**Art department curriculum intent**

**Department curriculum intent:**

To encourage and inspire students to think creatively and independently, build an imaginative and original approach to the development of ideas and the solving of problems. Allowing pupils the opportunities record their experiences in a sketchbook and in other forms of outcomes. Allowing pupils the opportunities to become proficient in a number of techniques including drawing, painting, 3D work and printing, where pupils will gain a number of different skills, techniques and processes. Through out each year pupils will gain the opportunity to do critical studies based on artist studies, cultural studies, where they will build on their skills to analysis and form opinions. Along with forming critical studies of others, pupils will also have the opportunity to analyses and evaluate their own work. Through this pupil will gain a better understanding of the history of art as well as different genres and art movements as well as a number of different cultures.

In KS4 students follow the specification we follow is Art and Design: Fine art, this is a skills-based course allowing students to work to a selection of assessment objectives. Pupils will be encouraged to become effective and independent learners with the ability to reflect on their work and that of others, and actively become enquiring. Pupils will produce several large-scale sheets for their first project and a sketchbook of work for the main coursework. Pupils will also get the chance to explore their images and resources where they can feel confident in taking risks and exploring processes, media, materials, and techniques. Pupils will build their analytical skills and be encouraged to express their opinions and skills. This will lead pupils to formulate refinement of their own work and in turn create a personal outcome to the theme. Through these skills pupils will be able to increase their independence. Pupils will get to explore media including painting, drawing, printing, and 3D work, ensuring they show their processes and intent. Through their critical studies pupils will gain historical, contemporary, and cultural understanding through their work.

In KS4 Photography they follow similar principles as above, but focusing on Photographers and photography skills, experiences, and techniques. Pupils will gain skills on the editing programs as well as manipulation of photos themselves. Pupils will also gain knowledge of Photographers, genres and history. Pupils will instead of producing a sketchbook they will produce a digital portfolio of their work, printing out their best work to put on display.

In KS5 students continue to build on adding to the skills, techniques, and context that they have used throughout their KS3 and KS4 studies. Developing these ideas into more detailed and in-depth outcomes. Pupils will create work that is intellectual and imaginative and captivating. Pupils will be encouraged to be creative. They will have the chance to investigate the work of others and create analytical and experimental work from these critical studies. Pupils will get to work in a broad range of media which will show their interest, enthusiasm, and enjoyment of art. Through this, pupils will be able to make connections with different forms of art, craft and design and gain awareness of the contexts in which they operate. Students will gain independence skills as well as being able to develop ideas through investigations, the ability to refine work and ideas through exploring their skills, knowledge, and abilities all while communicating their ideas throughout their book and in their personal study (essay). A Level Art is the first step to real world creative arts.

KS5 photography runs along a similar programs as that of KS5 art. Pupils will get the same schedule just edited to use photography skills, techniques and materials. Pupils will have a choice of either doing their portfolio work in a sketchbook or in digital form. Pupils will also get the opportunity to produce work both digital and physical.

**Year 7**

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| **Overall curriculum intent for year 7:** To develop students’ understanding of Art, and the formal elements within art. Pupils will being to explore and develop drawing skills, colour theory, pattern, shape/form. With this pupil’s will build these skills to work within their final project. Pupils will build pupils their knowledge and manual dexterity in handling and applying a variety of materials, techniques, and processes. Pupils will be gaining the skills to analysis their work and that of others. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **Basic Drawing Skills**To gain basic drawing skills to prepare for the year.  | **Colour**Pupils will learn the theory of colour and how it is applied in art.  | **Pattern**Exploring how pattern is found in a number of different areas of life.  | **Shape and Form**Understanding how to draw shapes accurately and apply form.  | **Fauvism Landscapes**Exploring the art movement Fauvism and build on previous knowledge.  | **Fauvism Landscape**Exploring the art movement Fauvism and build on previous knowledge.  |
| Content mapping including Disciplinary skills | **How to do basic drawing skills**. Enabling all pupils a level platform for learning at Settle College. Pupils will learn key drawing skills such as 1 and 2 point perspective and Mark Making.  | **Understanding colour theory.** Pupils will be able to understand the colour wheel and the different colour families as well as tonal range. Pupils will then be able to apply this to their work, such as Hot and Cold colours.  | **Recognising patterns.** Pupils will be able to recognize different types of patterns and where you would find them as well as understanding the difference between man made and organic patterns.  | **Understanding the different between shape and form**. Pupils will understand how to create shapes and using tonal range to make these into form.  | **Understanding the art movement Fauvism and being inspired by the local landscape.** Pupils will take all their knowledge gained from the year to apply colour, pattern and texture to their work. Pupils will learn about the work of others, such as Andre Derain and Henri Matisse. Pupils will also take inspiration from the local surroundings for their work.  |
| Assessment mapping | Appraising questions based on the topic studied |
| Knowledge recall tests on key words and concepts |
| Pupils will have their first drawing assessed to allow for the teacher to get an understanding of their initial skill level. Any HAP recognised. Pupils will then also have their perspective work assessed. | Pupils will be assessed on their colour blending work and the studies of 4 artists. Pupils will show how artists use different brush strokes and how to mix different colours.  | Pupils will be assessed on their ability to make different patterns and create a piece inspired by these patterns as well as being assessed on work inspired by zentangles.  | Pupils will be assessed on their ability to make 3D shapes as well as their work inspired by the artist Henri Matisse.  | Pupils will be assessed on their ability to make a information page that is the first stages of being able to make an artist study page. Pupils will also be assessed on their observational drawing skills.  | Pupils will be assessed on their understanding of perspective in the landscape which connects to earlier assessment. Pupils will also be assessed on their final piece work, a painted landscape.  |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained.  | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work.  |
| Numeracy links | Measurements and shapes.  | Percentages of different colours to mix a new colour.  | Using numbers to help make patterns, that can include repetition and rotational.  | Using shapes, measurements with a ruler to create shapes and isometric drawings.  | Percentages for mixing paint to get a new colour. Using a ruler and measurements. Using rulers to make shapes.  |
| Cross-curricular links to other subjects | Maths | Science, Science | Maths, Science, DT | Maths, Science, DT | History, Cultures, Science, Geography |
| Support for all | Differentiated tasksIndividual helpVisual aids |
| Challenge ideas | Extension activities are available. 3 Point perspective. Extension drawing layers activity at end of course.  | Extension activities are available. More detailed painting studies.  | Extension activities are available. Complicated pattern shapes.  | Extension activities are available. More complicated isometric drawings.  | Extension activities are available.More complicated trees. Differentiated perspective work.  | Extension activities are available. More challenging questioning and support for the final piece.  |

**Year 8**

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| **Overall curriculum intent for year 8:** This is the year where we encourage pupils to be creative and experimental and willing to take risks and build on practical skills. There are a number of occasions when pupils will get to work independently, using their own initiative. These schemes of work will build on pupils’ dexterity and manipulation of materials skills such as cardboard, pulp and ink pen. Pupils will build on different processes and techniques knowledge and improve on accuracy. This year will see pupils using 3D construction, exploring different cultures and principles of pattern and colour. Pupils will get to analyse the work of different cultures and artists.  |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **M.D.O.D**Exploring the cultural celebrations of Mexico.  | **M.D.O.D**Exploring the cultural celebration of Mexico.  | **Natural Forms Jon Tremaine**Exploring natural forms and the work of Jon Tremaine | **Natural Forms Jon Tremaine**Exploring natural forms and the work of Jon Tremaine | **Pop Art**Exploring the art movement of Pop Art.  | **Pop Art**Exploring the art movement of Pop Art.  |
| Content mapping including Disciplinary skills | **Observational skills.** Pupils will gain observational drawing skills as well as being able to breakdown an image to use the individual elements.  | **Creative skills.** Pupils are able to use their creative skills to create a piece that is personal to them.  | **Experimental Skills.** Building on their observational skills pupils will get the opportunity to explore observational skills will unique media and techniques.  | **Research and application skills.** Pupils will build on their research skills on a theme personal to them and be able to create a piece that applies this research.  | **Build on Assessment Objective 1.** Pupils will be able to produce a good artist study page that has built on the knowledge gained from the previous year.  | **Explore skills.** Pupils will be able to explore a number of different media they have never used before and be able to apply this to their work.  |
| Assessment mapping | Appraising questions based on the topic studied |
| Knowledge recall tests on key words and concepts |
| Pupils will be assessed on their drawing skills from their observational drawings. Pupils will also be assessed on their manipulation of paper with the cuttings of the Papier Picardos.  | Pupils will be assessed on their ability to create a design for their final piece as well as their final piece, which will be either made of clay or cardboard.  | Pupils will be assessed on their drawing skills again, focusing on their use of media. Pupils will also be assessed on their ability to manipulate their ink work.  | Pupils will be assessed on their Jon Tremaine Study pages, particularly looking at their ability to form an opinion and make connections, as well as their final outcome which is personal to them.  | Pupils will be assessed on there ability to make studies of Pop Art era as well as their portrait studies in the style of Andy Warhol.  | Pupils will be assessed on their Monoprint inspired by Wayne Thiebaud and their final painting that is also inspired by Wayne Thiebaud.  |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. |
| Numeracy links | To use a ruler to measure with, create shapes and angles.  | Using percentages to work out how much of each colour to mix. Use a ruler to help measure.  | Using percentages to work out how much of each colour to mix. Use a ruler to help measure. |
| Cross-curricular links to other subjects | RS, Geography, DT | Biology | History |
| Support for all | Differentiated tasks Individual help Visual aids. |
| Challenge ideas | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves.  | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. |

**Year 9**

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| **Overall curriculum intent for year 9:** This year is aimed at preparing the students for potential GCSE, “Bridging the gap” between KS3 and KS4. To encourage students to think creatively and independently. Building on drawing skills and knowledge as well as building on imagination and an original approach to developing ideas and refining their work. To achieve all these students will build up their practical skills in a number of different media and practical skills and manipulating visual elements through the application of the materials. They will also be able to analyse their own work and that of others. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **Portraiture**Exploring how to draw portraiture. | **Portraiture** Exploring how to draw portraiture.  | **In the style of….**Pupils to understand how to go from understanding an artist to a piece inspired by them.  | **In the style of….**Pupils to understand how to go from understanding an artist to a piece inspired by them. | **Merging**Pupils will use all previous knowledge to create merged portrait.  | **Exploring materials**Experimenting with a number of different media styles.  |
| Content mapping including Disciplinary skills | Pupils will gain observational drawing skills as well as skills to develop their portrait drawing skills which we haven’t touched on as yet. Pupils will be able to break down the sections of the face.  | Pupils learn how to create an artist study page that is of KS4 standard. Pupils will then be able to learn the importance of creating work that is inspired by an artist.  | Pupils will get to experience and build on the work of their previous lesson, on being inspired by the work of others, pupils will come up with a design for their final piece.  | Pupils will learn how to develop their work further, understanding the importance of building on their presentation (AO4).  | Pupils will merge their knowledge gained from Yr8 with the natural forms/ animals with that of Yr9 and plan and create a piece that merges their knowledge and skills.  | Pupils will be introduced to 3 different workshops to allow for pupils to have fun with different materials such as Sgraffitto, Black and White Paper cutting and Graphics.  |
| Assessment mapping | Appraising questions based on the topic studied |
| Knowledge recall tests on key words and concepts |
| Pupils will be assessed on the diagram of the face, to ensure accuracy. Pupils will also be assessed on their grid drawings of portraits.  | Pupils will be assessed on their Chuck Close study page as well as their personal piece that is inspired by the work of Chuck Close.  | Pupils will be assessed on their monoprints and on their artist study page where they can choose between Carry Akroyd or Angie Lewin.  | Pupils will be assessed on their plans for their print design as well as their selection of prints.  | Pupils will be assessed on their plans for their merged faces piece as well as their personal outcome.  | Pupils will select which pieces they wish to be assessed and they will assess their work themselves as well as with the teacher, to understand the KS4 marking strategy.  |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. | Artists vocabulary is encouraged with key words and phrases. Pupils have activities based around writing to show knowledge gained. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work. |
| Numeracy links | Using grids and measurements for the face and grid drawings. Transfer skills.  | Using measuring skills, shapes and percentages for mixing colours.  | Using measuring skills, shapes and percentages for mixing colours. | Using measuring skills, shapes and percentages for mixing colours. | Using measuring skills, shapes and percentages for mixing colours. | Using measuring skills, shapes and percentages for mixing colours. |
| Cross-curricular links to other subjects | Biology, History | English | Geography, Biology, English | Maths, Biology | Science, Maths | Maths, RS/ Cultures, Science |
| Support for all | Differentiated taskIndividual helpVisual aids |
| Challenge ideas | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further.  | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. | Extension activities are available. Pupils have varying levels of difficulty images to work from, to provide differentiation. Pupils have one to one discussions to push themselves. |

**Year 10/11 Art**

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| **Overall curriculum intent for year 10/11:** Pupils will have 2 course work projects, one mini one and one main one. Pupils will then sit an externally set task from Feb 1st to the exam just after Easter. Pupils will have the following assessment objects to meet. AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses.AO4: Present a personal and meaningful response that realises intention and demonstrating understanding of visual language. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **Mini Coursework/ Additional Work-** Pupils will complete a small coursework on a theme.  | **Main Coursework-** Pupils will complete their main coursework on a theme.  | Until January 31st- **Main Coursework-**Pupils will complete their main coursework on a theme.1st February onward- **Exam Prep-** Pupils will select a theme from the exam board. | **Exam Prep-** Pupils will select a theme from the exam board | **Sit Exam- End of Course.**  | **Course is completed** |
| Content mapping including Disciplinary skills | **AO1- Develop- Develop ideas through investigations, demonstrating critical understanding of sources-**  |
| **AO2- Refine- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-** |
| **AO3- Research- Record ideas, observations and insights relevant to intentions as work progresses-**  |
| **AO4- Present- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language-** |
| Pupils will complete their “A selection of further work” section of Component 1. Pupils will produce a mini project based on a title the teacher will give them. Pupils will be expected to complete work that will fit in with all 4 of the assessment objectives, such as drawings, annotations, artist study pages, refinement, experimentation, and a personal outcome at the end. | Pupils will start their next section of Component 1- Sustained focus, a coursework that is sustained over more time than that of the mini project. Pupils will be given a time and will do work to fit in with the 4 assessment objectives. Pupils will complete all sections of the coursework requirements except for the final piece/ evaluation which will be completed in January. The project title will be determined by the teacher.  | Pupils will completely Component 1, by completing their final piece and writing their evaluation and handing everything in to mark on 31st January for assessment.  | Pupils on 1st February will be given the exam papers, pupils will get to choose a title from the paper, with guidance from the teacher. Pupils will then complete all aspects of the exam prep in a sketchbook ready to sit the exam after returning to school after Easter. | Pupils will sit their exam in the first weeks back after Easter, depending on when Easter falls. If Easter is early, pupils will continue to work on their prep for a couple of weeks. Pupils exam work will be assessed and marks will be sent off to the exam board ready for moderation in June.  | **End of Course.** **External moderators will visit sometime in June.**  |
| Pupils on 1st February will be given the exam papers, pupils will get to choose a title from the paper, with guidance from the teacher. Pupils will then complete all aspects of the exam prep in a sketchbook ready to sit the exam after returning to school after Easter.  |
| Assessment mapping | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.  | Pupils first coursework, will be formally marked in the week straight after half term. Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.Pupils work will be formally marked and given back to them in the week commencing 1st February. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved. | Pupils work will be marked in accordance with the exam board, moderation will be done with other schools to ensure accuracy. Marks will be entered into the exam board the Monday before the school breaks up for May Half Term.  | **End of Course** |
| Due to the exam prep starting pupils will have 1 assessment of their exam prep before February Half Term.  |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Artists vocabulary is encouraged with key words and phrases, particularly those of the Formal Elements and Assessment Objectives, such as develop, refinement, research and presentation.Pupils have activities based around writing to show knowledge gained as well as them fitting in with the requirements of the course i.e ensuring annotations are done to prevent the docking of 4 marks. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work, such as artist research pages, analysis pages, annotation help sheets, literacy help sheets, key word help sheets as well as alternative words help sheets, to prevent the over use of words like “nice”.  |
| Numeracy links | Pupils will use rulers for measurements and making shapes. Pupils will use percentages to work out how much colour they have to mix to make a new colour. Pupils will create shapes. Pupils will do adding up, subtractions and multiplications. Pupils will do use geometric shapes.Pupils will use grids to make work.  |
| Cross-curricular links to other subjects | Science, English, Maths, DT, Geography, History, Cultures.  | Science, English, Maths, DT, Geography, History, Cultures. | Science, English, Maths, DT, Geography, History, Cultures. | Science, English, Maths, DT, Geography, History, Cultures. |  | **End of Course** |
| Support for all | Differentiated tasksIndividual helpVisual aidsKey vocabulary listsC.I.D/ Lunchtime sessions.  |
| Challenge ideas | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level.  | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. |  | **End of Course** |

**Year 10/11 Photography**

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| **Overall curriculum intent for year 10/11:** Pupils will have 2 course work projects, one mini one and one main one. Pupils will then sit an externally set task from Feb 1st to the exam just after Easter. Pupils will have the following assessment objects to meet. AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses.AO4: Present a personal and meaningful response that realises intention and demonstrating understanding of visual language. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **Mini Coursework/ Additional Work-** Pupils will complete a small coursework on a theme.  | **Main Coursework-** Pupils will complete their main coursework on a theme.  | Until January 31st- **Main Coursework-**Pupils will complete their main coursework on a theme.1st February onward- **Exam Prep-** Pupils will select a theme from the exam board. | **Exam Prep-** Pupils will select a theme from the exam board | **Sit Exam- End of Course.**  | **Course is completed** |
| Content mapping including Disciplinary skills | **AO1- Develop- Develop ideas through investigations, demonstrating critical understanding of sources-**  |
| **AO2- Refine- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-** |
| **AO3- Research- Record ideas, observations and insights relevant to intentions as work progresses-**  |
| **AO4- Present- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language-** |
| Pupils will complete there “A selection of further work” section of Component 1. Pupils will produce a mini project based on a title the teacher will give them. Pupils will be expected to complete work that will fit in with all 4 of the assessment objectives, such as drawings, annotations, artist study pages, refinement, experimentation, and a personal outcome at the end. | Pupils will start their next section of Component 1- Sustained focus, a coursework that is sustained over more time than that of the mini project. Pupils will be given a time and will do work to fit in with the 4 assessment objectives. Pupils will complete all sections of the coursework requirements except for the final piece/ evaluation which will be completed in January. The project title will be determined by the teacher. | Pupils will completely Component 1, by completing their final piece and writing their evaluation and handing everything in to mark on 31st January for assessment. | Pupils on 1st February will be given the exam papers, pupils will get to choose a title from the paper, with guidance from the teacher. Pupils will then complete all aspects of the exam prep in a sketchbook ready to sit the exam after returning to school after Easter. | Pupils will sit their exam in the first weeks back after Easter, depending on when Easter falls. If Easter is early, pupils will continue to work on their prep for a couple of weeks. Pupils exam work will be assessed and marks will be sent off to the exam board ready for moderation in June.  | **End of Course** |
| Pupils on 1st February will be given the exam papers, pupils will get to choose a title from the paper, with guidance from the teacher. Pupils will then complete all aspects of the exam prep in a sketchbook ready to sit the exam after returning to school after Easter. |
| Assessment mapping | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved. | Pupils first coursework, will be formally marked in the week straight after half term. Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.Pupils work will be formally marked and given back to them in the week commencing 1st February. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved. | Pupils work will be marked in accordance with the exam board, moderation will be done with other schools to ensure accuracy. Marks will be entered into the exam board the Monday before the school breaks up for May Half Term. | **End of Course** |
| Due to the exam prep starting pupils will have 1 assessment of their exam prep before February Half Term. |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Photographic vocabulary is encouraged with key words and phrases, particularly those of the Formal Elements and Assessment Objectives, such as develop, refinement, research and presentation.Pupils have activities based around writing to show knowledge gained as well as them fitting in with the requirements of the course i.e ensuring annotations are done to prevent the docking of 4 marks. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work, such as artist research pages, analysis pages, annotation help sheets, literacy help sheets, key word help sheets as well as alternative words help sheets, to prevent the over use of words like “nice”. |
| Numeracy links | Pupils will use rulers for measurements and making shapes. Pupils will use percentages to work out how much colour they have to mix to make a new colour. Pupils will create shapes. Pupils will do adding up, subtractions and multiplications. Pupils will do use Pupils will use different setting on the camera to have accurate exposure levels in their photos.  |
| Cross-curricular links to other subjects | Science, IT, Maths, English, History | Science, IT, Maths, English, History | Science, IT, Maths, English, History | Science, IT, Maths, English, History | Science, IT, Maths, English, History | **End of Course** |
| Support for all | Differentiated tasksIndividual helpVisual aidsKey vocabulary listsC.I.D/ Lunchtime sessions.  |
| Challenge ideas | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. | Extension activities are available. Pupils have varying levels of difficulty images and objects to work from, to provide differentiation. Pupils have one to one discussions to push themselves. Pupils will have assess to the GCSE artist study sheets that are of different skill sets to help push the pupils further. Pupils will have examples of different levels so they can push themselves to another level. |  | **End of Course** |

**Year 12 Art**

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| **Overall curriculum intent for year 12/13:** Pupils will be introduced to A Level with workshops in the first term and then a main piece which they will see through to Yr13. They will start their personal assessment (essay). **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.**AO4:** Present a personal and meaningful response that realises intention and demonstrating understanding of visual language. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **Work Shops**Pupils to do 3 workshops based on different themes.  | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives.  | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. |
| Content mapping including Disciplinary skills | **AO1- Develop- Develop ideas through investigations, demonstrating critical understanding of sources-**  |
| **AO2- Refine- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-** |
| **AO3- Research- Record ideas, observations and insights relevant to intentions as work progresses-**  |
| **AO4- Present- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language-** |
| Pupils will be given a selection of fortnightly workshops to get them back into the doing art, after some may have had a year away. These workshops are designed to challenge the pupils thinking, build on creativity, improve problem solving skills and improve their presentation skills.  | Pupils will decide on a theme/ title for their main coursework, if pupils struggle to come up with a title, the teacher will provide a list of previous titles from previous coursework’s and exams that the pupils can work from. Pupils will over the course of this year work on their sketchbook work where they will explore artists, designers, photographers and use them to help inspire further work. Pupils will also explore their theme in detail, looking at images, media, experiments and materials. Pupils will also be encouraged to learn to refine their work, through further experiments, such as improving compositions, colour choices and designs. Pupils will have the opportunity to work outside of their books on larger scale pieces as long as they document the journey and in the relevance of the piece. Pupils will cover the formal elements and other important aspects of their work.  |
| Pupils will be introduced to the ideas of the personal study (essay), they will be provided with key information, structures for writing an essay as well as the plan for handing in their essays for assessment.   | By February Half Term the first 500 words should be written.  | By Easter 1000 words should be written.  | By May Half Term 1500 words should be written.  | By Summer 2000 words should be written.  |
| Assessment mapping | As this work is not being assessed by the moderator and is purely for engagement, creativity and presentation practice this work will only be peer/ self assessed.  | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils.  | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Artists vocabulary is encouraged with key words and phrases, particularly those of the Formal Elements and Assessment Objectives, such as develop, refinement, research and presentation.Pupils have activities based around writing to show knowledge gained as well as them fitting in with the requirements of the course i.e ensuring annotations are done to prevent the docking of 4 marks. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work, such as artist research pages, analysis pages, annotation help sheets, literacy help sheets, key word help sheets as well as alternative words help sheets, to prevent the over use of words like “nice”. |
| Numeracy links | Pupils will use rulers for measurements and making shapes. Pupils will use percentages to work out how much colour they have to mix to make a new colour. Pupils will create shapes. Pupils will do adding up, subtractions and multiplications. Pupils will do use geometric shapes.Pupils will use grids to make work. |
| Cross-curricular links to other subjects | Maths, Biology, Current Affairs, RS, English, History, IT | This is dependent on the theme the pupil has chosen for their coursework title, but cross curricular topics that can be included are- Maths, English, Science, History, Pyshcology, Geography, RS.  |
| Support for all | Differentiated tasksIndividual helpVisual aidsKey vocabulary listsAdditional sessions in the sixth form art room |
| Challenge ideas | Each pupils coursework is an individual challenge, pupils will have one to one sessions and conversations where they will be pushed and challenged to take their work further. Their work will be very personal to them and the tasks differentiated as needed.  |

**Year 12 Photography**

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| **Overall curriculum intent for year 12/13:** Pupils will be introduced to A Level with workshops in the first term and then a main piece which they will see through to Yr13. They will start their personal assessment (essay). **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.**AO4:** Present a personal and meaningful response that realises intention and demonstrating understanding of visual language. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Intent for the half term | **Work Shops**Pupils to do 3 workshops based on different themes.  | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives.  | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives. |
| Content mapping including Disciplinary skills | **AO1- Develop- Develop ideas through investigations, demonstrating critical understanding of sources-**  |
| **AO2- Refine- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-** |
| **AO3- Research- Record ideas, observations and insights relevant to intentions as work progresses-**  |
| **AO4- Present- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language-** |
| Pupils will be given a selection of fortnightly workshops to get them back into the doing art, after some may have had a year away. These workshops are designed to challenge the pupils thinking, build on creativity, improve problem solving skills and improve their presentation skills. | Pupils will decide on a theme/ title for their main coursework, if pupils struggle to come up with a title, the teacher will provide a list of previous titles from previous coursework’s and exams that the pupils can work from. Pupils will over the course of this year work on their sketchbook work where they will explore photographers and artists and use them to help inspire further work. Pupils will also explore their theme in detail, looking at images, media, experiments and materials. Pupils will also be encouraged to learn to refine their work, through further experiments, such as improving compositions, colour choices and designs. Pupils will have the opportunity to work outside of their books on larger scale pieces as long as they document the journey and in the relevance of the piece. Pupils will cover the formal elements and other important aspects of their work. |
| Pupils will be introduced to the ideas of the personal study (essay), they will be provided with key information, structures for writing an essay as well as the plan for handing in their essays for assessment.  | By February Half Term the first 500 words should be written.  | By Easter 1000 words should be written.  | By May Half Term 1500 words should be written.  | By Summer 2000 words should be written.  |
| Assessment mapping | As this work is not being assessed by the moderator and is purely for engagement, creativity and presentation practice this work will only be peer/ self assessed.  | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils.  | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Photographic vocabulary is encouraged with key words and phrases, particularly those of the Formal Elements and Assessment Objectives, such as develop, refinement, research and presentation.Pupils have activities based around writing to show knowledge gained as well as them fitting in with the requirements of the course i.e ensuring annotations are done to prevent the docking of 4 marks. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work, such as artist research pages, analysis pages, annotation help sheets, literacy help sheets, key word help sheets as well as alternative words help sheets, to prevent the over use of words like “nice”. |
| Numeracy links | Pupils will use rulers for measurements and making shapes. Pupils will use percentages to work out how much colour they have to mix to make a new colour. Pupils will create shapes. Pupils will do adding up, subtractions and multiplications. Pupils will do use geometric shapes.Pupils will use grids to make work. |
| Cross-curricular links to other subjects | Maths, Biology, Current Affairs, RS, English, History, IT | This is dependent on the theme the pupil has chosen for their coursework title, but cross curricular topics that can be included are- Maths, English, Science, History, Pyshcology, Geography, RS.  |
| Support for all | Differentiated tasksIndividual helpVisual aidsKey vocabulary listsAdditional sessions in the sixth form art room |
| Challenge ideas | Each pupils coursework is an individual challenge, pupils will have one to one sessions and conversations where they will be pushed and challenged to take their work further. Their work will be very personal to them and the tasks differentiated as needed. |

**Year 13 Art**

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| **Overall curriculum intent for year 12/13:** Pupils will continue with their main coursework and will then create an overall final piece. They will then move onto the externally set task which they have no choice over the theme. They will also finish off their personal assessment (essay). **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.**AO4:** Present a personal and meaningful response that realises intention and demonstrating understanding of visual language. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** |
| Intent for the half term | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives | Until 31st January- **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives**1st February- Exam Prep**Pupils will choose a title from the exam board | **Exam Prep**Pupils will choose a title from the exam board | **Exam Prep**Pupils will choose a title from the exam boardSit Exam |
| Content mapping including Disciplinary skills | **AO1- Develop- Develop ideas through investigations, demonstrating critical understanding of sources-**  |
| **AO2- Refine- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-** |
| **AO3- Research- Record ideas, observations and insights relevant to intentions as work progresses-**  |
| **AO4- Present- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language-** |
| Pupils will decide on a theme/ title for their main coursework, if pupils struggle to come up with a title, the teacher will provide a list of previous titles from previous coursework’s and exams that the pupils can work from. Pupils will over the course of this year work on their sketchbook work where they will explore photographers and artists and use them to help inspire further work. Pupils will also explore their theme in detail, looking at images, media, experiments and materials. Pupils will also be encouraged to learn to refine their work, through further experiments, such as improving compositions, colour choices and designs. Pupils will have the opportunity to work outside of their books on larger scale pieces as long as they document the journey and in the relevance of the piece. Pupils will cover the formal elements and other important aspects of their work. | Pupils will use this half term to start planning their final pieces for their coursework theme. They will have to show designs for plans as well as refinement for the final pieces as well as how the artists, designers and photographers have helped inspirer their work. Pupils should by the end of this half term know what they will be making for their final piece after the Christmas Holidays.  | Between the beginning of January and January 31st Pupils will make their final pieces for their project. Pupils will be expected to spend at leave 15 hours on the piece. Once the pupils have completed their final piece/s pupils will then need to complete an evaluation to finish their coursework off. Pupils will also be able to use this time to complete any other work that is in their books.On January 31st Pupils will submit all their coursework from the year, including sketchbooks, portfolios, large pieces and any other supporting work.  | Pupils will continue to work on their exam prep from the exam titles they have chosen. Pupils will before the Easter Holidays have an idea of what they are going to do for their final piece as have done all the necessary refinement, ready to sit the exam in the first couple of weeks after Easter. | Pupils may have a week or 2 after the Easter Holidays to finish off their exam prep, but this is all dependent on when Easter falls.Pupils will sit their exam over 3 days (15 hours). They will then hand their exam work in for assessment by the teacher. |
| 1st February- Pupils will receive their exam papers. Pupils will choose a theme and they will start exploring the theme in detail. Pupils will work on AO1, AO2 and AO3 mostly.  | All coursework and exam work is assessed according to the exam boards criteria and the marks will be submitted to the exam board in the week before the May Half Term.  |
| By October Half Term pupils should have 2500 words.  | By Christmas pupils should hand in a completed draft of their essay.  | Pupils will hand in a completed essay on January 31st along with all other coursework.  | The moderator will visit in June normally. Pupils will be required to attend school to build their exhibition and present their work.  |
| Assessment mapping | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils.Pupils coursework will be formally assessed and given back for improvement. As long as it doesn’t impact on their exam prep.  | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils work will be assessed before the exams are sat to allow them time to improve any work. Pupils coursework and exam response will then be formally assessed after the exams and then submitted to the exam board for formal moderation in June.  |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Artists vocabulary is encouraged with key words and phrases, particularly those of the Formal Elements and Assessment Objectives, such as develop, refinement, research and presentation.Pupils have activities based around writing to show knowledge gained as well as them fitting in with the requirements of the course i.e ensuring annotations are done to prevent the docking of 4 marks. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work, such as artist research pages, analysis pages, annotation help sheets, literacy help sheets, key word help sheets as well as alternative words help sheets, to prevent the over use of words like “nice”. |
| Numeracy links | Pupils will use rulers for measurements and making shapes. Pupils will use percentages to work out how much colour they have to mix to make a new colour. Pupils will create shapes. Pupils will do adding up, subtractions and multiplications. Pupils will do use geometric shapes.Pupils will use grids to make work. |
| Cross-curricular links to other subjects | This is dependent on the theme the pupil has chosen for their coursework title, but cross curricular topics that can be included are- Maths, English, Science, History, Pyshcology, Geography, RS.  | This is dependent on the theme the pupils have selected for their exam title, but cross curricular topics that they can be included are- Maths, English, Science, History, Pyshcology, Geography, RS.  |
| Support for all | Differentiated tasksIndividual helpKey vocabulary listsAdditional sessions in the sixth form art room |
| Challenge ideas | Each pupils coursework is an individual challenge, pupils will have one to one sessions and conversations where they will be pushed and challenged to take their work further. Their work will be very personal to them and the tasks differentiated as needed. | Due to the nature of the exam, pupils will have similar challenges in their coursework, but this will be more time considered as we have limits to what can be achieved in the prep time. No help can be given to the pupils in the actual exam.  |
| Pupils will have support and guidance on their exhibition for the moderators visit, but this will be restrictive based on the facilities.  |

**Year 13 Photography**

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| **Overall curriculum intent for year 10/11:** Pupils will continue with their main coursework and will then create an overall final piece. They will then move onto the externally set task which they have no choice over the theme. They will also finish off their personal assessment (essay). **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.**AO4:** Present a personal and meaningful response that realises intention and demonstrating understanding of visual language. |
|  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** |
| Intent for the half term | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives | **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives | Until 31st January- **Main Coursework**Pupils will choose a coursework title they will work on, ensuring they hit all the assessment objectives**1st February- Exam Prep**Pupils will choose a title from the exam board | **Exam Prep**Pupils will choose a title from the exam board | **Exam Prep**Pupils will choose a title from the exam boardSit Exam |
| Content mapping including Disciplinary skills | **AO1- Develop- Develop ideas through investigations, demonstrating critical understanding of sources-**  |
| **AO2- Refine- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-** |
| **AO3- Research- Record ideas, observations and insights relevant to intentions as work progresses-**  |
| **AO4- Present- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language-** |
| Pupils will decide on a theme/ title for their main coursework, if pupils struggle to come up with a title, the teacher will provide a list of previous titles from previous coursework’s and exams that the pupils can work from. Pupils will over the course of this year work on their sketchbook work where they will explore photographers and artists and use them to help inspire further work. Pupils will also explore their theme in detail, looking at images, media, experiments and materials. Pupils will also be encouraged to learn to refine their work, through further experiments, such as improving compositions, colour choices and designs. Pupils will have the opportunity to work outside of their books on larger scale pieces as long as they document the journey and in the relevance of the piece. Pupils will cover the formal elements and other important aspects of their work. | Pupils will use this half term to start planning their final pieces for their coursework theme. They will have to show designs for plans as well as refinement for the final pieces as well as how the artists, designers and photographers have helped inspirer their work. Pupils should by the end of this half term know what they will be making for their final piece after the Christmas Holidays.  | Between the beginning of January and January 31st Pupils will make their final pieces for their project. Pupils will be expected to spend at leave 15 hours on the piece. Once the pupils have completed their final piece/s pupils will then need to complete an evaluation to finish their coursework off. Pupils will also be able to use this time to complete any other work that is in their books.On January 31st Pupils will submit all their coursework from the year, including sketchbooks, portfolios, large pieces and any other supporting work.  | Pupils will continue to work on their exam prep from the exam titles they have chosen. Pupils will before the Easter Holidays have an idea of what they are going to do for their final piece as have done all the necessary refinement, ready to sit the exam in the first couple of weeks after Easter. | Pupils may have a week or 2 after the Easter Holidays to finish off their exam prep, but this is all dependent on when Easter falls.Pupils will sit their exam over 3 days (15 hours). They will then hand their exam work in for assessment by the teacher. |
| All coursework and exam work is assessed according to the exam boards criteria and the marks will be submitted to the exam board in the week before the May Half Term.  |
| 1st February- Pupils will receive their exam papers. Pupils will choose a theme and they will start exploring the theme in detail. Pupils will work on AO1, AO2 and AO3 mostly.  | The moderator will visit in June normally. Pupils will be required to attend school to build their exhibition and present their work.  |
| By October Half Term pupils should have 2500 words.  | By Christmas pupils should hand in a completed draft of their essay.  | Pupils will hand in a completed essay on January 31st along with all other coursework.  |
| Assessment mapping | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils.Pupils coursework will be formally assessed and given back for improvement. As long as it doesn’t impact on their exam prep.  | Pupils will have their work assessed twice in a term, looking at the assessment objectives. Pupils will get a general grade they have achieved.One to one sessions will be provided for the pupils. | Pupils work will be assessed before the exams are sat to allow them time to improve any work. Pupils coursework and exam response will then be formally assessed after the exams and then submitted to the exam board for formal moderation in June.  |
| Personal development mapping | SPIRITUAL – Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. |
| MORAL – Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| SOCIAL –. Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| CULTURAL – Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |
| Literacy focus for the half term | Photographic vocabulary is encouraged with key words and phrases, particularly those of the Formal Elements and Assessment Objectives, such as develop, refinement, research and presentation.Pupils have activities based around writing to show knowledge gained as well as them fitting in with the requirements of the course i.e ensuring annotations are done to prevent the docking of 4 marks. Pupils have information research lessons, where they will be encouraged to formulate an opinion and responses. Pupils will have help sheets for writing their work, such as artist research pages, analysis pages, annotation help sheets, literacy help sheets, key word help sheets as well as alternative words help sheets, to prevent the over use of words like “nice”. |
| Numeracy links | Pupils will use rulers for measurements and making shapes. Pupils will use percentages to work out how much colour they have to mix to make a new colour. Pupils will create shapes. Pupils will do adding up, subtractions and multiplications. Pupils will do use geometric shapes.Pupils will use grids to make work. |
| Cross-curricular links to other subjects | This is dependent on the theme the pupil has chosen for their coursework title, but cross curricular topics that can be included are- Maths, English, Science, History, Pyshcology, Geography, RS.  | This is dependent on the theme the pupils have selected for their exam title, but cross curricular topics that they can be included are- Maths, English, Science, History, Pyshcology, Geography, RS.  |
| Support for all | Differentiated tasksIndividual helpKey vocabulary listsAdditional sessions in the sixth form art room |
| Challenge ideas | Each pupils coursework is an individual challenge, pupils will have one to one sessions and conversations where they will be pushed and challenged to take their work further. Their work will be very personal to them and the tasks differentiated as needed. | Due to the nature of the exam, pupils will have similar challenges in their coursework, but this will be more time considered as we have limits to what can be achieved in the prep time. No help can be given to the pupils in the actual exam.  |
| Pupils will have support and guidance on their exhibition for the moderators visit, but this will be restrictive based on the facilities.  |