determined ideas and techniques	Teaching it here supports: ESA (Externally Set Assignment) paper is released from 2 nd January. Students select one question theme from the paper to respond to. Students produce prep work in the form of a project.	Teaching it here supports: As part of the ESA (Externally Set Assignment) students produce outcomes in exam conditions over 10 hours. All prep and the final outcomes are marked as 40% of the final grade.		
Feeds from: Y10 HT2-5	Feeds from: Y10 HT6	Feeds From: Project stages and processes covered in the portfolio projects	Feeds From: Project stages and processes covered in the portfolio projects		



Year 12 A Level Curriculum Sequence: Photography

Intent: To introduce students to A-level contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of photography techniques and processes. This leads to students being confident and skilful in their own explorations as they embark on their Personal Investigation journey.

HT1 Zine Project Workshops exploring photography and editing techniques inspired by fine art photographers and designer	HT2 Zine Project Development of own ideas and a final Zine outcome	HT3 Light and Shade Workshops exploring Minimalist and Abstract photography in still-life and lighting techniques	HT4 Light and Shade Workshops in landscape and portrait photography, leading to the development of own ideas and outcomes.	HT5 Personal Investigation Starting points and exploring the work of others	HT6 Personal Investigation Exploring media, techniques and ideas in response to artists
Why the 'Zine Project: Introduction'? This project introduces students to Photography as a Fine Art media. Workshops encourage thinking creatively and differently about Photography, addressing preconceptions about what 'photography' can be. Students explore a range of physical and digital manipulation techniques linking to contemporary fine art photographers.	Why the 'Zine Project'? This phase offers further experimentation with editing and manipulation techniques which leads to independent development of ideas around the theme 'Conflict and Social Change'. Reflecting on research and experiments students develop ideas which cumulate to a personal and finished Zine.	Why 'Light and Shade'? Student engage with still-life photography through workshops influenced by photographers and art movements. This includes studies influenced by Minimalism, Abstract photography using paper and Vanitas. A focus is on improving the quality of images prior to editing as well as students developing a rich knowledge of contextual sources and plethora of diverse research techniques.	Why 'Light and Shade'? Further exploration on the theme sees students investigate photography techniques and styles appropriate to landscape and portrait photography. Revisiting Minimalism, students explore how this can be visualised in landscapes, while cast shadows and the Rembrandt technique is explored in portrait photography. Workshops and research is used as a springboard for students own ideas, interests and further photoshoots and personal outcome.	Why 'Personal Investigation'? Students are presented with a selection of images/key words/quotes which will form the starting point to their project. Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus. As part of this process students are then encouraged to focus in depth at the work of 3-4 different photographers/artists/movements. Students look closely at the photography techniques and processes used, through visual and written analysis. Photoshoots and editing trials are used to inform a variety of outcomes that relate to the theme/starting point.	Why 'Personal Investigation'? Students reflect on how to narrow their focus down further. At this stage, students will visit exhibitions and record their experiences as well as explore further photographers/artists/movements in producing further photoshoots and editing trials.
EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
Teaching it here supports: Key skills: DSLR use, photography compositional styles, Photoshop editing skills, collage skills, presentation, annotation-writing	Teaching it here supports: Key Skills: Research and analysis, photography compositional styles, Photoshop editing skills, idea development, annotation and personal reflection	Teaching it here supports: Key skills: DSLR use, photography compositional styles, use of studio lighting, Photoshop editing skills, presentation, annotation-writing	Teaching it here supports: Key skills: DSLR use, photography compositional styles, use of studio lighting, Photoshop editing skills, idea development, annotation and personal reflection	Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists). Initial photoshoots and edits.	Teaching it here supports Outcomes include: Photoshoots, editing trials, written analysis and reflections, refined outcomes/investigations
Feeds from: Y10 relevant skills in HT4 and Y11 HT1, HT2	Feeds from: Y10 relevant skills in HT4 and Y11 HT3, HT4	Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2	Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2, HT3	Feeds from: Y11 ESA and Y12 HT1-HT4	Feeds from: Y11 ESA and Y12 HT1-HT5



Year 13 A Level Curriculum Sequence: Photography

Intent: To further develop students contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of materials and processes. This leads to students being confident and skilful in their own explorations as they complete their Personal Investigation journey, leading to ambitious outcomes in the ESA.



HT1 Personal Investigation Development of ideas and concepts	HT2 Personal Investigation Realisation of outcomes and resolving the creative journey	HT3 ESA: Stages 1 and 2 Externally set assignment. Research, recording, exploring	HT4 ESA: Stages 3 and 4 Externally set assignment. Developing ideas and final create outcome (15 hrs)	HT5 End of course	HT6
Why independent project Development? During this stage, students are focusing on developing a line of enquiry that will lead to a final piece. Teaching will be tutorial-based and students will be encouraged to explain their intentions. Students will be producing significant photoshoot and editing media trials, in response to the work of others and their theme.	Why independent project: Realising Intentions? Students will produce an ambitious final outcome, or series of outcomes, showing that they can complete a line of enquiry in a perceptive and coherent way.	Why ESA? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, researching into relevant photographers/artists. Planning and conducting initial photoshoots, initial edits	Why Exam Unit? Stages 3 and 4 focus on students exploring a significant range of photographers and techniques in the development of ideas. Students evidence ideas and then produce a final series and outcomes in 15 hours under exam conditions.	All Portfolio and ESA work is internally marked and marks sent the exam board by May 31 st .	
EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	EDUQAS Specification links: Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.		
Teaching it here supports: Outcomes: reflections, photoshoots and editing media trials in a variety of formats, initial planning for a final outcome, showing a range of possible outcomes	Teaching it here supports: Outcomes: Final planning –final series of photoshoots, edits and final outcomes	Teaching it here supports: Outcomes: mind maps, research, initial photoshoots, editing media trials linked to the work of others, documented gallery visit.	Teaching it here supports: Outcomes: ambitious idea development, final series photoshoots, editing media trials, reflections, planning in a variety of formats		
Feeds from: Y11 ESA and Y12 HT1-HT6	Feeds from: Y11 ESA and Y12 HT1-HT6 and Y13 HT1	Feeds From: Y12 Personal Investigation Y11 ESA	Feeds from: Y12 Personal Investigation Y11 ESA		



Year 10 GCSE Curriculum Sequence: Graphics

Intent: Using student prior knowledge and skills from Year 9, the GCSE Graphics curriculum introduces students to further contextual references, Photoshop skills and editing techniques while nurturing students' passion for Graphics. Year 10 is structured to ensure a range of experiences in digital and physical graphics and editing techniques, as well as reviewing, researching, analysing and presenting, ensuring that these skills are embedded. Students place value on the creative process itself as well as pride and a sense of satisfaction in the final outcomes.

HT1 <u>Graphic Portrait Project</u> Studying contemporary designers in exploring design techniques	HT2 <u>Graphic Portrait Project</u> Mixed media and digital workshop techniques, linking to artists	HT3 <u>Magazine Cover Project</u> Developing independent ideas and exploring media	HT4 <u>Magazine Cover Project</u> Producing a range of outcomes which meet the brief	HT5 <u>Brand Re-brand: Logo</u> Exploring branding, researching into brands and working to a brief	HT6 <u>Brand Re-brand: Poster</u> Exploring designers and workshops
Why 'Graphic Portrait Project'? Working on a portraiture theme, students complete a series of workshop tasks exploring handmade and digital processes. The students will be producing a series of outcomes. Then combine techniques learnt to produce their own graphic portrait. This project builds on Year 9 Graphics, revisiting skills in Photoshop and introducing Illustrator, producing media trials with greater depth and more focus on developing digital proficiency in techniques.	Why 'Graphic Portrait Project'? Students explore a range of artists and designers to inspire their explorations. Students incorporate handmade into digital processes such as rip/tear digital outcomes to assemble together to form the portrait again, and painted acrylic shapes which are then scanned into Illustrator. After working in the style of a selection of provided artists they draft initial ideas and refine to an outcome.	Why 'Magazine Cover Design'? Reflecting on their creative journey of skills, knowledge and the work produced for their Graphic portrait, students then develop individual ideas, exploring their chosen theme for their magazine cover design, researching typography artists/designers and further media trials. This promotes independent thought and enquiry.	Why 'Magazine Cover Design'? Students develop ideas and final outcomes, incorporating handmade into digital processes to produce their magazine cover.	Why 'Brand Re-brand: Logo Design'? Students begin to develop mind maps and initial research into a broad range of artists based on a selected brand to 're-brand'. This includes artist/designer critical studies and initial media trials.	Why 'Brand Re-brand: Promotional Poster'? Students experiment with a range of materials to develop a personal narrative through their enquiries. Media trials are workshop based and includes handmade and digital processes. Students continue to research a range of contextual artists that allow broad project directions.
AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Teaching it here supports: Students knowledge and skills retrieval from Y9, structured to create a supportive and scaffolded learning environment. Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques	Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques	Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques	Teaching it here supports: Knowledge of idea development Understanding of development, refinement, resolving a creative brief Skills in student determined ideas and techniques	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of graphic design knowledge, creative and editing skills and a more personal creative journey. Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques	Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques
Feeds from: Y9 Graphics HT2, HT6	Feeds from: Y9 Graphics HT1, HT2, HT6	Feeds From: Y9 Graphics HT6 Y10 HT2	Feeds from: Y9 Graphics HT6	Feeds from: Y10 HT1	Feeds from: Y9 Graphics HT1, HT2, HT5 Y10 HT2, HT3



Year 11 GCSE Curriculum Sequence: Graphics

Intent: To develop on students experiences from Year 10 in the exploration of contextual references, digital and physical graphics and editing techniques. Year 11 is structured to promote students' independence and curiosity in graphic design so to encourage individual ideas, explorations and outcomes; as required in the exam unit. Emphasis is placed on the value of the creative process itself as well as pride and a sense of satisfaction in the final outcome.

HT1 Brand Re-brand: GIFF Design Exploring designers, mixed media and digital workshops to inform responses	HT2 Brand Re-brand: Promotional T-Shirt Design Development of ideas and digital outcomes	HT3 ESA: Stages 1 and 2 Externally set assignment. Research, recording, exploring	HT4 ESA: Stages 3 and 4 Externally set assignment. Developing ideas and final create outcome (10 hrs)	HT5 End of course	HT6
Why 'Brand Re-brand – GIFF Design'? Students continue to explore a range of graphic media and techniques through a series of workshops, linking to their research and their project intent. This allows for further development and refine.	Why 'Brand Re-brand – Promotional T-Shirt Design'? Further development individual project themes build towards final outcomes that can take the form of logo design, product identity, packaging and advertising. This encourages independent developments and prepares students for the examination.	Why 'ESA: Stages 1 and 2'? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, researching into relevant artists/designers and initial media trials.	Why 'ESA: Stages 3 and 4'? Stages 3 and 4 focus on students exploring a further range of media and techniques in the development of ideas. Students evidence ideas and then produce final outcomes in 10 hours under exam conditions.		
AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		
Teaching it here supports: Knowledge of historical and contemporary designers Understanding of elements of design and typography Skills in critical artist research, analysis, handmade processes and digital editing techniques	Teaching it here supports: Knowledge of idea development Understanding of development, refinement, resolving a creative brief Skills in student determined ideas and techniques	Teaching it here supports: ESA (Externally Set Assignment) paper is released from 2 nd January. Students select one question theme from the paper to respond to. Students produce prep work in the form of a project.	Teaching it here supports: As part of the ESA (Externally Set Assignment) students produce outcomes in exam conditions over 10 hours. All prep and the final outcomes are marked as 40% of the final grade.		
Feeds from: Y10 HT2-5	Feeds from: Y10 HT6	Feeds From: Project stages and processes covered in the portfolio projects	Feeds From: Project stages and processes covered in the portfolio projects		



Year 12 A Level Curriculum Sequence: Graphics

Intent: To introduce students to A-level contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of graphic design techniques and processes. This leads to students being confident and skilful in their own explorations as they embark on their Personal Investigation journey.

HT1 Zine Project Workshops exploring photography and editing techniques inspired by fine art photographers and designer	HT2 Zine Project Development of own ideas and a final Zine outcome	HT3 Rebrand: The National Trust Workshops exploring historical and contemporary graphic styles in logo and brand development	HT4 Rebrand: The National Trust Further workshops exploring digital techniques leading to the development of own ideas and outcomes.	HT5 Personal Investigation Starting points and exploring the work of others	HT6 Personal Investigation Exploring media, techniques and ideas in response to artists
Why the 'Zine Project: Introduction'? This project introduces students to Photography as a Fine Art media. Workshops encourage thinking creatively and differently about Photography, addressing preconceptions about what 'photography' can be. Students explore a range of physical and digital manipulation techniques linking to contemporary fine art photographers.	Why the 'Zine Project'? This phase offers further experimentation with editing and manipulation techniques which leads to independent development of ideas around the theme 'Conflict and Social Change'. Reflecting on research and experiments students develop ideas which cumulate to a personal and finished Zine.	Why 'Rebrand: The National Trust'? A design brief with more proactive components and critical analysis than the first term, it allows for wider exploration and development of digital skills while gaining a wider understanding of graphic design. Students explore the history of graphic design and typography, relating to media trials. Understanding of brand identity and target market sees students use their practical trails to develop logo designs and a new brand identity for the National Trust.	Why 'Rebrand: The National Trust'? Continuation of the design brief to rebrand The National Trust, students explore further media trials in the development of ideas. This leads to the production of a final campaign which includes logo design, brand identity, poster and magazine design.	Why 'Personal Investigation'? Students are presented with a selection of images/key words/quotes which will form the starting point to their project. Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus/brief. As part of this process students are then encouraged to focus in depth at the work of 3-4 different designers/artists/movements. Students look closely at the graphical styles and processes used, through visual and written analysis. Photoshoots, handmade processes and digital media trials are used to inform a variety of outcomes that relate to the theme/starting point.	Why 'Personal Investigation'? Students reflect on how to narrow their focus down further. At this stage, students will visit exhibitions and record their experiences as well as explore further designers/artists/movements in producing further media trials.
EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
Teaching it here supports: Key skills: Elements of Design, compositional styles, Photoshop editing skills, collage and handmade processes, presentation, annotation	Teaching it here supports: Key Skills: Research and analysis, graphics processes, and editing skills, idea development, annotation and personal reflection	Teaching it here supports: Key skills: Elements of Design, compositional styles, Photoshop editing skills, collage and handmade processes, presentation, annotation-writing	Teaching it here supports: Key Skills: Research and analysis, graphics processes, Photoshop editing skills, idea development, annotation and personal reflection	Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists). Initial photoshoots and edits.	Teaching it here supports Outcomes include: Photoshoots, editing trials, written analysis and reflections, refined outcomes/investigations
Feeds from: Y10 relevant skills in HT4 and Y11 HT1, HT2	Feeds from: Y10 relevant skills in HT4 and Y11 HT3, HT4	Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2	Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2, HT3	Feeds from: Y11 ESA and Y12 HT1-HT4	Feeds from: Y11 ESA and Y12 HT1-HT5



Year 13 A Level Curriculum Sequence: Graphics

Intent: To further develop students contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of materials and processes. This leads to students being confident and skilful in their own explorations as they complete their Personal Investigation journey, leading to ambitious outcomes in the ESA.

HT1 <u>Personal Investigation</u> Development of ideas and concepts	HT2 <u>Personal Investigation</u> Realisation of outcomes and resolving the creative journey	HT3 <u>ESA: Stages 1 and 2</u> Externally set assignment. Research, recording, exploring	HT4 <u>ESA: Stages 3 and 4</u> Externally set assignment. Developing ideas and final create outcome (15 hrs)	HT5 <u>End of course</u>	HT6
Why independent project Development? During this stage, students are focusing on developing a line of enquiry that will lead to a final piece. Teaching will be tutorial-based and students will be encouraged to explain their intentions. Students will be producing significant trials and edits working towards final idea sand outcomes.	Why independent project: Realising Intentions? Students will produce an ambitious final outcome, or series of outcomes, showing that they can complete a line of enquiry in a perceptive and coherent way.	Why ESA? Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives. Stages 1 and 2 focus on students gathering initial ideas, researching into relevant designers/artists. Planning and conducting media trials, initial edits	Why Exam Unit? Stages 3 and 4 focus on students exploring a significant range of designers/artists and techniques in the development of ideas. Students evidence ideas and then produce a final series and outcomes in 15 hours under exam conditions.	All Portfolio and ESA work is internally marked and marks sent the exam board by May 31 st .	
EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	EDUQAS Specification links: Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.		
Teaching it here supports: Outcomes: reflections, media trials in a variety of formats, initial planning for a final outcome, showing a range of possible outcomes	Teaching it here supports: Outcomes: Final planning –final series of media trials, edits and final outcomes	Teaching it here supports: Outcomes: mind maps, research, initial media trials, editing media trials linked to the work of others, documented gallery visit.	Teaching it here supports: Outcomes: ambitious idea development, editing and media trials, reflections, planning in a variety of formats		
Feeds from: Y11 ESA and Y12 HT1-HT6	Feeds from: Y11 ESA and Y12 HT1-HT6 and Y13 HT1	Feeds From: Y12 Personal Investigation Y11 ESA	Feeds from: Y12 Personal Investigation Y11 ESA		