



Curriculum Map 2023-24 - PHOTOGRAPHY

| TERM | YEAR 10 | YEAR 11 |
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| AUTUMN | Component 1 A -Thematic project focusing on primary observations and editing techniques interspersed with refinement of practical skills, photographer research and annotation lessons. | Component 1 B - Thematic project continued, focusing on experimenting with a range of media, risk taking and final piece development. 10 hr final piece-controlled assessment. |
| SPRING | Component 1 A - Thematic project continued, focusing on experimenting with a range of media, risk taking and final piece development. 10 hr final piece-controlled assessment. | Exam Component 2 - Externally set |
| SUMMER | Component 1 B - Second Thematic project focusing on primary observations and editing techniques interspersed with refinement of practical skills, photographer research and annotation lessons. | |

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| Assessment | <p>Students complete a controlled assessment over a sustained period (5-10hrs) to complete a final piece for each term. This is marked alongside the students' digital portfolios.</p> <p>Half-termly assessment is completed for digital portfolio work.</p> | <p><u>All work completed in year 10 & 11 is worth 100% of the students overall GCSE grade.</u></p> |
| SKILLS | <p><u>SKILL PROGRESSION</u></p> <p>Using the GCSE AO's the students will develop their practical skills within each AO. Each project will build on the formal element skills learnt at KS3. Students will be pushed to take more risks with ideas and materials.</p> <p>A01 - Develop your ideas through researching artists and working in their styles. Demonstrate you understand how these photographers work and their influences. Write your own opinions about their work.</p> <p>A02 - Refine your ideas through experimenting with different medias and digital techniques. E.g. digital editing, collage, printing etc. Write what you have done and whether you are pleased with the outcome. What would you do differently next time.</p> <p>A03 - Record your ideas linked to the theme by taking photographs and observational drawing. Explain why these link to the theme.</p> <p>A04 - Bring all your research, experimenting and observations together to create a FINAL PIECE (10 hrs). Show a few ideas and develop them. Explain how your final piece will link to a photographer, your observations and experimentation.</p> | <p><u>SKILL PROGRESSION</u></p> <p>Using the GCSE AO's the students will develop their practical skills within each AO. Each project will build on the formal element skills learnt at KS3. Students will be pushed to take more risks with ideas and materials.</p> <p>A01 - Develop your ideas through researching artists and working in their styles. Demonstrate you understand how these photographers work and their influences. Write your own opinions about their work.</p> <p>A02 - Refine your ideas through experimenting with different medias and digital techniques. E.g. digital editing, collage, printing etc. Write what you have done and whether you are pleased with the outcome. What would you do differently next time.</p> <p>A03 - Record your ideas linked to the theme by taking photographs and observational drawing. Explain why these link to the theme.</p> <p>A04 - Bring all your research, experimenting and observations together to create a FINAL PIECE (10 hrs). Show a few ideas and develop them. Explain how your final piece will link to a photographer, your observations and experimentation.</p> |

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| CAREER LINK | <p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p> <p>Sainsbury Centre visit - link to job roles within this industry.</p> | <p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p> |
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For further details of Personal Development within the Art department, please see the Personal Development/SMSC audit at the bottom of this document.

Art Department Personal Development/SMSC Audit

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| Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section. | 2023-24 | |
| Name of Department: ART/PHOTOGRAPHY/TEXTILES | Key Stage 4 | |

| | <p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p> | <p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p> | <p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p> | <p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p> | <p>Personal development</p> <p>Examples specifically related to:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> |
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| <p>Year 10</p> | <p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.</p> | <p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p> | <p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p> | <p>GCSE Artist Research</p> <p>As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p> <p>SMSC day - Year 10 trip to the Sainsbury Centre across all endorsements OR Artist lead workshop.</p> | <p>GCSE students have the opportunity to link their themed projects to a range of personal development topics such as:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> |

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| Year 11 | <p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.</p> | <p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p> | <p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p> | <p>GCSE Artist Research As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p> | <p>GCSE students have the opportunity to link their themed projects to a range of personal development topics such as:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> |
| Year 9, 10 & 11 | <p><i>Art Café - after school GCSE students are encouraged to attend Art Café 3-4pm where they can continue to develop and refine their work in a relaxed environment. This gives disadvantaged students an opportunity to use the dept's equipment and facilities.</i></p> | | | | |
| Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section. | | | | | |
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| Name of Department: ART/PHOTOGRAPHY | | Key Stage 5 | | | |
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| | <p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p> | <p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p> | <p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p> | <p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p> | <p>Personal development</p> <p>Examples specifically related to:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> |
| Year 12 | <p>A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.</p> | <p>A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p> | <p>A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p> | <p>A – Level Artist Research</p> <p>As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p> <p>NUA – Degree show trip in the summer term.</p> | <p>A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal Investigations. They will often explore mental health, political, abuse and relationship issues.</p> <p>6th Form students go out on trips throughout the year to see Photographers and Artist’s work.</p> <p>Life drawing classes. The students in Year 12/13 are encouraged to attend these sessions. This helps students overcome boundaries gain confidence</p> |

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| | | | | | <i>within this environment. Whilst being a vital part of developing their observation skills.</i> |
| Year 13 | A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project. | A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification. | A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism. | A – Level Artist Research As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were. | A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal Investigations. They will often explore mental health, political, abuse and relationship issues. |
| Possible areas for development The Grayson Perry SOW is new and will therefore be revisited next year to see how well it worked and what areas need to be tweaked. | | | | | |

