

Art Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
KS2	<p>Primary school children will encounter a wide variety of differing experiences.</p> <p>Some will have begun to investigate drawing through a range of media, pencil, charcoal and ICT.</p> <p>Pupils may have experienced painting and working with textiles and 3D.</p> <p>Pupils may have been introduced to formal elements such as texture, colour, form and pattern.</p>	<p>Why is it important that students have been introduced to these experiences? To recognise that Art helps us to understand and negotiate our emotion and place within the world</p> <p>They will be able to understand the importance of Art as a means of communication and personal growth.</p> <p>To understand the value of art in society, culture and professions.</p>	Symbolism Impressionism Colour Formal Elements Meaning Intention Ideas Influence Impact Knowledge Refine Review	Meaning Intention Ideas Influence Impact	<p>Reading Stretch & Challenge</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions.</p>	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Knowledge, skills, understanding and meaning are split into two units for each year group; Unit 1: Portraiture Unit 2: The Natural World</p> <p>This is designed to allow more depth of learning. The topics have been chosen as they permit interleaving, for example, 'Portraiture' in Year 7 will be a good foundation for 'Creatures and Characters' and 'The Natural World' will underpin 'Environments'.</p> <p>Our schemes of work allow students to;</p> <ul style="list-style-type: none"> • Creatively explore ideas from a range of starting points • Use a wide range of materials • Develop visual communication/language skills • Understand key artistic ideas and concepts 	<p>Unit 1: Portraiture Learn about facial proportion and scale. Pigment/colour theory. Symbolic references.</p> <p>Why are children learning about the starting point Portraiture?</p> <ul style="list-style-type: none"> • The study of the human form is a critical element of Art and Design. • Pupils will be asked to engage with the idea of identity, which will aid their understanding of themselves and others. • Pupils will be given the opportunity to engage with a range of important artworks & interpret them. • Pupils will understand how to visualise means to communicate their own ideas about themselves or others to an audience. <p>Unit 2: The Natural World</p>	Portraiture Self Portrait Proportion Scale Structural Identity Symbolism Composition Abstract Realism Expressionism Culture Representation Stereotypes Gender Colour Theory Composition Diversity	<p>Ability to recognise, interpret and apply Formal Elements - Line, tone, shape, form, colour, texture in the work of others and their own</p> <p>To describe, recognise and talk about artists and art movements and their place in historic and contemporary settings</p> <p>To investigate and identify the ideas and intentions of artists and what external factors played a part in creation of their artworks and how, why and what they</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions.</p>	<p>Term 3 DOYA</p> <p>MCQ Portraiture Assessed on: Knowledge & Skills Application of keywords & Subject specific vocabulary.</p> <p>MCQ Environment Assessed on: Knowledge & Skills Application of Keywords & Subject specific vocabulary.</p> <p>Proficiency of technical skill Application of a range of materials Good presentation skills Pride in work Understanding</p>

	<ul style="list-style-type: none"> Develop the ability to critically analyse and evaluate their own work and the work of others Effectively present work in a sketchbook <p>Representation: Frida Kahlo – Race & Ethnicity, Disability, Sexual Orientation, Sex, Marriage, Religion or Beliefs. Ana Santos – Race & Ethnicity, Sex.</p> <p>Maria Meriyan – Age, Race & Ethnicity Charlie Makesy – Age, Sex, emotional intelligence Mr Finch – Sexuality, sex.</p>	<p>Learn how to draw animals using gestural marks, proportion and scale Learn how to make a 3D piece using ceramics or sculptural techniques.</p> <p>Why are children learning about the starting point Natural World?</p> <ul style="list-style-type: none"> Pupils will be given the opportunity to engage with a range of meaningful artworks & interpret them. Pupils will use visual means to communicate their own ideas about the Natural World Pupils will be asked to engage with the idea of issues affecting the natural environment which will aid their understanding of the world around them Pupils will begin to understand that Art can be a way to highlight issues and promote change <p>What will PROGRESS look like in these Units?</p> <ul style="list-style-type: none"> Pupils will display Refinement of Work Greater Independence Confidence in their work An ability to analyse and evaluate their work and the work of others 		<p>were trying to communicate to the viewer.</p> <p>Knowledge of the formal elements in art. Line, tone, texture, composition, shape and form.</p> <p>Practical knowledge of facial proportion, form and shape.</p>		<p>Demonstrate knowledge of art, craft and design Impact on Art from different periods and cultures Ability to demonstrate and awareness or appreciation into the art within a specific context Meaning Understand the importance of Art Understand the value of Art Be able to recognise that Art helps us to understand and negotiate our emotions</p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Knowledge, skills, understanding and meaning are split into two units for each year group.</p> <p>Our schemes of work allow students to;</p> <ul style="list-style-type: none"> Creatively explore ideas from a range of starting points Use a wide range of materials Develop visual communication/language skills Understand key artistic ideas and concepts Develop the ability to critically analyse and evaluate their own work and the work of others 	<p>Unit 1: Creatures and Characters</p> <ul style="list-style-type: none"> Character design Character realisation in clay <p>Why are children learning about the starting point Creatures and Characters?</p> <ul style="list-style-type: none"> Pupils will be given the opportunity to engage with a range of important artworks & interpret them. To be creative, conceptual and experimental with their work which are important transferable skills To link to cultural forms of art that they may experience in their everyday lives, such as films, comics & toys To make pupils aware that studying art can lead to creative careers in film, 	<p>Creatures & Characters: Mythology Fantasy Illustrative Identity Culture Diversity Representation Illustration Surrealism Gothic</p> <p>Environments: Mono Print Habitat</p>	<p>Ability to recognise, interpret and apply Formal Elements - Line, tone, shape, form, colour, texture in the work of others and their own</p> <p>To describe, recognise and talk about artists and art movements and their place in historic and contemporary settings</p> <p>To investigate and identify the ideas and</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by</p>	<p>Term 6 DOYA</p> <p>MCQ Creatures and Characters Knowledge& Skills Application of keywords & Subject specific vocabulary.</p> <p>MCQ Environment Knowledge& Skills Application of keywords & Subject specific vocabulary.</p> <p>Mid Project Assessment on:</p>

	<ul style="list-style-type: none"> Effectively present work in a sketchbook <p>Representation Pixar – Ethnicity, religion, culture, gender, sexuality, pregnancy, marriage, civil partnership, disability, Mental Health Tim Burton – Positive mental health. Jennifer Strunge – Sex, pregnancy and maternity.</p> <p>Jenny Urquart – Sex, marriage, maternity African Print – Heritage, ethnicity, gender, sex, sexuality.</p>	theatre, illustration, game design, graphic design, etc.	Society World events Political impact Primary Secondary Tertiary Composition	intentions of artists and what external factors played a part in creation of their artworks and how, why and what they were trying to communicate to the viewer. Knowledge of the formal elements in art. Line, tone, texture, composition, shape and form. Practical knowledge of facial & Body proportion, form and shape.	step guides, templates, choice of media. Oracy Learning to describe artwork using key terms and definitions. Unit 1 & 2 Vocabulary: Mythology Fantasy Surrealism Symbolic Colour Theory Realism Expressionism Identity Culture Representation Mono Print Architecture Urban Natural	Knowledge& Skills Understanding Meaning Proficiency of technical skill Application of a range of materials Good presentation skills Pride in work Understanding Demonstrate knowledge of art, craft and design Impact on Art from different periods and cultures Ability to demonstrate and awareness or appreciation into the art within a specific context Meaning Understand the importance of Art Understand the value of Art Be able to recognise that Art helps us to understand and negotiate our emotions
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	Students are required to develop knowledge, understanding and skills to prepare them for GCSE level in year 10. IN their final year of Key stage 3 pupils will learn about practical, critical and contextual skills that encourages direct engagement with original works and practice. Unit 1: The Past Pupils will learn how to use a variety of media from 2D to 3D materials and	Unit 1: Past - Consumerism/advertising <ul style="list-style-type: none"> Design a cake/dessert Make a cake/dessert from clay Unit 2: Present – Messages – Political <ul style="list-style-type: none"> Make a stencil/tag Design a mural piece with a message Pet Character design. Unit 3: Future – Utopia/Dystopia <ul style="list-style-type: none"> Masks 3D Letters 	Past: Pop Art Pop Art Expressionism Civil Rights Diversity Representation Political/Historical events of 1960’s America	Social and Historical impact Art Movements Mastery of techniques and processes Ability to interpret artist ideas and intentions by	How will oracy, reading and writing be developed? Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.	Term 3 & 6 DOYA MCQ Assessed on: Proficiency of technical skill Application of a range of materials Good presentation skills Pride in work Understanding

<p>processes to create artworks inspired by cakes and confectionary.</p> <p>Pupils will learn how other artists helped to form the Pop Art movement. They will learn about historical context and impact.</p> <p>Unit 2: The Present</p> <p>Pupils will learn how contemporary artists have responded to the political climate and develop their own ideas in response to current affairs.</p> <p>Unit 3: The Future</p> <p>Pupils will explore concepts such as Dystopian and Utopian futures based on the topics accessed as part of Unit 2: The Present.</p> <p>Pupils will investigate conceptual art, Assemblage art and installation art,</p> <p>Representation</p> <p>Past – Consumerism</p> <p>Wayne Thiebaud – Heritage, sex</p> <p>Claes Oldenburg – Heritage, sex, gender.</p> <p>Andy Warhol – Sex, Sexual orientation, Gender, Disability</p> <p>Present - Messages</p> <p>Banksy</p> <p>Alex Lucas - Gender, Sex, Maternity.</p> <p>ROA – Ethnicity, heritage, sex.</p> <p>Future - Utopian/Dystopian</p> <p>Installation – 3D letters. Identity, Gender, sex.</p> <p>Green Art project, recycling, reuse.</p>	<p>Why are children learning about the starting point The Past, present & future?</p> <ul style="list-style-type: none"> • Pupils will engage with the idea of the past, which will aid their understanding of themselves and others. • Pupils will be given the opportunity to engage with a range of important artworks & interpret them. • Pupils will understand how to visualise means to communicate their own ideas about themselves or others to an audience. • Pupils will explore how historic American artists created artworks inspired by sweets and confectionary <p>To recognise that Art helps us to understand and negotiate our emotions and place within the world & foster a sense of self agency.</p> <p>To understand that art can influence the way we think and act as individuals, and as a society.</p> <p>To encourage young people to use their imagination</p> <p>To improve their ability to analyse the visual world around them</p> <p>To understand art in a wider cultural context including film, book illustration, comics</p>	<p>Present:</p> <p>Graffiti Fauvists Expressionism Graffiti Marginalised Fake News Propaganda</p> <p>Future:</p> <p>Dystopia/Utopia Industrial Revolution 19th Century American Europe Victorian Empire Steampunk Genre Cyberpunk Genre Alternative realities Scientific, social, and technological innovations. Dystopia Utopia Futurism</p>	<p>exploring their works of art.</p> <p>Knowledge of the formal elements in art. Line, tone, texture, composition, shape and form.</p> <p>Know the difference between sculpture and Installation art.</p> <p>Investigate current affairs and understand their impact on society past, present and future.</p>	<p>Writing</p> <p>Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy</p> <p>Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>Demonstrate knowledge of art, craft and design</p> <p>Impact on Art from different periods and cultures</p> <p>Ability to demonstrate and awareness or appreciation into the art within a specific context</p> <p>Meaning</p> <p>Understand the importance of Art</p> <p>Understand the value of Art</p> <p>Be able to recognise that Art helps us to understand and negotiate our emotions</p>
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Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
10	<p>They will learn how to effectively develop ideas through creative and purposeful investigations.</p> <p>They will learn how to demonstrate critical understanding of sources.</p> <p>They will learn processes and techniques to thoughtfully refine their ideas.</p> <p>They will learn how to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>They will learn how to skilfully record ideas, observations and insights through drawing and annotation.</p> <p>They will learn essential skills to competently present a variety of personal and meaningful responses to starting points.</p> <p>Essentially pupils will learn how to explore an idea, convey an experience or respond to a theme or issue of personal significance.</p> <p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work</p>	<p>The content of the portfolio will be determined by the requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include both: A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p>A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</p> <p>The work submitted for this component will be marked. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format and could</p>	<p>Surrealism Symbolic Colour Theory Realism Expressionism Identity Culture Representation: Gender Politics Feminism Equality Diversity Disability Representation Constructivism Cubist Disguise Pop Art Social media</p>	<p>Understanding the concept of Identity.</p> <p>Practical knowledge of visual language and how to use it to create a narrative.</p> <p>SLR Camera settings. Independent working knowledge of Aperture, IOS and Shutter Speed.</p> <p>Knowledge of the Formal Elements of Photography to recognise and identify leading lines, rule of thirds, balance, symmetry, colour and focal point in a photograph.</p> <p>Independent knowledge of Photoshop to create layers, adjust brightness and contrast, crop images, make</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>GCSE Art students will have their work marked and moderated using the four assessment objectives below. Scoring students for a Portfolio of Work (worth 96 marks).</p> <p>Assessment Objective 1: Develop Ideas by investigating other artists and designers (worth 24 marks).</p> <p>Assessment Objective 2: Experimenting with different processes and techniques (worth 24 marks).</p> <p>Assessment Objective 3: Record ideas, insights and observations (worth 24 marks).</p> <p>Assessment Objective 4: Personal and informed response to different starting points (worth 24 marks).</p>

<p>entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions.</p> <p>Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.</p> <p>Students must develop and apply relevant subject-specific skills to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p> <p>Representation: Disability, Ethnicity, Religion, Gender, Sex and Sexuality.</p>	<p>include mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.</p> <p>Unit 1: Identity - Portraiture</p> <p>Why are children learning about the starting point Identity? Pupils will begin the project by making a visual mind map that explores their own identity and their place in the world.</p> <p>Pupils will learn how to draw a realistic self-portrait and cover skills such as mark making, shading and tone using a variety of different drawing media such as pencil, charcoal, ball point pen, marker and brush.</p> <p>Pupils will learn how other artists and photographers have responded to the theme identity, by completing artist research pages.</p> <p>Pupils will complete full or partial artist copies to demonstrate a visual understanding of the types of techniques and processes these artists have used.</p> <p>Pupils will respond to artists by designing photoshoots and taking photographs of themselves and others that will be presented in their books.</p> <p>Pupils will develop their self-portrait photographs to make several personal responses that demonstrate critical understanding of sources and their own ideas and intentions using the artists they are studying.</p> <p>Unit 2: Natural Forms</p> <p>Why are children learning about the starting point Natural Forms? Pupils will begin the project by making a visual mind map that explores the theme of natural forms.</p>		<p>contact sheets select areas of an image and enhance the overall quality of their photographs.</p> <p>Knowledge of the formal elements in art. Line, tone, texture, composition, shape and form.</p> <p>Practical knowledge of facial proportion, form and shape.</p> <p>Practical knowledge of art movements covered in all 3 units.</p>		
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Pupils will learn how to draw from primary and secondary sources, and cover skills such as mark making, shading and tone using a variety of different drawing media such as pencil, charcoal, ball point pen, marker, oil pastel, soft pastel, watercolour, acrylic paint and stencil/lino printing.

Pupils will learn how other artists and photographers have responded to the theme natural forms, by completing artist research pages.

Pupils will complete full or partial artist copies to demonstrate a visual understanding of the types of techniques and processes these artists have used.

Pupils will respond to artists by designing photoshoots and taking photographs of natural forms that will be presented in their books.

Pupils will edit their natural form photographs using fine art or digital processes and techniques to make several personal responses that demonstrate critical understanding of sources and their own ideas and intentions using the artists they are studying.

Unit 3: Disguise
Why are children learning about the starting point Disguise?

Pupils will begin the project by making a visual mind map that explores the theme of Disguise. In this project they will combine the work completed from Units 2 & 3, Portraiture and Natural forms.

Pupils will learn how to draw from primary and secondary sources, and cover skills such as mark making, shading and tone using a variety of different drawing media such as pencil, charcoal, ball point pen, marker, oil pastel, soft pastel, watercolour, acrylic paint and stencil/lino printing.

Pupils will learn how other artists and photographers have responded to the theme Disguise, by completing artist research pages.

		<p>Pupils will complete full or partial artist copies to demonstrate a visual understanding of the types of techniques and processes these artists have used.</p> <p>Pupils will respond to artists by demonstrating confident use of Photoshop to refine their work by exploring and selecting appropriate media, materials, techniques and processes.</p> <p>Pupils will make several personal responses that demonstrate critical understanding of sources and their own ideas and intentions using the artists they are studying.</p>				
10	<p>Photography</p> <p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions.</p> <p>Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.</p> <p>Students must develop and apply relevant subject-specific skills to use visual language</p>	<p>Unit 1: Built Environment Why are the children learning about the starting point? Artists/Photographers: Aaron Siskind</p> <ul style="list-style-type: none"> • Pupils will be given the opportunity to learn about the Built Environment • They will continue to investigate artists and photographers. • They will form personal opinions of the artists/photographers work and develop their own ideas in response to them. • They will generate ideas by planning photoshoots using a mixture of thumbnail sketches and written mind maps, mood boards and extended writing. • They will edit and enhance the outcomes of their photoshoots with digital editing software • They will understand how to use lighting and back drop equipment to set up compositions, narrative and visual language. • They will look for the beauty in textures, leading lines, tonal contrasts, form and shape in the mundane and every day. • They will develop skills in resilience and grit by being creative, conceptual and experimental with their work which are 	<p>Symbolic Lighting Exposure Composition Leading Lines Symmetry Rule of thirds Lighting Conceptual Representation Contrast</p>	<p>The ability to demonstrate the following criteria:</p> <p>SLR Camera settings. Independent working knowledge of Aperture, IOS and Shutter Speed.</p> <p>Use of lighting equipment.</p> <p>Knowledge of the Formal Elements of Photography to recognise and identify leading lines, rule of thirds, balance, symmetry, colour and focal point in a photograph.</p> <p>Independent knowledge of Photoshop to</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>GCSE photography students will have their work marked and moderated using the four assessment objectives below. Scoring students for a Portfolio of Work (worth 96 marks).</p> <p>Assessment Objective 1: Develop Ideas by investigating other artists and designers (worth 24 marks).</p> <p>Assessment Objective 2: Experimenting with different processes and techniques (worth 24 marks).</p> <p>Assessment Objective 3: Record ideas, insights and observations (worth 24 marks).</p> <p>Assessment Objective 4: Personal and</p>

	<p>to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p> <p>Representation: Disability, Ethnicity, Religion, Gender, Sex and Sexuality.</p>	<p>important transferable skills of the course.</p> <ul style="list-style-type: none"> To link to cultural forms of art that they may experience through everyday life such as media, society and politics. To understand that Art can be a tool for expressing your identity. They will produce several personal responses that realise their ideas and intentions. They will evaluate their work and make corrections following constructive feedback from their class teachers. <p>Unit 2: Studio Photography Suggested Artist/Photographers: Vanitas Chiaroscuro</p> <p>Why are pupils learning about the starting point Vanitas?</p> <ul style="list-style-type: none"> Pupils will be given the opportunity to learn about Studio Photography They will continue to investigate artists and photographers. They will form personal opinions of the artists/photographers work and develop their own ideas in response to them. They will generate ideas by planning photoshoots using a mixture of thumbnail sketches and written mind maps, mood boards and extended writing. They will edit and enhance the outcomes of their photoshoots with digital editing software They will understand how to use lighting and back drop equipment to set up compositions, narrative and visual language. They will develop skills in resilience and grit by being creative, conceptual and experimental with their work which are important transferable skills of the course. 		<p>create layers, adjust brightness and contrast, crop images, make contact sheets select areas of an image and enhance the overall quality of their photographs.</p> <p>Demonstrate critical understanding.</p> <p>Form personal opinions about the work of others.</p> <p>Refine Ideas through self-evaluation.</p> <p>Respond proactively to constructive criticism</p> <p>Skilfully record Ideas. Plan photoshoots.</p> <p>Consistently present personal responses.</p>		<p>informed response to different starting points (worth 24 marks).</p> <p>Teachers should aim to mark portfolio work at least twice a term using the department set assessment sheets.</p>
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- To link to cultural forms of art that they may experience through everyday life such as media, society and politics.
- To understand that Art can be a tool for expressing your identity.
- They will produce a number of personal responses that realise their ideas and intentions.
- They will evaluate their work and make corrections following constructive feedback from their class teachers.

Unit 3: Mixed Media

Suggested artists/Photographers:

Aliza Razell
 John Rankin
 David Hockney - Joiners
 Tatiana Parcero
 Flora Borsi
 Maurizio Anzeri
 Hajjaj Hassan

Why are children learning about the starting point Mixed Media?

- Pupils will be given the opportunity to combine fine art mixed media techniques with digital photography.
- They will continue to investigate artists and photographers.
- They will form personal opinions of the artists/photographers work and develop their own ideas in response to them.
- They will generate ideas by planning photoshoots using a mixture of thumbnail sketches and written mind maps, mood boards and extended writing.
- They will edit and enhance the outcomes of their photoshoots combining digital editing software with physical mixed media experiments to realise their ideas.
- They will develop skills in resilience and grit by being creative, conceptual and experimental with their work which are important transferable skills of the course.

		<ul style="list-style-type: none"> To link to cultural forms of art that they may experience through everyday life such as media, society and politics To understand that Art can be a tool for expressing your identity They will produce a number of personal responses that realise their ideas and intentions. They will evaluate their work and make corrections following constructive feedback from their class teachers. 				
11	<p>Students will learn specific skills and practices in response to the Assessment Criteria;</p> <p>Learn how to demonstrate an exceptional ability to effectively develop their own ideas through creative and purposeful investigations.</p> <p>Learn how to engage with and demonstrate critical understanding of sources</p> <p>Learn how to thoughtfully refine ideas with discrimination</p> <p>Demonstrate exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p> <p>Learn techniques enabling them to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other means relevant to intentions as work progresses</p> <p>Learn how to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>Processes and techniques to paint Landscape art. Working from Primary and secondary sources. Backgrounds:</p>	<p>Unit 4: Portraits - Painting</p> <p>Suggested Artists/Photographers: Peju Alatisse, Frida Kahlo, Annette Tjaerby, Shepherd Farey, Francoise Neally, Fovism, Realism, Pop Art.</p> <p>Why are the children learning how about the starting point Landscape?</p> <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks inspired by their chosen starting point and understand how other artists, designers and art movements have responded to similar themes. They will develop independent knowledge of blending techniques with paint to create realist sky lines They will learn how to layer up portrait paintings To be able to use visual means to communicate their own imaginative ideas to an audience. To be creative, conceptual and experimental with their work. To be able to articulate their ideas and demonstrate intention. To understand the importance of imagination when developing their ideas. To understand that Art can be a tool for social and political change. 	<p>Landscapes Romanticism Impressionism Post-Impressionism Expressionism Symbolic Lighting Exposure Composition Leading Lines Symmetry Rule of thirds Lighting Conceptual Representation Contrast Narrative Visual Language</p>	<p>Pupils will need to know about the following threshold concepts.</p> <p>The visual differences between Impressionism and Post Impressionism.</p> <p>The key artists of the impressionist and post-impressionist movements and the roles they played in changing art from formal religious narratives to observational responses to light and nature.</p> <p>Knowledge of Romanticism – William Turner and his narrative of anti – slave paintings.</p> <p>Knowledge of the formal elements in art. Line, tone, texture, composition, shape and form.</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>Termly Assessment scoring students for a Portfolio of Work (worth 96 marks).</p> <p>Assessment Objective 1: (worth 24 marks). Assessment Objective 2: (worth 24 marks). Assessment Objective 3: (worth 24 marks). Assessment Objective 4: (worth 24 marks).</p> <p>PPE Term 2 The grade awarded for this will be based on the entirety of their Component 1 Portfolio.</p> <p>Component 2: Externally set Task Term 4: PPE The grade awarded for this will be a mid-term reflection of the work completed as part of Component 2 and the completed mark of Component 1. Term 5: Component 2 10 hour Task</p>

	<p>Layering Colour mixing – tints & tones Application of paints with brushes, palette knives, card.</p> <p>Representation: Disability, Ethnicity, Religion, Gender, Sex and Sexuality.</p>	<p>Unit 5: Landscape - Painting</p> <p>Suggested Artists/Photographers: Impressionists and Post Impressionists – Vincent Van Gogh.</p> <p>Why are the children learning how about the starting point Landscape?</p> <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks inspired by their chosen starting point and understand how other artists, designers and art movements have responded to similar themes. They will develop independent knowledge of blending techniques with paint to create realist sky lines They will learn how to layer up landscape paintings To be able to use visual means to communicate their own imaginative ideas to an audience. To be creative, conceptual and experimental with their work. To be able to articulate their ideas and demonstrate intention. To understand the importance of imagination when developing their ideas. To understand that Art can be a tool for social and political change. <p>Component 2: Externally Set task Why are the children learning Component 2?</p> <p>Pupil will be responding to an externally set task by the exam board. They will have learned how to respond to starting points throughout their GCSE portfolio and will be independently using the same techniques and processes to successfully make their own investigations, insights and responses to their chosen area.</p> <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks inspired by their chosen starting point and understand 		<p>Expressionism through use of colour and brushwork.</p> <p>Practical knowledge of colour blending, layering, mark making, dry brushing and texture.</p> <p>Practical knowledge of Landscape paintings/drawing.</p> <p>Practical knowledge of Foreground, mid ground, background and skyline.</p> <p>Self-Reflection Demonstrate critical understanding</p> <p>Mastery of a variety of techniques and processes</p> <p>Skilful Drawings</p>		<p>Marks submitted: End of term 5</p>
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		<p>how other artists, designers and art movements have responded to similar themes.</p> <ul style="list-style-type: none"> • To be able to use visual means to communicate their own imaginative ideas to an audience. • To be creative, conceptual and experimental with their work. • To be able to articulate their ideas and demonstrate intention. • To understand the importance of imagination when developing their ideas. • To understand that Art can be a tool for social and political change. 				
<p>11</p>	<p>Photography</p> <p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions.</p> <p>Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.</p> <p>Students must develop and apply relevant subject-specific skills to use visual language</p>	<p>Unit 4: Movement - Light Drawing - Shutter Speed</p> <p>Why are the children learning about the starting point?</p> <p>Artists/Photographers:</p> <ul style="list-style-type: none"> • Pupils will be given the opportunity to learn about the different ways in which Movement in Photography can be created. • They will continue to investigate artists and photographers. • They will form personal opinions of the artists/photographers work and develop their own ideas in response to them. • They will generate ideas by planning photoshoots using a mixture of thumbnail sketches and written mind maps, mood boards and extended writing. • They will edit and enhance the outcomes of their photoshoots with digital editing software • They will understand how to use lighting and back drop equipment to set up compositions, narrative and visual language. • They will look for the beauty in textures, leading lines, tonal contrasts, form and shape in the mundane and every day. 		<p>The ability to demonstrate the following criteria:</p> <p>SLR Camera settings. Independent working knowledge of Aperture, IOS and Shutter Speed.</p> <p>Use of lighting equipment.</p> <p>Knowledge of the Formal Elements of Photography to recognise and identify leading lines, rule of thirds, balance, symmetry, colour and focal point in a photograph.</p> <p>Independent knowledge of Photoshop to create layers, adjust brightness and contrast, crop images, make contact sheets select areas of an</p>		

	<p>to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p> <p>Representation: Disability, Ethnicity, Religion, Gender, Sex and Sexuality.</p>	<ul style="list-style-type: none"> • They will develop skills in resilience and grit by being creative, conceptual and experimental with their work which are important transferable skills of the course. • To link to cultural forms of art that they may experience through everyday life such as media, society and politics. • To understand that Art can be a tool for expressing your identity. • They will produce several personal responses that realise their ideas and intentions. • They will evaluate their work and make corrections following constructive feedback from their class teachers. <p>Component 2: Externally set task Why are the children learning Component 2?</p> <p>Pupil will be responding to an externally set task by the exam board. They will have learned how to respond to starting points throughout their GCSE portfolio and will be independently using the same techniques and processes to successfully make their own investigations, insights and responses to their chosen area.</p> <ul style="list-style-type: none"> • To be given the opportunity to view a range of artworks inspired by their chosen starting point and understand how other artists, designers and art movements have responded to similar themes. • To be able to use visual means to communicate their own imaginative ideas to an audience. • To be creative, conceptual and experimental with their work. • To be able to articulate their ideas and demonstrate intention. • To understand the importance of imagination when developing their ideas. • To understand that Art can be a tool for social and political change. 		<p>image and enhance the overall quality of their photographs.</p> <p>Demonstrate critical understanding.</p> <p>Refine Ideas through self-evaluation.</p> <p>Respond proactively to constructive criticism</p> <p>Skilfully record Ideas.</p> <p>Plan photoshoots.</p> <p>Consistently present personal responses.</p>		
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