

Art & Photography

Overview of the Curriculum

Key Stage 3 (Years 7 - 9)

Through the Art curriculum we aim to engage students, ensure students gain confidence in core techniques and then develop key skills. Throughout the Key Stage 3 curriculum students revisit the formal elements of Art (colour, tone, shape, texture, form, composition, line and pattern), continually building their skills through a range of projects. The projects explore a wide range of skills, media, techniques, genres and creative professionals, e.g. artists, designers, photographers. There is a particular focus on celebrating diversity and equality in the creative world. Alongside classroom discussions and resources, creative professionals are invited to deliver talks and presentations to contextualise classroom learning and broaden students' awareness of the careers and art disciplines available to them.

Projects are carefully sequenced to broaden students' experience of the creative curriculum and develop their critical thinking skills. Through researching and writing about the work of artists, crafters and designers, students are encouraged to form their own opinions, using this to then respond visually in the style of these artists/designers. Particular emphasis is placed on teaching students how to structure an analysis using both descriptive and reflective language. Through this teaching, students become familiar with key subject specific vocabulary and develop their literacy skills. Regular and lively class discussions put work into context and engage students in contemporary issues and news. Our aim is to provide an environment that supports creativity, personal ideas and interpretations. As students move through Key Stage 3 and their confidence and skills grow, we encourage them to be increasingly independent learners. Our Key Stage 3 curriculum prepares students to move on to GCSE Art; in particular key vocabulary on the structure of projects (develop, explore, record, present) and the focus of marking and feedback reflect the requirements of the GCSE course and mean students can make a confident transition to Key Stage 4 Art.

GCSE Art and Art Textiles - Key Stage 4 (Years 10 & 11)

At GCSE students can choose to study GCSE Art or GCSE Art Textiles. These courses are both part of the GCSE Art & Design course but by offering these two distinct pathways students who have a particular interest in the creative processes and technical skills of working with Textiles can benefit from specialist teaching. The GCSE course starts with an opportunity for students to take part in a residential trip to Cornwall. Students visit artist studios, galleries and workshops to contextualise their learning, broaden their cultural capital and experience working in a wide range of media en plein air. Students use the resources and experiences of this trip to support their first project within the Personal Portfolio.

The faculty offers the Edexcel GCSE Art & Design course for the following reasons:

- Flexibility – the qualification allows teachers to design a course of study that appeals to all students, that draws on our teachers' expertise and that enables students to delve deeper into the creative disciplines that interest them.
- Continuous progression – the initial part of the course, the Personal Portfolio (a project where the theme is chosen by the school) allows students to develop knowledge, understanding and skills which they then go on to use and refine when completing the Externally Set Assignment (a project where the theme is set by the exam board, Edexcel).
- Supports progression to A Level – the GCSE and the A Level Art & Design courses with Edexcel have a common structure and titles and follow a similar approach to the Externally Set Assignment and assessment. This ensures a smooth progression from GCSE to A Level for those students who wish to continue with their study of Art & Design.
- Develops transferable skills – students will learn to:
 - apply a creative approach to problem solving
 - consider and develop original ideas from initiation to realisation
 - analyse critically their own work and the work of others
 - express individual thoughts and choices confidently
 - take risks, experiment and learn from mistakes.

A Level Art & Design - Key Stage 5 (Years 12 & 13)

A Level Photography - Key Stage 5 (Years 12 & 13)

For both courses, the faculty offers the Edexcel exam board specification. These courses offer a natural progression from GCSE Art & Design. Students joining either (or both) A Level courses will be immediately familiar with the assessment criteria and course structure having experienced them at GCSE. However, the A Level courses provide students far greater opportunities to work independently and the freedom to select their theme and subject matter. The curriculum consists of two components: Personal Project, encompassing a personal study element and Externally Set Assignment. The Externally Set Assignment, a project on a theme set by the exam board, consists of preparatory work culminating in a piece of work that students must produce in a 15 hour sustained focus session across three days.

The A Level Photography course introduces students to the broad world of digital media and digital art. It instills a culture of constant observation and creative thinking in order to capture the very best images and the right moments. Students learn how to use a DSLR camera professionally, how lighting and exposure impact images, and how to edit their own photographs in imaginative ways using Adobe software and physical editing techniques.

The Art & Design course introduces students to workshops broadening students' understanding of specialists techniques and skills, giving them confidence to develop themselves as artists and designers.

Students enjoy the freedom that the Personal Project gives them. They often choose personal themes, some of which connect to

a career or higher education pathway they are considering post A Level. This ability to tailor their work to their passions and interests is hugely motivating for students. Our tutorial-based lessons and workshops and our open studio environments provide students with regular, ongoing opportunities to discuss their work, receive feedback and is also excellent preparation for creative higher education courses.

Students' work is presented at our end of year 'Celebrating Creativity' exhibition. Students at the end of their A Level courses are challenged to think and work like true designers, artists and photographers; they take responsibility for considering the ways their work could be presented and how their message can best be portrayed. This creative control over their outcomes is a crucial part of the creative process allowing them to share their work, celebrate their successes and engage with their audience.

Overview of schemes of work at each key stage

Art

Key stage 3	Key stage 4	Key stage 5
<p>Year 7 The Year 7 curriculum introduces students to the formal elements of Art (colour, tone, shape, texture, form, composition, line and pattern).</p> <p>Students will use a wide variety of techniques and materials, from shading to watercolour, photography to printmaking, and analysing to typography.</p> <p>Students will be introduced to the vocabulary, language and skills required to reflect on their own work and work of other artists.</p>	<p>Key stage 4</p> <p>During Years 10 and 11 students will complete three projects, as detailed below.</p> <p>The process of each project covers all four of the GCSE assessment objectives (develop, refine, record, present).</p> <p>In each project, students build on their existing skills and techniques, growing more confident in a wider range of materials. They start to have faith in their creativity and are resilient through their experiments. They understand the natural flow of artistic ideas and the stages we naturally go through when</p>	<p>Key stage 5</p> <p>A Level Art</p> <p>Year 12 Structures & Textures project This is an introductory skills based project that builds on key GCSE techniques. Students explore a range of formal elements and mixed media techniques.</p> <p>Students have the opportunity to investigate in-depth colour theory, exploring cross curricular links with subjects such as Maths and Science.</p> <p>Students will develop their subject specific language and vocabulary and</p>

<p>Artists studied in Year 7 may include:</p> <ul style="list-style-type: none"> ● Rory McEwen ● Robert Kushner ● Henri Matisse ● Alma Thomas <p>Year 8 In Year 8 students revisit the formal elements of Art, developing their skills and technique. Students complete three projects in Year 8.</p> <p>Day of the Dead (Dia de los Muertos) In this project students will:</p> <ul style="list-style-type: none"> ● Be introduced to the celebration of Dia de los Muertos ● Complete observational studies of a skull ● Explore the work of Frida Kahlo ● Research calavera designs before creating their own calavera design for their skull ● Create a clay skull and then decorate using their own designs ● Photograph their painted skulls and evaluate their work <p>Portraiture In this project students will:</p> <ul style="list-style-type: none"> ● Understand the importance of proportion in portraiture ● Carry out observational studies of facial features ● Explore the work of Fred Hatt and Josh Bryan and other contemporary 	<p>designing and creating.</p> <p>The projects are relevant to students studying both GCSE Art and GCSE Art Textiles. For GCSE Art Textiles, a greater proportion of their work will use the media of textiles and relevant materials and techniques.</p> <p>Year 10 Structures project This project contributes towards Component 1 (Personal Portfolio) of the GCSE Art.</p> <p>Resources and initial observations are recorded and collected by the students during the four day residential trip to Cornwall. On the trip students are inspired by visits to artist studios and galleries, workshops, beach painting and photography. Students build on their work from the Cornwall trip throughout the project.</p> <p>Students are introduced to Cornish artists who link to the theme of ‘Structures’, such as Naomi Frears and Barbara Hepworth. Art students will also study Mark Powell and Kurt Jackson, whilst the Art Textile students will study Caroline Saxby and Cas Holmes.</p> <p>Students will produce work in their sketchbooks, on A2 sheets, and a small canvas. For their final outcome of this project, Art students will create an</p>	<p>learn how to refine and develop work further.</p> <p>Students visit the Curwen Print studios for a day workshop to enhance their printmaking skills and use professional studio equipment.</p> <p>Through one-to-one tutorials students develop their ideas into a meaningful body of work that represents their creative journey.</p> <p>The project covers all assessment criteria for A Level Edexcel assessment objectives so that students build an understanding of how their work will be assessed.</p> <p>Students work on this project from September to May of Year 12; the first term of which is workshop based until December.</p> <p>Personal Study The Personal Study contributes to Component 1 of the A Level. This project encourages students to become more independent with their ideas and focus their time and work on themes that they are passionate about. We build on skills learnt and developed through the previous two units.</p> <p>This unit of work results in each student having a substantial portfolio of evidence</p>
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<p>portrait artists</p> <ul style="list-style-type: none"> ● Create a final piece inspired by the artists that they have studied and using the proportion and tonal skills that they have developed <p>Landscapes In this project students will:</p> <ul style="list-style-type: none"> ● Learn how to use perspective (one and two point) to create realistic depth in landscape ● Be introduced to and practise using textile materials within landscapes, understanding the cross-curricular links between Art and Art Textiles ● Study composition through analysing images and photographing their own compositions ● Explore the work of Sue Read and David Hockney. ● Create a final outcome that embeds the style of artists studied and techniques learnt, with a focus on perspective, mark making, and mixed media <p>Year 9 In Year 9 students continue to build their skills and technique through three projects.</p> <p>Bugs: In this project students will:</p> <ul style="list-style-type: none"> ● Gain an understanding into the ways different art formats and disciplines 	<p>abstract piece on cardboard, whereas Art Textile students will create their final outcome on fabric.</p> <p>Students work on this project from September to May of Year 10.</p> <p>Year 10 - 11 Macro project This project contributes towards Component 1 (Personal Portfolio) of the GCSE Art.</p> <p>Students respond to the theme 'A Closer Look' however they wish. This allows students to create a personal project focused towards their own interests and skills.</p> <p>We encourage students to look at their theme in a macro perspective, so that images, compositions and outcomes are engaging and hold a lot of detail.</p> <p>The broadness of the theme and independence that this project offers students prepares them well for the exam unit of the GCSE course (Component 2).</p> <p>Students will produce work in their sketchbooks and on A2 sheets. Students will choose the materials, techniques and medium that they work with for their final outcome.</p> <p>Students work on this project from May of</p>	<p>which is marked as part of their A Level.</p> <p>Students will analyse and respond to artists, crafters and/or designers or photographers who inspire them. They will be adventurous and curious through the materials, styles and compositions that they experiment with. Students will complete observational studies that demonstrate their true recording skills.</p> <p>They will use the findings from their experiments, recordings and research to create initial concepts for a final outcome. These concepts will be developed in depth to create substantial ideas that will be engaging, innovative and successful in reaching the aim of their personal project. Students will use their learning from the course to create this outcome.</p> <p>As part of this unit of work, students must complete a critical and analytical written piece of work. The work must be related to a student's own ideas, investigations and practical work. Some examples of essay titles might be:</p> <ul style="list-style-type: none"> ● An exploration of Ugandan culture through Art ● An exploration of passive resistance; using Art as a social currency ● The interaction between people and public space: How crowds have been depicted in art history circa 1800-present
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<p>can depict bugs</p> <ul style="list-style-type: none"> • Look into the history of bugs being used within Artwork through the different art movements • Carry out observational studies of a scarab beetle • Work with clay to create a 3-dimensional body of a scarab beetle • Develop an outcome that is inspired by different disciplines and art techniques • Evaluate their own work and constructively critique the work of others <p>Book Art & Typography In this project students will:</p> <ul style="list-style-type: none"> • Gain an understanding of different book artists' styles (such as Tom Phillips, Jessica Hische & Kirsty Patterson) • Develop an awareness of how different typography styles (serif, sans serif, decorative, script) are used by artists and designers, such as Joke Amusan and Jen Roffe. These creators are local artists; and their careers will be discussed in these lessons to make students aware of avenues available to them. • Produce an artistic response to each artist studied, enabling them to practise the techniques that are used by the artists • Design and create a final idea that is 	<p>Year 10 until December of Year 11.</p> <p>Externally set assignment: Edexcel will set the students an exam brief with an overarching title. Students will be encouraged to take this title into a theme that is more specific and personal to them. Students will take and edit their own primary images, further developing their digital photography skills. They will then use these images to respond to 3 artists of their choices. They will analyse the work of the artists and make connections between their work and their own projects.</p> <p>This will lead to them experimenting with ideas, materials and techniques. Students will be encouraged to experiment with a wide range of media and styles, including photography, collage, layering mixed media, inks and acrylic.</p> <p>Students will use their responses and experiments to develop ideas for an outcome. Their outcome will be designed and practised in lessons, and then they will produce it properly on a large scale, in exam conditions, during a 10 hour assessment.</p>	<p>Students work on this project from the June of Year 12 to February of Year 13.</p> <p>Externally Set Assignment Edexcel will set the students an exam brief with an overarching title. Students will be encouraged to take this title into a theme that is more specific and personal to them. Students will take and edit their own primary images/ broadshoot. They will then use this work to then to respond to 3 artists/photographers of their choices. They will analyse the work of the artists/photographers and make connections between their work and their own projects.</p> <p>This will lead to them experimenting with ideas, materials and techniques. Students will be encouraged to experiment with a wide range of media, techniques and styles, including photoshop edits, collage, layering mixed media, inks and acrylic.</p> <p>Students will use their responses and experiments to develop ideas for an outcome. Their outcome will be designed and planned in lessons, and then they will produce it properly on a large scale, in exam conditions, during a 15 hour assessment. Artists will produce one physical outcome, taking them the whole 15 hours. Photographers will create a smaller outcome, plus a final board and a concertina book.</p>
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<p>inspired by the areas of the project that students have enjoyed the most.</p> <ul style="list-style-type: none"> • Evaluate their outcomes <p>Pop Art</p> <p>In this project students will:</p> <ul style="list-style-type: none"> • Explore the work of Roy Lichtenstein, Andy Warhol and Michael Craig Martin • Design typography in the style of Pop Art, which suggests movement and personality • Study the design of the Marvel characters before designing their own Marvel character • Scan their work and explore how Photoshop can be used to enhance and manipulate their image • Create 3dimensional artwork that follows the main characteristics of the Pop Art movement. 		
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Photography

Key stage 5

A Level Photography

Introductory project

This project covers a broad and varied range of fundamental skills. The knowledge, understanding, skills and confidence developed in this project will be used in all future Photography projects.

This project also enables students to discover their photographic style, their interests and their skills. Future projects will touch on these workshop based skills again and again, constantly building on and cementing the ideas explored.

This project runs as a series of workshops; this style of teaching and learning aligns with the experience of working in the creative industries. These workshops include exposure triangle, lighting, portraiture, landscape, architecture, the inner workings of a DSLR and macro photography.

Students work on this project from September to December of Year 12.

Flaws, Perfection & Ideals project

This project contributes to Component 1 (Personal Portfolio) of the A Level.

Students create a theme for themselves under the umbrella of 'Flaws, Perfection and Ideals'. They choose appropriate photographers to study, analyse their work and then respond to their work by completing their own photoshoots. These photoshoots are developed to create more personal ideas and images that respond to the students' personal interpretation of their theme. They experiment with ideas and edit their photographs to meet their own intentions, using the knowledge taught in the earlier project. This project finishes with a final photoshoot that compiles all the best parts of their project so far and further develops their theme. Students consider how best to display and present these final images to engage with an audience.

Students work on this project from January until May of Year 12.

Personal Study

The Personal Study contributes to Component 1 of the A Level. This project encourages students to become more independent with their ideas and focus their time and work on themes that they are passionate about. We build on skills learnt and developed through the previous two units.

This unit of work results in each student having a substantial portfolio of evidence which is marked as part of their A Level.

Students will choose photographers who inspire them to analyse and respond to; mixing the photographer's style with their own ideas and personal theme. They will undertake independent research to support and direct their project developments. This is followed by developmental photoshoots that merge their most successful images with new experiments.

Students will need to decide how their final images for the project will be presented so that they maximise the impact that the images have on the audience. They will look at ideas for installation, projection and framing as examples for this.

As part of this unit of work, students must complete a critical and analytical written piece of work. The work must be related to a student's own ideas, investigations and practical work. Some examples of essay titles might be:

- Can photographers capture movement; questioning whether or not motion can be immortalised?
- How does the use of light and colour entice the viewer to a product?
- Fashion Photography: Selling Dreams, Not Clothes

Students work on this project from the June of Year 12 to February of Year 13.

Externally Set Assignment

Edexcel will set the students an exam brief with an overarching title. Students will be encouraged to take this title into a theme that is more specific and personal to them. Students will take and edit their own broadsheet to explore their initial ideas. They will then use this work to respond to 3 photographers of their choices. They will analyse the work of the photographers and make connections between their work and their own projects.

This will lead to them experimenting with ideas, materials and techniques. Students will be encouraged to experiment with a wide range of media, techniques and styles, including both digital and physical edits. Students may also wish to explore moving image and/or film photography.

Students will use their responses and experiments to develop ideas for an outcome. Their outcome will be designed and planned in lessons, and then they will produce it properly in exam conditions, during a 15 hour assessment. They will create a final board, concertina and creative outcome within this timeframe.