



# **Art & Design**

**Inclusive of Art and Photography**

## **Learning Journey**

**Intent • Implementation • Impact**



# Curriculum Intent

Art and Design is an important way a society generates a visual culture. It can celebrate life and being part of a particular society. It can create a more visually stimulating world. Art and Design at its best can produce something of beauty or visual richness. It is also a means to explore ideas and promote positive discussion around viewpoints. It can be a way to escape present reality and imagine a better world.

The study of Art and Design can be a powerful means to express ideas about self and the world. Through development of practical Art and Design skills, it enhances fine motor skills and observational skills in a student.

The art and design team's vision is to excite students to think, create, use their imagination and develop their individual skills. We want to inspire students to be creative and have confidence in their own ideas and artistic progress. We want students to believe in the imagination and where it can take us and that everyone has the potential to be creative. We expect students to participate to the best of their ability, but we understand that developing skills takes time and practice and that taking risks is challenging but we want students to be confident to take risks and experiment. The art and design department strive to challenge all students individually and allow them to access a wider breadth of art history, cultures and genres.

At Parkside Community School, we recognise the vital and integral role of art and design within the school curriculum. We provoke curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills.

Students are taught to develop an understanding of the main art and design theories and learn how to make connections between art movements and historical cultural events as well as exploring contemporary art. In addition, students develop skills in analysing and expressing opinions using artistic terminology and vocabulary.

Moreover, our curriculum enables students of all abilities to develop a natural sense of wonder and curiosity about the world around them. Our focus is in developing an ambitious curiosity in art, drawing, painting, digital art, craft and photography, that will inspire their visual awareness and thinking in future life.

We believe everyone has the potential to be creative and gain a love of learning through art and design. All students can succeed, and learning is ongoing with the foundations of this curiosity being nurtured at a young age.

What goals do we desire for our students in their study of Art and Design?

1. Learn to create their own visual world in a skillful way through use of the formal elements of Art and photography – line, tone, shape, colour, pattern, form, composition, perspective
2. Develop imagination, originality, curiosity, and playfulness in creating their own unique visual world
3. Communication of their own viewpoints, ideas, and concepts through visual means
4. Discern and critically engage with others' Art and Photography, including from their peers, from other times and cultures, and from artists and photographers in contemporary western society
5. Enjoy and be passionate about an aspect of Art and Design either through critical engagement and appreciation or through creating and making.





# Art Curriculum Implementation

In year 7 students will be introduced to a range of new techniques, materials, artists and themes. These experiences will set the foundations for developing as an effective artist and creative thinker. Students will work through three art topics and three photography tasks. Students will engage in practical tasks, discussion, group work and knowledge building projects. Each theme is designed to develop a balance of practical skills, knowledge and understanding. Students will explore techniques and materials focusing on drawing and painting skills.

Drawing and painting are seen as fundamental art skills, which are encouraged and developed across all year groups. In year 7 students begin to develop a more realistic style of drawing and are taught the importance of keen observation, accurate line and use of tone. They also begin to develop painting skills and the ability to mix paint to create mood, texture and form, exercising control of application.

In year 8 students will build on the skills, techniques, knowledge and understanding introduced in year 7. They will be encouraged to refine their work and challenge themselves creatively. Students will learn about portraiture, still-life and Cubism. They will be introduced to major Art movements and their influence on society throughout history. They also begin to understand how Art and Design records and reflects what is happening in society. As well as drawing and painting students will learn about relief construction techniques, exploring how techniques can be used within Art for different purposes.

In year 9 students will explore multiple artists, techniques and ideas through independent study, group work, discussion, written tasks, practical tasks and homework projects. They will develop a greater knowledge of popular art topics and movements including natural form, Surrealism, Typography and Graffiti. Students will research artists styles and influences and experiment with a range of materials and techniques to create individual final pieces. Drawing and painting continues to be developed as fundamental skills and students will further develop their understanding of the formal elements, line, shape, texture, tone and colour. These topics are designed to prepare students for KS4 where student have to create extended projects on given themes.

At GCSE students have 3 lessons per week over the duration of two years. The course is made up of 60% coursework and 40% set task, which is provided by the exam board.

Students will cover 3 different projects and a set task, which will include a combination of research, recording/drawing, artist studies, development and final pieces. The projects enable students to work within the parameters of a given topic and set of criteria but also to develop an individual style and/or direction. Students are assessed throughout the course to support and guide their development. They will receive a mixture of, verbal assessment, group critiques and individual tutorials/feedback. Students will be marked according to GCSE grades and effort levels.

Students are encouraged to attend art exhibitions and we visit The Yorkshire Sculpture Park and Chesterfield College Art exhibition to gather ideas and experience art in a gallery setting. As we are very close to Chesterfield town centre we use local venues and landmarks as inspiration for our themes.

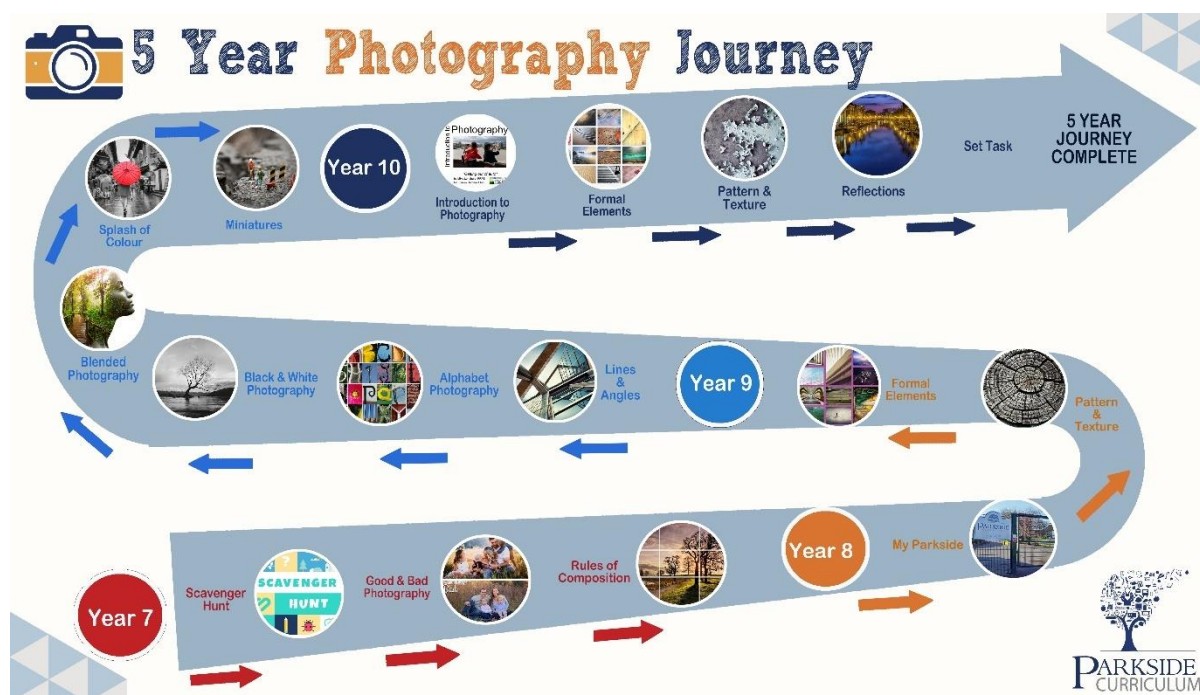
Art and Design at Parkside is fully inclusive and designed to support the learning of all pupils, irrespective of their individual needs. We hope to enthuse students and encourage them to develop their art skills after Parkside through formal education or as a hobby.





# Photography Curriculum Implementation

Students study Photography as a part of Art/Design across Key Stage 3. There is an option to choose GCSE Photography to continue to study the subject into years 10 and 11.



Students will undertake projects during the year. Each project will allow students to:

- Build on any prior knowledge of Photography.
- Learn subject specific keywords and their definitions.
- Learn theory behind photography
- Study the work of a renown photographer
- Learn how to take successful photographs
- Understand how to adjust their photographs using Adobe PhotoShop
- Analyse the photographs of photographers and their own images
- Review their project looking at how and where improvements can be made.

## Year 7

In Year 7 students are introduced to Photography and are taught 3 projects; Scavenger Hunt, Bad and Good Photography and Rules of Composition. This course is designed to equip students with basic introductory skills in Photography and allows them to build on prior knowledge whilst gaining new skills in using photoshop.

| (1) Scavenger Hunt                                    | (2) Bad & Good Photography  | (3) Rules of Composition  |
|---|---|---|
| Students are encouraged to learn the way around their | Using their prior knowledge students will learn common misconceptions in photography and how to avoid | Building on their existing knowledge students will learn the rule of composition of |



new school and to take images around school.

common errors when taking photographs.

photography and apply those rules as they take photographs to highlight their understanding.

## Year 8

In Year 8 students taught 3 more projects that build on the skills taught in Year 7; My Parkside, Pattern and Texture and Formal Elements. This course is designed to embed the basic rules of photography and composition rules and provides students an opportunity to develop a deeper understanding of their application including photoshop and how to analyse a photograph.

| (1) My Parkside  | (2) Pattern & Texture  | (3) Formal Elements  |
|--|--|--|
| Using their prior knowledge students are asked to take images around school with the intension that Photographs could be used to market and showcase the school. | Continuing to build on their existing knowledge students are challenged to take images to investigate the amazing world around us and capture images of patterns and textures. | Building on their existing knowledge students will learn the formal elements of photography and apply those rules of they take photographs to highlight their understanding. |

## Year 9

In Year 9 students are taught photography for 1 lesson per week. Students undertake 6 projects to revise and embed prior learning from years 7 and 8 and explore photography in a deeper way. The rules of composition and formal elements are studied to allow students to capture, analyse and evaluate their own and researched photographs. The projects include Lines and Angles, A-Z, Tone, Blended Images, Colour and Tone and Miniatures. Each project provides students an opportunity to explore the photographs, influences and style of a renown photographer in that style in order to enthuse and encourage students to choose Photography for GCSE.

| (1) Lines & Angles   | (2) A-Z  | (3) Black and White   |
|--|--|---|
| Extending their prior knowledge students are challenged to take images of items in the real world that resemble the letters of the alphabet. | Using their prior knowledge students are challenged to take images of items in the real world that resemble the letters of the alphabet. | Building on their existing knowledge students are asked to take creative images involving the formal element of tone.                 |
| (4) Blended Photography  | (5) Splash of Colour   | (6) Miniatures  |
| Building on their existing knowledge students are asked to take creative images and adjust using filters in Photoshop.                       | Building on their existing knowledge students are asked to take creative images colour and tone.   | Building on their existing knowledge students are asked to take creative images involving miniature figures in a variety of settings. |





## Course Overview

| Content overview:  | Skills required to be successful:  | Further Study & Career Opportunities:  |
|--|--|--|
| <p><b><u>Project 1: Coursework Portfolio 60%</u></b><br/>Students will be learning about and developing a broad range of lens-based media skills. This will be done using a suite of DSLR Cameras as well as some analogue techniques. The coursework will involve technical skills (how to use a camera/lenses/software), as well as theory (formal elements/composition/lighting). The Coursework has the overarching theme of "Contrast", within which students are able to personalise their work and find a specific area of interest. They will need to add context to their work by researching photographers and photography genres, and collecting diverse primary and secondary source images.</p> <p><b><u>Project 2: Externally Set Task (Exam) 40%</u></b><br/>Students will be issued an Exam Paper on which are listed five themes, one of which they must select for their Exam Project. The structure of this is similar to the coursework and will involve photographer research, gathering of relevant primary and secondary sources, practicing relevant skills, and the creation of a final exam piece. This must be completed over the course of a two-day, ten-hour exam under controlled conditions.</p> <p>The majority of work is continually verbally assessed in lesson. This provides immediate feedback and guidance. Individual pieces will be formally assessed and will need to meet one of four Assessment Objectives.</p> | <ul style="list-style-type: none"> <li>• Able to generate ideas independently</li> <li>• Able to reflect on own work and refine it.</li> <li>• Be persistent and able to concentrate for extended periods of time</li> <li>• Motivated to work independently and use own time to develop work and ideas</li> <li>• Reasonable level of literacy in order to explain ideas and intentions</li> <li>• Able to take constructive criticism and respond to professional advice</li> <li>• Commitment to the subject and own studies</li> <li>• Some technical knowledge of software desirable</li> </ul> | <ul style="list-style-type: none"> <li>• A level Photography</li> <li>• L3 BTEC</li> <li>• Photography Apprenticeships</li> <li>• Commercial Photography</li> <li>• Fine Art Photography</li> <li>• Fashion/Design Photography</li> <li>• Event Photography</li> <li>• Photojournalism</li> <li>• Stock Photo Seller</li> <li>• Director of Photography</li> <li>• Food Photography</li> </ul> |

## Course Content







**Students will undertake various projects during the course. Each project will allow students to:**

- *Build on any prior knowledge of KS3 Photography.*
- *Learn subject specific keywords and their definitions.*
- *Learn theory behind photography*
- *Study the work of renown photographers*
- *Study the work of renown presentation photographers*
- *Understand how to plan a successful photoshoot*
- *Learn how to take successful photographs*
- *Understand how to adjust their photographs using Adobe PhotoShop*
- *Analyse the photographs of photographers and their own images*
- *Review their project looking at how and where improvements can be made.*

| (1) Introduction | (2) Formal Elements | (3) Pattern & Texture | (4) Reflections | (5) Set Task |
|------------------|---------------------|-----------------------|-----------------|--------------|
|------------------|---------------------|-----------------------|-----------------|--------------|

| Disciplinary Literacy  | PhotoShop Skills  | Knowledge & Creativity Builders   |
|--|---|---|
| Formal Elements, Composition, Shape & Form, Lines & Angles, Perspective, Tone, Colour, Lighting, Pattern & Texture<br>Cropping, Brightness & Contrast<br>Greyscale, Curves, Levels | <ul style="list-style-type: none"> <li>• Cropping</li> <li>• Brightness &amp; Contrast</li> <li>• Greyscale</li> <li>• Levels &amp; Curves</li> <li>• Layers</li> </ul> | Students are encouraged to undertake additional research, take creative photographs, seek and respond to feedback, and draft and produce a final piece out of lesson to add to the project portfolio. |

## Curriculum Impact

The impact of our Art and Design Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

- ✓ **Formative Reporting of Pupil Progress** will take place through assessments that take place of pupils' practical art and photography work and include pupil questioning and discussion.
- ✓ **Summative Reporting of Pupil Progress** will take place through assessment of student's practical outcomes at the end of each topic and the assessment of their supporting written work and their NEA at KS4. Parents/Carers receive a report following each mid and end point





assessment to understand their child's current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.

- ✓ **In-lesson learning, participation and belonging** is measured by continually monitoring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, the art and design learning journey is accessible and will, therefore, positively impact knowledge growth and skill application.
- ✓ **KS4 Art and Design outcomes** are made up from both art and photography courses which follow the art and design specification. KS4 Art and Design outcomes contribute to the Open element of the school's Progress 8 score.

|             | School                 | English                  | Maths                  | Ebacc                   | Open                   |
|-------------|------------------------|--------------------------|------------------------|-------------------------|------------------------|
| School 2019 | 0.48<br>(0.19 to 0.78) | -0.09<br>(-0.45 to 0.28) | 0.99<br>(0.67 to 1.32) | 0.23<br>(-0.13 to 0.58) | 0.87<br>(0.52 to 1.22) |
| National    | -0.02                  | -0.04                    | -0.02                  | -0.03                   | -0.04                  |

Well below average
Below average
Average
Above average
Well above average

- ✓ **Post-16 Progression has demonstrated** strong progress with many of our pupils moving on to pursue art and photography courses after life at Parkside. Our students follow a range of paths including the study of fine art at Sixth forms and colleges. Along with vocational, art design and photography college courses.

#### Annex 1: Learning Journey

## Learning Journey overview

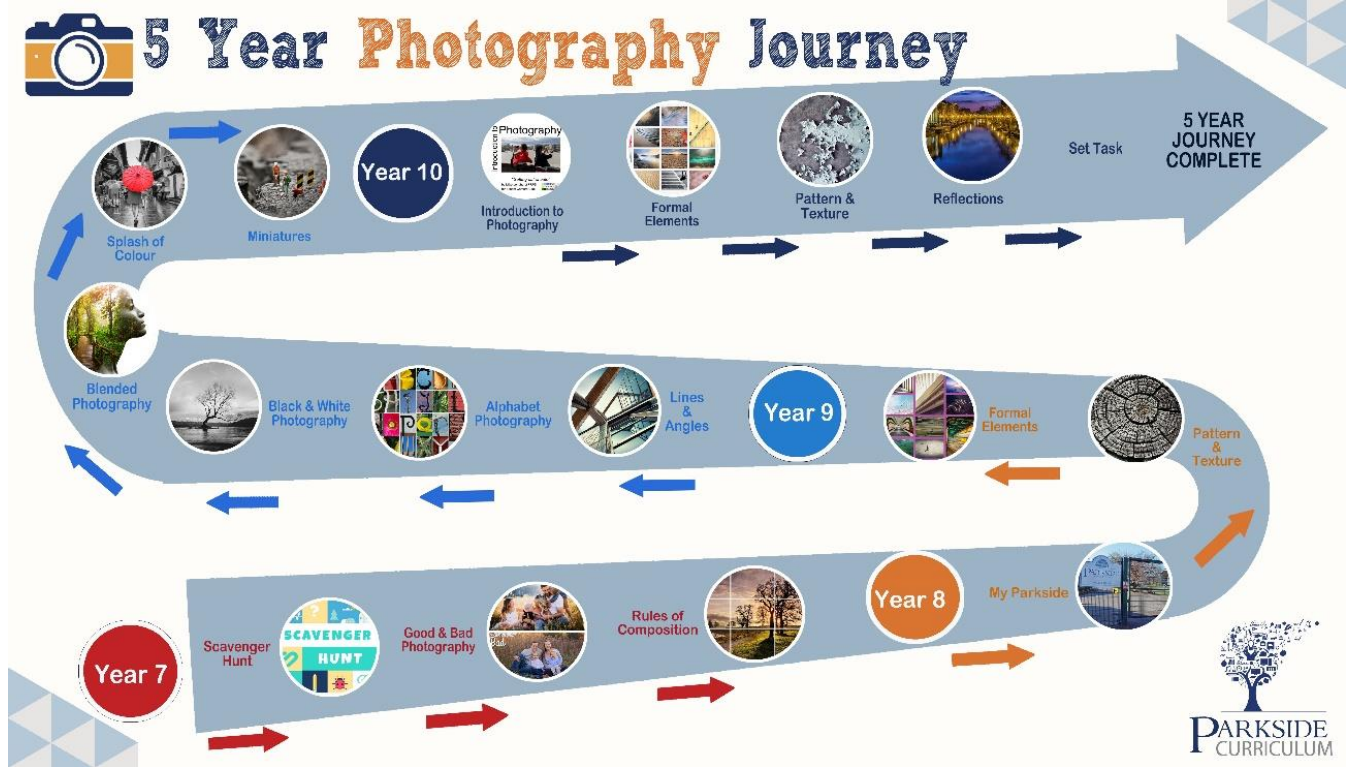
### Photography







# 5 Year Photography Journey





## Year 7: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.

### Year 7

#### TOPIC 1 – Scavenger Hunt

Understanding the basic features of the camera. Developing key photoshop skills. Understanding how to use key words to analyse a photography.

#### TOPIC 2 – Bad & Good Photography

Developing skills to take better photos and how to avoid common errors and misconceptions in poor photographs.

#### TOPIC 3 – Rules of Composition

Learning the 4 rules of composition and understanding how to use them when taking photographs.

#### TOPIC 1 –

Developing knowledge of camera, photoshop and analysing skills.

#### TOPIC 1 –

Developing knowledge of camera, photoshop and analysing skills.

#### TOPIC 2 –

Developing skills to take better photos.

#### TOPIC 1 – Scavenger Hunt

*Key Skills & Themes:* Camera features, Photoshop introduction, Analysing a photograph.

*Topic Overview:* Students will learn the basic features of a camera in order to collect images and add them to a scavenger list of items. Students will learn basic cropping skills in photoshop and learn some basic keywords to help describe and analyse a photograph.

#### TOPIC 2 – Bad & Good Photography

*Key Skills & Themes:* Avoiding common errors. Developing photoshop skills.

*Topic Overview:* Students will learn skills to enable them to take better photographs and how to avoid common errors resulting in poor photographs. Students will develop photoshop skills and understand how to confidently use photography keywords to analyse a photograph.

#### TOPIC 3 – Rules of Composition

*Key Skills & Themes:* Learning the 4 rules of composition.

*Topic Overview:* Students will consider the importance of composition and learn the 4 rules of symmetry (Rule of thirds, leading lines, framing and symmetry). Students will continue to develop photoshop and analysing skills.





## Year 8: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.

### Year 8

#### TOPIC 1 – My Parkside

Practising and embedding the skills learnt in Year 7 developing knowledge in taking photographs, using photoshop and analysing images.

#### TOPIC 2 – Pattern & Texture

Developing skills to take creative photographs on a specific theme.

#### TOPIC 3 – Formal Elements

Learning the 4 formal elements of photography and understanding how to use them to take visually attractive photographs.

#### TOPIC 1 –

Revising use of the rules of composition and making informed decisions on appropriate photoshop adjustments.

#### TOPIC 1 –

Implementing composition rules, photoshop skills and analysis.

#### TOPIC 2 –

Applying skills to take creative and themed photographs.

#### TOPIC 1 – My Parkside

*Key Skills & Themes:* Taking, adjusting and analysing a series of photographs on a theme.

*Topic Overview:* Students will learn how to apply their knowledge of camera use and composition to capture a series of images on the theme of My Parkside to showcase school. Students will continue to practice and gain additional skills in photoshop and learn further subject specific keywords to analyse their photographs.

#### TOPIC 2 – Bad & Good Photography

*Key Skills & Themes:* Avoiding common errors. Developing photoshop skills.

*Topic Overview:* Students will learn skills to enable them to take better photographs and how to avoid common errors resulting in poor photographs. Students will develop photoshop skills and understand how to confidently use photography keywords to analyse a photograph.

#### TOPIC 3 – Formal Elements

*Key Skills & Themes:* Learning the 8 formal elements of photography.

*Topic Overview:* Students will consider the importance of composition in taking photographs and learn the 8 formal elements of photography (composition, lighting, colour, pattern and texture, shape and form, lines and angles, tone and perspective) to supplement these skills. Students will continue to deepen their understanding of appropriate use of photoshop to enhance their images together with using subject specific language to analyse images.



## Year 9: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.

## Year 9

### TOPIC 1 – Lines & Angles

Practising and embedding the rules of composition and formal elements before applying photoshop and analysing skills.

### TOPIC 2 – A-Z Photography

Applying formal elements to take creative photographs on a specific theme.

### TOPIC 3 – Tone

Using the formal elements in taking rich photographs that can be adjusted to create visually and analyse stimulating black and white photographs.

#### TOPIC 1 –

Embedding previous skills in taking, adjusting and analysing themed photographs.

#### TOPIC 1 –

Implementing formal elements and photoshop skills.

#### TOPIC 2 –

Applying skills to take creative and themed photographs.

### TOPIC 4 – Blended Images

Using the formal elements and sophisticated photoshop skills to create and analyse blended photographs.

### TOPIC 5 – Selective Colour

Using the rules of composition and formal elements with sophisticated photoshop skills to create and analyse black and white photographs with splashes of selective colour.

### TOPIC 6 – Miniatures

Using miniature models together with the rules of composition and formal elements to take and analyse visually creative images.

#### Topics 1-3 –

Embedding composition, formal element, photoshop, literacy and analysis skills.

#### Topics 1-4 –

Embedding composition, formal element, photoshop, literacy and analysis skills.

#### Topics 1-5 –

Embedding composition, formal element, photoshop, literacy and analysis skills.

### TOPIC 1 – Lines & Angles

*Key Skills & Themes:* Taking, adjusting and analysing a series of photographs on a theme.

*Topic Overview:* Students will learn how to apply their knowledge of camera use and composition to capture a series of images on the theme of lines and angles. Students will continue to practice and gain additional skills in photoshop and learn further subject specific keywords to analyse their photographs.

### TOPIC 2 – A-Z Photography

*Key Skills & Themes:* Looking creatively. Developing photoshop skills.

*Topic Overview:* Students will learn skills to look creatively at the world around them to identify letter forms in the real world. Students will develop photoshop skills and understand how to confidently use photography keywords to analyse a photograph.

### TOPIC 3 – Tone

*Key Skills & Themes:* Black and white photography.

*Topic Overview:* Students will consider how to take black and white photographs that are high in contrast and visually eye catching. Students will continue to deepen their understanding of appropriate use of photoshop to enhance their images together with using subject specific language to analyse images.

### TOPIC 4 – Blended Images

*Key Skills & Themes:* Photoshop layers and adjustments.





*Topic Overview:* Students will learn how to develop their photoshop skills in creating and adjusting layers to create blended images. Students will continue to learn further subject specific keywords to help analyse researched and their own photographs.

#### **TOPIC 5 – Selective Colour**

*Key Skills & Themes:* Creative photoshop adjustments.

*Topic Overview:* Students will learn how to develop their photoshop skills in creating and adjusting layers to create vivid black and white images with splashes of selective colour. Students will continue to learn further subject specific keywords to help analyse researched and their own photographs.

#### **TOPIC 6 – Miniatures**

*Key Skills & Themes:* Looking creatively. 'Staging' and composing photographs.

*Topic Overview:* Students will use miniature models and props to learn how to compose and capture stimulating photographs. Students will continue to deepen their understanding of appropriate use of photoshop to enhance their images together with using subject specific language to analyse images.







## Year 7: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.

### A2: Topic Descriptors

|   |   |   |
|---|---|---|
| <b>Topic 1</b><br><br>Elements of Art and Composition | <b>Topic 2</b><br><br>Drawing Skills and mark making  | <b>Topic3</b><br><br>Colour Theory                    |
|   | <b>Topic 1</b><br><br>Elements of Art and Composition | <b>Topic 1</b><br><br>Elements of Art and Composition |
|   |   | <b>Topic2</b><br><br>Drawing skills and mark making   |

### Topic 1 Baseline Assessment /Formal Elements /Composition

Students will learn about the elements of art, line, tone, colour, pattern, texture, shape and form. They will experiment with a wide range of materials to interpret each of the formal elements and will develop their creative language. They will also learn about composition and the key language associated with composition. Structured talk will be used to analyse their own and others work.





## Topic 2: Drawing and Mark Making

Students will develop and extend their knowledge of different types of observational drawing focusing on freehand and the gridding method. They will learn about different types of pencils and their uses. They will practice shading skills. They will learn about mark making and how mark making can be used to create tonal values and represent surface qualities. They will also learn keywords and their definitions in order to develop their artistic vocabulary and used structured talk to analyse their own and others work. Structured talk will be used to analyse their own and others work.

## Topic 2: Colour Theory

Students will develop and extend their knowledge of colour theory. They will learn the different parts of the colour wheel and learn how to mix paint and make secondary colours. They will learn how to mix tones and tints. They will learn how to apply paint using the cutting in and blocking method. They will research the artist Robert Delaunay and develop a piece of work in his style. They will also learn enlarging and transfer techniques. They will also learn keywords and their definitions in order to develop their artistic vocabulary. Students will also revisit skills from the first topic drawing skills, pencil grades, shading, blending and mark making. Structured talk will be used to analyse their own and others work.

## Year 8: Topic summary

### How we interleave topics to enable pupils to build and recall knowledge.

In year 8 students will build on the skills, techniques, knowledge and understanding introduced in year 7. They will be encouraged to refine their work and challenge themselves creatively. As well as drawing and painting students will be making 3D masks, exploring how techniques can be used within Art for different purposes.

| Y8 Topic 1<br>Portraits                   | Y8 Topic 2<br>Still-life/ Cubism           | Y8 Topic 3<br>Masks                        |
|---|--|--|
| Y7 Topic 1<br>Elements of Art/Composition | Y7 Topic 1<br>Elements of Art/Composition  | Y7 Topic 1<br>Elements of Art/Composition  |
| Y7 Topic 2<br>Drawing Skills /mark making | Y7 Topic 2<br>Drawing Skills / mark making | Y7 Topic 2<br>Drawing Skills / mark making |
| Topic 3<br>Colour Theory                  | Topic 3<br>Colour Theory                   | Topic 3<br>Colour Theory                   |
|   |  | Y8 Topic 1 Portraits                       |
|   |  | Y8 Still-life/ Cubism                      |

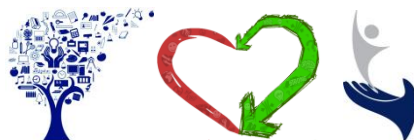
### Topic 1 Portraits

Students will learn about the proportions of the face, how to use alignment lines and draw different facial features eyes, nose, lips etc. They will draw a self-portrait using the proportion rules. They will use the gridding method to make a portrait of a person from a black and white photocopy and apply shading to show tonal values and textural qualities, revisiting the skills they were taught in Y7. They will learn about the history of portraiture and its importance as a historical reference. They will learn transfer techniques and experiment using multimedia. Students will learn keywords and their definitions in order to develop their artistic vocabulary Structured talk will be used to analyse their own and others work.

### Topic 2 Still-life/ Cubism

Students will learn about the origins of still-life. They will learn how to construct objects such as bottles, musical instruments and everyday objects using basic geometric shapes. They will then make an observational drawing of a still-life and use shading skills to add tonal values and textural qualities, revisiting skills learnt





in Y7. They will learn about Cubism and research Cubism for homework. They will then use tracing techniques to develop a Cubist style still-life and produce a painting using a mono chromatic palette. They will be revisiting painting skills from y7. They will learn keywords and their definitions in order to develop their artistic vocabulary. Structured talk will be used to analyse their own and others work.

### Topic 3 Masks

Students will learn about Art in Western and Non-Western cultures. The purpose of masks and traditions. They understand the different materials, patterns and textures used to produce masks in other cultures. They will use the work of Kimmy Cantrell as inspiration. They will learn how to create 2D design work and produce a 3D relief sculpture using cardboard and papier mâché. They will learn new manipulation skills and draw upon previous knowledge about the proportions of the face. Student will also use acrylic paints to decorate their sculptures. They will learn keywords and their definitions in order to develop their artistic vocabulary. Structured talk will be used to analyse their own and others work.

## **Year 9: Topic summary**

**How we interleave topics to enable pupils to build and recall knowledge.**

| Topic 1<br>Formal Elements of Art            | Topic 2<br>Natural Form/ Lino<br>printing    | Topic 3<br>Surrealism/ Shoes                 | Topic 4<br>Graffiti/ Typography              |
|--|--|--|--|
| Y7 Topic 2<br>Drawing Skills /mark<br>making | Y7 Topic 2<br>Drawing Skills /mark<br>making | Y7 Topic 2<br>Drawing Skills /mark<br>making | Y7 Topic 2<br>Drawing Skills /mark<br>making |
| Y7 Topic 3<br>Colour Theory                  | Y7 Topic 3<br>Colour Theory                  | Y7 Topic 3<br>Colour Theory                  | Y7 Topic 3<br>Colour Theory                  |
|  |  | Y9 Topic 1<br>Formal Elements of Art         | Y9 Topic 1<br>Formal Elements of Art         |

### Topic 1 Formal Elements /Composition

Students will learn about the elements of art, line, tone, colour, pattern, texture, shape and form. They will experiment with a wide range of materials to interpret each of the formal elements and will develop their creative language. They will also learn about composition and the key language associated with composition. Structured talk will be used to analyse their own and others work.

### Topic 2 Natural Form

Students will learn what natural form is and how it is used as inspiration in a variety of mediums by different artists such as Georgia O'Keefe, Peter Randall, Kristy Patterson, William Morris, Haeckel, Karl Blossfeldt, Amari Gale, and Patrick Caulfield. They will do in depth research on the work of William Morris. They will practice observational drawing of natural form using a variety of media, pencil, watercolour and pen. They will be revisiting skills from y7 and 8 such as observational drawing, pencil and painting skills. They will then isolate an area of one of their drawings using a viewfinder and learn how to produce a repeat pattern. This will form the basis for a lino print. Time allowing, they will research work of another natural form artist and produce a final piece in that style. They will learn keywords and their definitions in order to develop their artistic vocabulary. Structured talk will be used to analyse their own and others work.

### Topic 2 Surrealism





Student will learn about the history of Surrealism and its impact on Art and Design. Artists such and Rene Magritte, Salvador Dali and Max Ernst. They will make observational drawings of shoes and use these as a basis to create a Surrealist style shoe. They will make drawings of both natural and manmade objects and images and use their drawings as inspiration for their final pieces. They will explore a variety of media and revisit skills from y7 and Y8. They will learn keywords and their definitions in order to develop their artistic vocabulary. Structured talk will be used to analyse their own and others work.

### **Topic 3 Graffiti ,Pop Art and Typography**

Students will learn about the history of Graffiti/Street art, they will also learn about Pop Art and the use of typography in art. Students will make studies of a piece of graffiti. They will select an inspirational word and a quote as stimulus for their final piece. They will look at the work of Banksy, Pete Barber, Guerilla Girls, Jasper Johns, Barbra Krueger and Lichtenstein for inspiration. They will produce a piece of work which reflects their chosen artist. They will revisit skills from previous years and learn keywords and their definitions in order to develop their artistic vocabulary. Structured talk will be used to analyse their own and others work.





## OCR Art and Design

### How we interleave topics to enable pupils to build and recall knowledge.

This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination.

Learners show this through their responses to a range of visual and written stimuli. This specification provides an opportunity for learners to take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study.

Learners have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries. This specification offers an opportunity for centres to develop a variety of approaches to support the teaching, learning and assessment of learners. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style. OCR's Art and Design suite offers seven specification titles for centres to choose from.

These cover the depth and breadth of Art and Design and include the use of traditional methods and digital technology.

The OCR GCSE (9–1) in Art and Design is designed to support centres in managing the diversity of different skills, knowledge and understanding required within the specification titles and areas of study offered.

OCR's GCSE (9–1) in Art and Design will encourage learners to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work
- demonstrate safe working practices in art, craft and design.





GCSE Art and Design offers a programme of study, which will challenge students to refine and develop practical art skills, understanding of visual imagery and creative thinking.

|   |                                       |   |  |
|---|---------------------------------------|---|--|
| Theme 1<br>Formal Elements<br>of Art<br>(6 weeks) | Theme 2<br>Aquatic Life<br>(18 weeks) | Theme 3<br>Architectural Forms<br>(24weeks) | Set Task<br>A choice of 5 themes<br>set by the board<br>(Approx. 8weeks) |
|   | Theme 1<br>Formal Elements of<br>Art  | Theme 1<br>Formal Elements<br>of Art        | Theme 1<br>Formal Elements<br>of Art                                     |

|  |  |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|
| <b>Theme 1</b><br>Introduction<br>to Photograp<br>hy<br><br>Photography<br>vocabulary<br><br>(7 weeks) | <b>Theme 2</b><br>Formal<br>Elements<br>of<br>Photograp<br>hy<br><br>Photoshop<br>adjustmen<br>ts<br>(7 weeks) | <b>Theme 3</b><br>Pattern & Texture<br>(12 weeks) |   | <b>Theme 4</b><br>Reflections<br>(24weeks)      |   | <b>Set Task</b><br>A choice of 5 themes<br>set by the board<br>(Approx. 8weeks) |   |
|  | <b>Theme 1</b><br>Photograp<br>hy<br>vocabulary  | <b>Theme 1</b><br>Photograp<br>hy<br>vocabulary   | <b>Theme 2</b><br>Formal<br>Elements<br>of<br>Photograp<br>hy | <b>Theme 1</b><br>Photograp<br>hy<br>vocabulary | <b>Theme 2</b><br>Formal<br>Elements<br>of<br>Photograp<br>hy | <b>Theme 1</b><br>Photograp<br>hy<br>vocabulary                                 | <b>Theme 2</b><br>Formal<br>Elements<br>of<br>Photograp<br>hy |

## Photography

### Introduction

Students are introduced to the course by learning about the history of photography and how technology has changed over time. Students are taught subject specific vocabulary and how to use it to analyse and evaluate photographs.

### Formal Elements





Students revisit the formal elements and rules of composition. They record the principles of each of the formal elements and make a study to in the style of each of the formal elements to reinforce their understanding. Students are taught how to use Adobe photoshop to appropriately enhance their images and emulate the style of studied photographers.

#### Portfolio Tasks

Student produce 2 extended projects on the themes of Pattern & Texture and Reflections. They research a range of photographers and presentation styles and produce work that is on that theme. They then make studies of the photographers work using a range of photoshop adjustments. They annotate their work explaining their thoughts and findings. Through research and experimentation students develop ideas for a final piece which is fully analysed and evaluated.

#### Set Task

The set task is published in January in Year 11. Students have a choice of 5 themes. They have eight weeks to develop their ideas through research and experimentation using a variety of media. Student then have 10 hours to produce a final piece under controlled conditions.

### ART

#### Formal Elements

Students revisit the formal elements and rules of composition. They record the principles of each of the formal elements and make a study to in the style of each of the formal elements to reinforce their understanding.

#### Portfolio Tasks

Student produce 2 extended projects on the themes Aquatic Life and Architectural Forms. They research a range of artists that produce work that reflects the theme. They then make studies of the artists' work using a range of media. They annotate their work explaining their thoughts and findings. Through research and experimentation students develop ideas for a final piece. Students are encouraged to work on a large scale and produce final pieces on A2 or A1 canvasses.

#### Set Task

The set task is published in January. Students have a choice of 5 themes. They have eight weeks to develop their ideas through research and experimentation using a variety of media. Student then have 10 hours to produce a final piece under controlled conditions.







# Photography Core Knowledge Concepts

Art and Design Curriculum implementation  
Knowledge concepts used to form Schemes of Learning

## Year 7 Core Knowledge Concepts

Core Concepts

| DEVELOPING IDEAS  | REFINING IDEAS   | RECORDING IDEAS  | PRESENTING IDEAS  |
|---|--|--|---|
| <ul style="list-style-type: none"><li>✓ Mind map ideas relating to theme with images and words.</li><li>✓ Include quality written analysis using subject-specific vocabulary.</li></ul> | <ul style="list-style-type: none"><li>✓ Experiment with images in post-production through Photoshop.</li></ul> | <ul style="list-style-type: none"><li>✓ Taking quality photographs</li><li>✓ Evaluate work and make notes to explain ideas and thoughts.</li></ul> | <ul style="list-style-type: none"><li>✓ Portfolio should document how 'journey'/ideas have developed.</li></ul> |





## Year 8 Core Knowledge Concepts

### Core Concepts

| DEVELOPING IDEAS   | REFINING IDEAS   | RECORDING IDEAS  | PRESENTING IDEAS  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>✓ Study the work of other photographers linked with the project theme.</li> <li>✓ Mind map ideas relating to theme with images and words.</li> <li>✓ Include quality written analysis using subject-specific vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Experiment with images in post-production through Photoshop.</li> <li>✓ Try things more than once to show improvement and refinement.</li> <li>✓ Annotate experiments, refining ideas because of findings.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Taking quality photographs</li> <li>✓ Photoshoots should be focused and contain a minimum of 30 images.</li> <li>✓ Evaluate work and make notes to explain ideas and thoughts.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Portfolio should document how 'journey'/ideas have developed.</li> <li>✓ Final piece should bring together best ideas and show best skills.</li> <li>✓ Consideration of presentation and display should be evident.</li> </ul> |





# Year 9 Core Knowledge Concepts

## Core Concepts

| DEVELOPING IDEAS   | REFINING IDEAS   | RECORDING IDEAS   | PRESENTING IDEAS  |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>✓ Study the work of other photographers linked with the project theme.</li> <li>✓ Collect high-quality images from the internet, books and galleries.</li> <li>✓ Mind map ideas relating to theme with images and words.</li> <li>✓ Be inspired by other photographers, showing how they influence the project.</li> <li>✓ Include quality written analysis using subject-specific vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Work with different techniques</li> <li>✓ Experiment with images in post-production through Photoshop.</li> <li>✓ Try things more than once to show improvement and refinement.</li> <li>✓ Annotate experiments, refining ideas because of findings.</li> <li>✓ Take creative risks, learning from mistakes to push project forward.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Taking quality photographs.</li> <li>✓ Photoshoots should be focused and contain a minimum of 30 images.</li> <li>✓ Annotate contact sheets and images using technical vocabulary.</li> <li>✓ Evaluate work and make notes to explain ideas and thoughts.</li> <li>✓ All ideas and observations must clearly link with project.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Portfolio should document how 'journey'/ideas have developed.</li> <li>✓ Final piece should bring together best ideas and show best skills.</li> <li>✓ Final outcome should make sense as a visual 'conclusion' to project.</li> </ul> |





# Y10 & Y11 OCR Art and Design (Photography)

## Core Knowledge Concepts

| AO1: DEVELOP   | AO2: REFINE   | AO3: RECORD   | AO4: PRESENT  |
|--|---|---|---|
| <i>Develop ideas through investigations, demonstrating critical understanding of sources.</i>  | <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i>   | <i>Record ideas, observations and insights relevant to intentions as work progresses.</i>   | <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>   |
| <ul style="list-style-type: none"> <li>✓ Study the work of other photographers linked with the project theme.</li> <li>✓ Collect high-quality images from the internet, books and galleries.</li> <li>✓ Mind map ideas relating to theme with images and words.</li> <li>✓ Research each photographer to show knowledge and understanding.</li> <li>✓ Be inspired by other photographers, showing how they influence the project.</li> <li>✓ Include quality written analysis using subject-specific vocabulary.</li> <li>✓ Respond by experimenting with their style, ideas, techniques etc.</li> <li>✓ Consider history/context, world cultures, and art movements.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Experiment with line, shape, lighting, colour, cropping, framing, perspective, etc.</li> <li>✓ Work with different techniques.</li> <li>✓ Experiment with images in post-production through Photoshop.</li> <li>✓ Try things more than once to show improvement and refinement.</li> <li>✓ Annotate experiments, refining ideas because of findings.</li> <li>✓ Be brave in trying experimental techniques and processes.</li> <li>✓ Take creative risks, learning from mistakes to push project forward.</li> <li>✓ Explore a variety of photographic equipment, e.g. lenses, lighting, etc.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Plan photoshoots, detailing ideas and capturing set-ups.</li> <li>✓ Taking quality photographs (consider settings etc).</li> <li>✓ Photoshoots should be focused and contain a minimum of 30 images.</li> <li>✓ Annotate contact sheets and images using technical vocabulary.</li> <li>✓ Evaluate work and make notes to explain ideas and thoughts.</li> <li>✓ All ideas and observations must clearly link with project.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Produce at least 3 different ideas before deciding on final response.</li> <li>✓ Portfolio should document how 'journey'/ideas have developed.</li> <li>✓ Final piece must show influence from photographer's studied.</li> <li>✓ Use techniques you are confident with and have practiced.</li> <li>✓ Final piece should bring together best ideas and show best skills.</li> <li>✓ Consideration of presentation and display should be evident.</li> <li>✓ Final outcome should make sense as a visual 'conclusion' to project.</li> </ul> |



# Art Core Knowledge Concepts

Art and Design Curriculum implementation  
Knowledge concepts used to form Schemes of Learning

## Year 7 Core Knowledge Concepts

### Formal Elements- Composition

- Be aware of and the formal elements of Art, line, tone, colour, shape, space and texture and their importance in Art work.
- Understand different styles of composition and the different effects they create.
- Write key definitions and be able to make studies to represent the formal elements.
- Make drawings to represent different compositional styles.
- Research and analysis of artists, designers and peers.
- Different movement in art history. How art has changed overtime from early cave paintings to contemporary art.
- Understand and be able to use key artistic words through structured talk and written tasks.

### Sweet treats

- Different types of drawing and transfer methods, using geometric shapes and gridding techniques.
- The importance of shading skills to create 3 dimensional forms.
- How mark making can be used to show mood, texture, pattern and different tonal qualities
- Art History how shading and mark making has been used to create different effects.
- A variety or art movements that use mark making and tonal effects.
- Understand and be able to use key artistic words through structured talk and written tasks

### Colour Theory

- Colour theory: How to create a colour wheel, how to mix secondary colour, tertiary colours and tones/ tints.
- The use of colour to convey an emotion or mood.
- How to use create a palette, mix and apply paint to create different effects
- Research and analysis of artists, designers and peers.
- The importance of annotation and evaluation.
- Understand and be able to use key artistic words through structured talk and written tasks.

## Year 8 Core Knowledge Concepts

### Portraiture

- Have an overview of the history of portraiture and how it has developed through time.
- Students will understand the proportions of the face.
- Students will know how to use alignment lines to make a drawing of a face.





- Learn how to draw key features, eyes, nose, mouth, eyebrows ears and hair.
- Learn how to use shading to create form.
- Understand and be able to use key artistic words through structured talk and written tasks.

## Still-life

- Have an overview of the history of still-life and how it has developed through time.
- Understand how to draw a still-life from observation.
- Understand scale and proportion.
- Learn how to construct objects using geometric shapes.
- Develop and improve shading skills.
- Understand the use of composition.

Create a final outcome

## Cubism

- Student will learn about Cubism and its main characteristics, phases and artists associated with Cubism.
- Students will learn how to create a painting in a cubist style.
- Continue to develop their understanding of composition.
- They will improve their painting techniques and learn how to blend and create virtual textures.
- Create a final outcome
- Understand and be able to use key artistic words through structured talk and written tasks.

## Year 9 Core Knowledge Concepts

### Formal Elements- Composition

- Be aware of and the formal elements of Art, line, tone, colour, shape, space and texture and their importance in Art work.
- Understand different styles of composition and the different effects they create.
- Write key definitions and be able to make studies to represent the formal elements.
- Make drawings to represent different compositional styles.
- Research and analysis of artists, designers and peers.
- Different art movements in art history. How art has changed overtime from early cave paintings to contemporary art.
- Understand and be able to use key artistic words through structured talk and written tasks.

## Natural Form

- Students will understand how Natural form has been used as inspiration throughout history.
- Learn research and presentation skills
- Develop observational drawing skills.
- Learn how to use a variety of media, pencil, fine liner and watercolour.
- Be able to create an abstract design based on natural form.
- Learn about lino printing.
- Learn how to cut a lino block.
- Learn about reduction printing.
- Learn to ink and print a lino block.
- Students will be aware of health and safety issues when using sharp objects
- Students will be introduced to new tools.
- Students will be encouraged to reflect on strengths and weaknesses.
- Students will learn how to develop their drawings through a variety of stages and experimentation to develop a final piece.







- Understand and be able to use key artistic words through structured talk and written tasks.
- Students will be encouraged to analyse and evaluate their own and others work.

## Surrealism

- Student will learn about Surrealism and its main characteristics, phases and artists associated with Surrealism.
- Students will develop their research skills.
- The role Surrealism throughout history and its role in modern society.
- Continue to develop observational drawing skills.
- Develop painting skills.
- Learn how to use multi- media to enhance their work.
- Develop work through experimentation to create a final outcome.
- Understand and be able to use key artistic words through structured talk and written tasks.
- Students will be encouraged to analyse and evaluate their own and others work.

## Graffiti - Typography

- Student will learn about the history of Graffiti and typography and its main characteristics, phases and artists associated with Graffiti and Photography.
- They will continue to develop research skills.
- Understand the characteristics of Graffiti by making practical studies.
- Learn how to draw and layout information
- Learn how to create a successful composition.
- Develop their use of a range of media and techniques
- Develop computer skills and be able to create and edit their work using graphic design software.
- Develop work through experimentation to create a final outcome
- Students will learn how to evaluate their work and make improvements.
- Understand and be able to use key artistic words through structured talk and written tasks.
- Students will learn how to analyse and evaluate their own and others work.

## Y10 & Y11 OCR Art and Design (Fine Art)

### Core Knowledge Concepts

- Research the work of artists and designers and crafts people from a variety of cultures and disciplines.
- Understand where the art work fits in the development of art throughout history.
- Analyse the work of artists, designers and crafts people to help them understand how and why the work was created.
- Experiment with a range of materials and techniques.
- Evaluate, reflect and refine their work as it progresses.
- Annotate their work to show how ideas have been developed over time.
- Engage in the creative process and develop as an independent learner.
- Develop their imagination and creativity.
- Be prepared to take risks and learn from experience when working with different materials and techniques.
- Develop computer skills and be able to create and edit their work using graphic design software.
- Develop confidence in their own abilities and be able to make independent decisions about the direction of their work.
- Be aware of the roles in the production of art craft and design with in the creative and cultural industries.





- Be aware of the purposes and functions of art, craft and design in a variety of contexts and how it relates to and influences their own work.
- Learn and demonstrate safe working practices.

