

# The Five Year Curriculum: Art & Photography

## Pupils' Learning Journey

How will your journey continue?



Pupils leave school able to work independently, know their strengths and preferred materials and how to develop a project from start to finish. Students are able to make personal choices, and understand the importance of Art and Design in society. Students are well equipped to complete Art/Photography A level qualifications if they wish.

Students select a theme which they are interested in from a list provided by the teacher to further develop their coursework and ensure that responses are 'personal and meaningful'. Allowing students to choose an area of study prepares them for the externally set investigation in Yr11.



Students choose from theme set by exam board and respond in chosen style drawing upon prior knowledge to select media and processes

**Final GCSE Exam**  
Completion of externally set portfolio & 10 hour exam-April/May

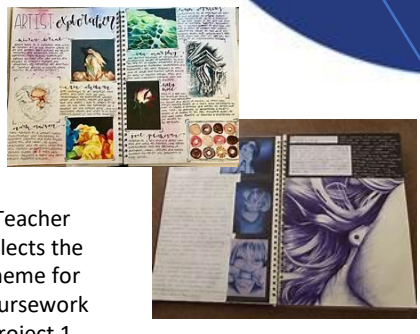
Students demonstrate an understanding of visual language, are capable of self evaluation and reflection and refine outcomes to a high standard. Students are able to write coherently about the intent of others and themselves and analyse work

**Final exam support and preparation**

**YEAR 11**

**Refining and reviewing coursework projects**

**5 HOUR MOCK EXAM**  
Students learn to plan and manage their time effectively. Students experience working consistently for a prolonged period. Work produced in the mock contributes to coursework portfolio.



Teacher selects the theme for coursework project 1. Structures, incorporating investigations into cells & architecture are usually used as introductory themes, however themes are flexible depending on cohort and teacher interests.

**Introduction to coursework-research and analysis of artist work, transcriptions and initial responses**

Students select either Art or Photography GCSE to study. Both qualifications are assessed using 4 assessment objectives. A01: **Develop** ideas through investigations, demonstrating critical understanding. A02: **Refine** work experimenting with materials. A03: **Record** ideas, observations and insights. A04 **Present** a personal and meaningful response

**Development of coursework-student photography, drawings, mixed media responses and large scale outcomes**

**Student led coursework-exam practice**



**Final outcomes, larger scale work, possible entry into Dot art competition**

**Week 7-8:** Students develop final outcome/ personal responses that realise intentions. Students will work towards possible entry into an exhibition (Dot-art)

**YEAR 10**

**Week 1-2:** Students research & analyse the work of existing artists based on a choice of 3 themes. Students develop investigation and critical understanding skills.

**Week 3-4:** Students work with tone alone to produce artist transcriptions recording their ideas, observations and insights.

**Exploring media in relation to artists' work**

**Week 5-6:** Students experiment with a range of media in relation to their chosen artists' work (may include photography/digital), refining techniques and processes.



**Research & analysis-choice of 3 themes-landscape, architecture, portraits**

**Artist Transcription**

Students study a movement/artist such as Surrealism, Pop art or late Post Impressionism. Students further develop their analytical skills & create their own personal response. They continue to build upon their knowledge of successful compositions, colour theory & application of media.

Students explore the diversity of the Cubist movement and create collage, 3D work, photographic responses-expanding their knowledge of different types of art and ways of working.

Students explore this pivotal art movement developing analytical skills. Students create their own outcome in the style of the movement however develop a personal response using the media of their choice- this is informed by the mixed media transcription produced in project 1. Students develop knowledge of colour theory & application of tone that they learnt in Yr7.

Students continue to develop their drawing skills focusing on the theme of local architecture, landscapes, or personal identity. Students may draw in the 'traditional' sense or use digital means to draw and document their ideas.

**YEAR 9**

Yr9 follow an 8 week rotation pattern

**Project 4: Exploring the local environment-architecture, landscape, identity**

**Project 3: Exploring 20th Century art movements**

**Project 2: Exploring Cubism**



Cross curricular unit with Music. Students work in teams to create their own Kandinsky/music inspired outcomes. Students learn how to work with others to share ideas and apply their knowledge of colour theory and composition to a larger scale piece.

Refinement of outcomes & progress review. Students have the opportunity to develop their work digitally exploring the link between the two subject areas.

Students revisit & build upon the foundation skills they learnt in project 1. Students develop accuracy in their drawing focusing on proportions and including detail and tone in their outcomes.

Students learn how an existing artist worked and how they were successful in their outcome. They are taught how to apply a range of materials to a surface and recognise their own strengths and areas for development.

**Project 3: Exploring Kandinsky (In correlation with music)**

**Project 4: Introduction to portraiture**

**Project 1 Mixed media artist transcription**

The learning journey supports 3 main constructs of art: composition, observation and appraising.

Students begin to analyse existing work to explore composition & colour relationships & context. Pupils use drawing techniques & knowledge of colour obtained in term 1 to produce artist transcriptions.

Students learn to identify and begin to use mark making techniques, apply tone and create drawings that appear more 3dimensional.

Introduction of colour theory. Students learn how colour relationships work, they are able to identify how colour and emotion are linked and begin to develop successful simple application of colour in their own outcomes.

**Project 2: Colour theory**

**Project 1: Foundation drawing skills**

**Baseline Assessment-observational drawing test**

**YEAR 7**

