



Art, Design & Photography

Learning Journey

Intent • Implementation • Impact

Curriculum Intent

Art, Design and Photography are important disciplines through which 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, Design and Photography at their 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, Design and Photography can be a powerful means to express ideas about self and the wider World. Development of practical Art, Design and Photographic skills enhances fine motor and observational skills in a student.

The Art, Design and Photography 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 power of 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. However, we want students to be confident enough to be experimental and to take creative risks. The Art, Design and Photography department strives 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, Design and Photography 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, Design and Photography 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 in relation to the main paradigms of art including Traditional, Modern and Contemporary Art.

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, sculpture, 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. To be knowledgeable about others' Art and Photography, from other times and cultures, and from artists and photographers in contemporary society. To understand how and why Art has evolved over the centuries
2. 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
3. Develop imagination, originality, curiosity, and playfulness in creating their own unique visual world
4. Communication of their own viewpoints, ideas, and concepts through visual means
5. Enjoy and be passionate about an aspect of Art and Design either through critical engagement and appreciation or through creating and making.



Art, Design & Photography KS3 Curriculum Implementation

Throughout KS3 students gain knowledge about a breadth of art styles, movements and trends. They are introduced to a wide range of materials and techniques, including 2D, 3D and digital processes. These experiences will set the foundations for developing as an effective artist and creative thinker. 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. Drawing, painting, sculpture and digital techniques are fundamental art skills, which are encouraged and developed throughout KS3.

In year 7 students learn about the formal elements of art and apply these in a variety of ways. They look at pre-historic art and consider the importance of art and creativity to human culture and progress. Students are introduced to the main paradigms of art, analysing Traditional, Modern and Contemporary practice. Students explore mark-making techniques and learn to communicate their ideas in visual ways. Students are introduced to digital photography and how to manipulate their photographs in creative ways. They also produce a personal 3-D outcome, creating letter sculptures and decorating them in the style of artists they have researched.

In year 8 students will build on the knowledge, understanding and skills introduced in year 7. They will be encouraged to refine their work and challenge themselves creatively. Students will learn about portraiture analysing images from across the different paradigms and producing traditional drawings and digital Pop Art images. They will then cover still-life and Cubism, looking at the Modern Art movement in depth and using various Cubist techniques to produce their own still life photo-montage. Finally, students look at architecture learning about perspective drawing and producing 3D digital environments.

In year 9 students will explore the theme of animals in an extended Fine Art project. They analyse Traditional, Modern and Contemporary artists who have created images based on animals and apply these styles and techniques to their own work. In Photography students focus on the Dada and Surrealism art movements in a project in which they learn a range of digital processes for making creative images. Throughout students will further develop their understanding of the formal elements, line, shape, texture, tone, pattern and colour. Finally, in Year 9 students consolidate their learning and prepare for potential GCSE courses by analysing a range of art by various practitioners and develop individual work based on their own selections. These topics are designed to prepare students for KS4 where student have to create extended projects on given themes.



Art & Design GCSE and Photography GCSE KS4 Curriculum Implementation

At GCSE students have 5 lessons per fortnight 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 study a wide range of practitioners applying skills in a variety of ways followed by 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.

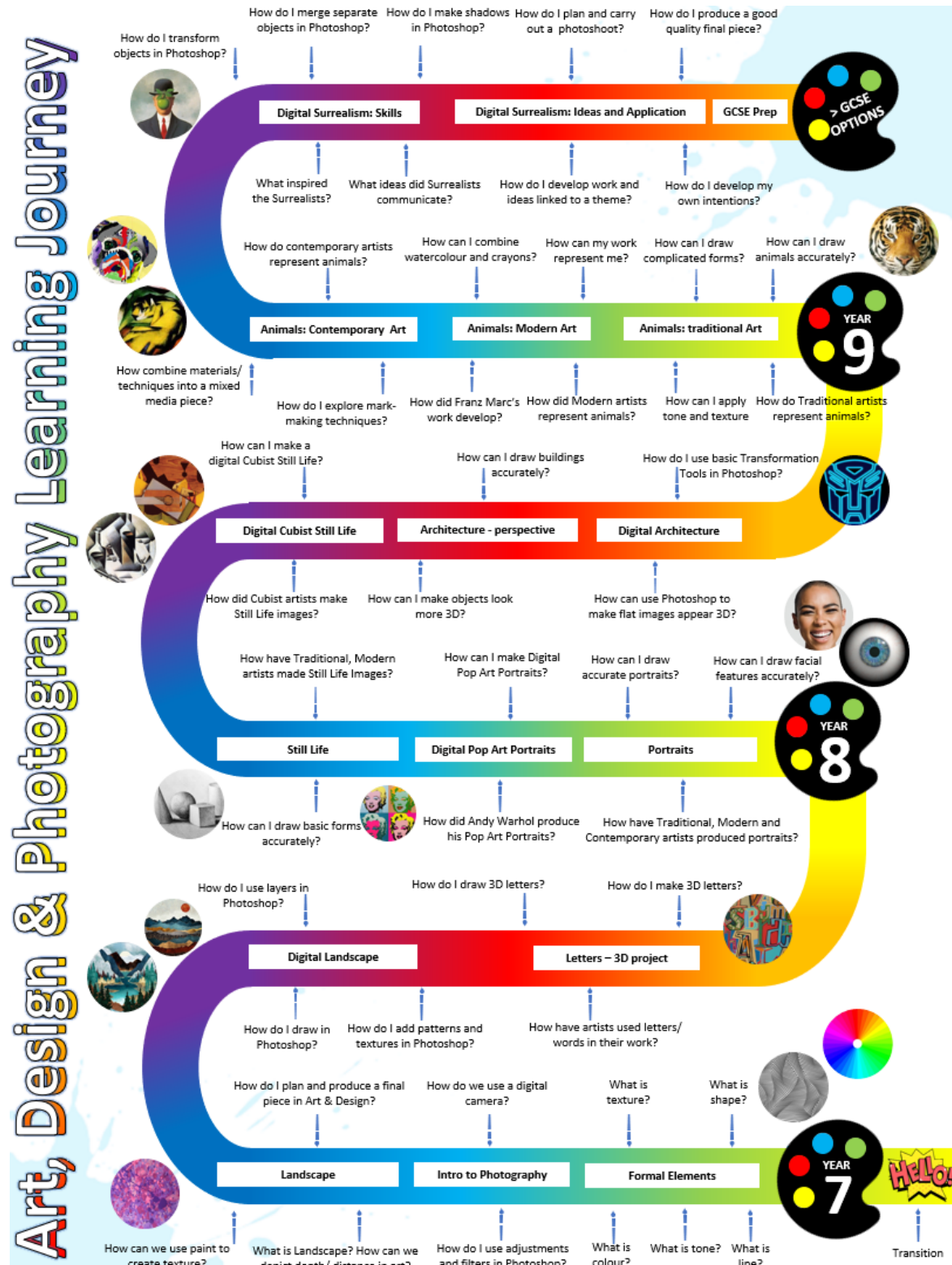
Students are encouraged to attend art exhibitions and, in Photography, students often visit different locations to capture images linked to their chosen themes. The Art and Design GCSE and Photography GCSE at Parkside are fully inclusive and designed to support the learning of all pupils, irrespective 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.





Art, Design and Photography Learning Journeys

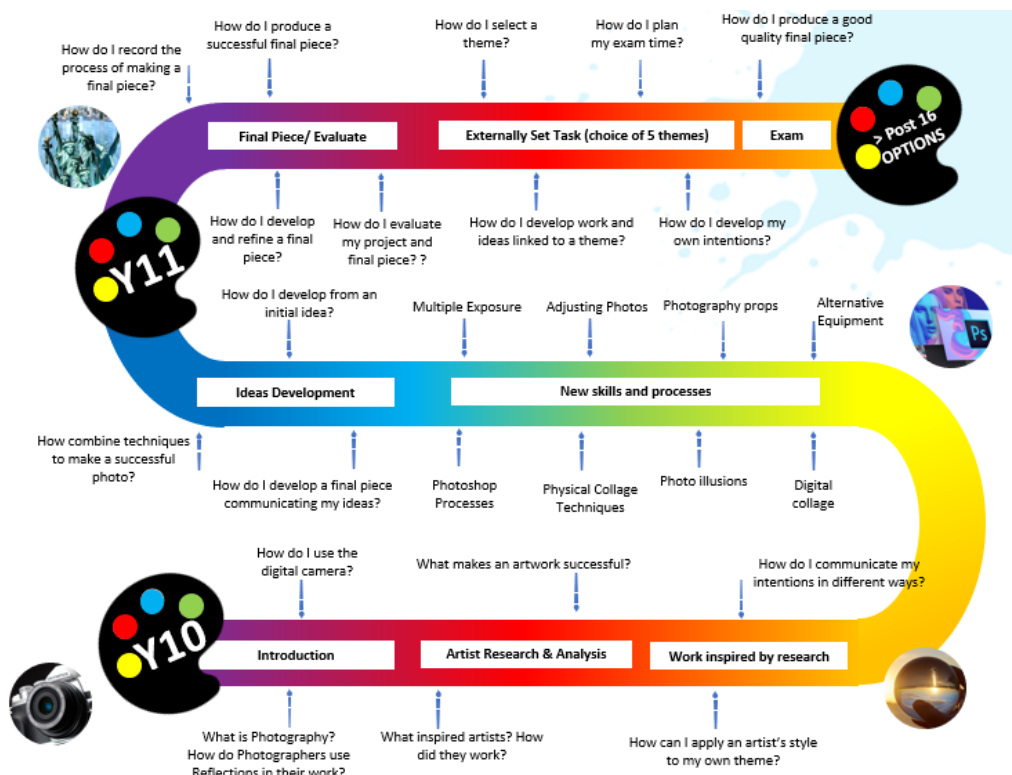
In KS3 Art, Design and Photography are integrated with students covering a wide range of knowledge, skills and projects which give students a strong foundation. In KS4 students can opt to study Art & Design GCSE and/or Photography GCSE.



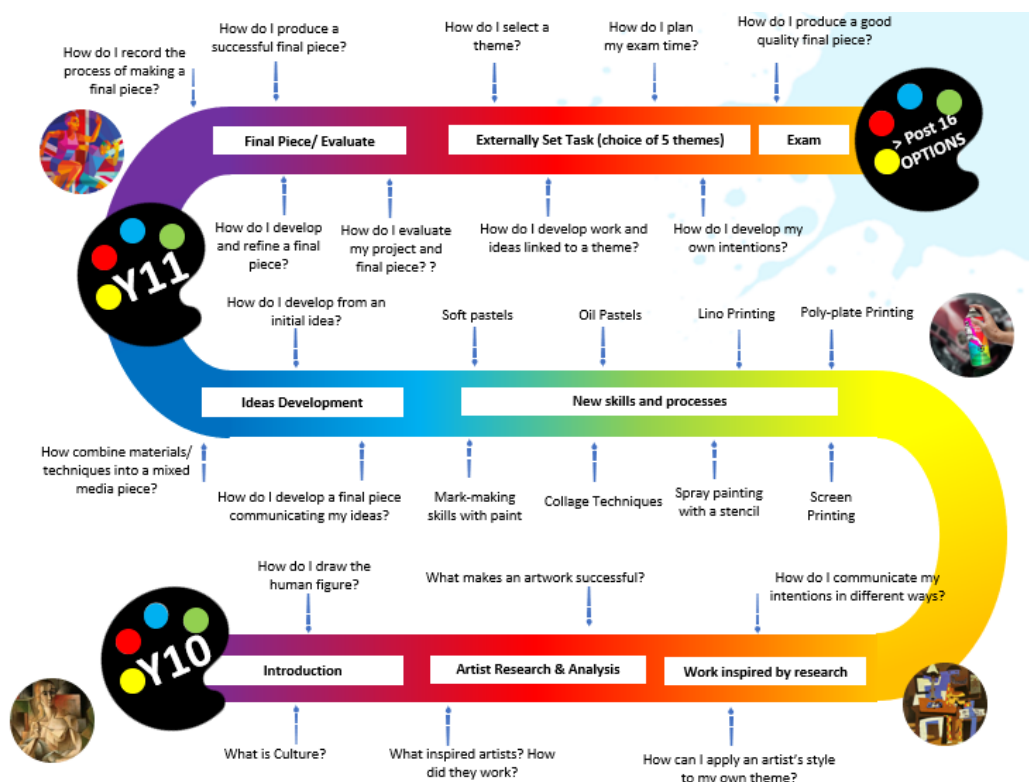


GCSE Fine Art:

Photography GCSE



Fine Art GCSE



Course Overview

Content overview:	Skills required to be successful:	Further Study & Career Opportunities:
<u>Coursework Portfolio 60%</u> Students will be learning about a wide variety of artists/ photographers. They and develop skills applying a broad range of materials/ techniques and produce their own work in the style of the practitioners they have studied. In Fine Art, students complete a project based on 'Celebrating Culture'. In Photography, students complete a project based on 'Reflections'. <u>Externally Set Task (Exam) 40%</u> 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 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. 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.	• Able to generate ideas independently • Able to reflect on own work and refine it. • Be persistent and able to concentrate for extended periods of time • Motivated to work independently and use own time to develop work and ideas • Reasonable level of literacy in order to explain ideas and intentions • Able to take constructive criticism and respond to professional advice • Commitment to the subject and own studies • Some technical knowledge of software desirable	• A level Art/ Photography • L3 BTEC • Art/ Design/ Photography Apprenticeships • Fine Artist/ Photographer • Commercial Art/ Photography • Illustration • Fashion Design • Event Photography • Animation • Photojournalism • Photographic Director • Food Photography • Games Design • Set Design • Advertising



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 Fine Art and Photography courses which follow the OCR Art and Design specification. KS4 Art and Design outcomes contribute to the Open element of the school's Progress 8 score.
- ✓ **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.



Topic summary Year 7

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

Y7	Project	Artist Links	Formal Elements Focus	Key Outcomes
Autumn	Formal Elements & Pre-Historic art	Pre-historic Art: Cave Art (Contemporary Link: Banksy anachronistic cave art pieces) Aboriginal Art	Line, Shape, Tone, Texture Colour, Pattern	Exemplar drawings of Line/ Shape/ Tone Cave Art animal piece applying Texture Banksy style Anachronistic cave Art piece Colour Wheel and pattern pieces based on Aboriginal Art
	Introduction to Photography	New camera and Photoshop skills	Line, Shape, Tone, Texture, Colour, Pattern	Explanation of Camera functions Selection of subjects for photos Digital manipulations of image using adjustments and filters
Spring	Landscape – Mark-making/ Collage	Traditional: John Constable Modern: Andre Derain Contemporary: SpaceFrog design, Eileen Downes, Rebecca Vincent	Texture, Pattern, Colour Texture, Pattern, Colour	Mark – making experiments Landscape plan Collage landscape
	Digital landscapes			Digital drawing Digital pattern landscape Digital texture landscape
Summer	Lettering	Contemporary Art: Bob and Roberta Smith Javier Mariscal	Line, Shape, Pattern, Colour	Photographic 'letters' Digital Poster applying letters
	3D Text Piece	Graffiti Art	Form	Text based sculpture

Topic summary Year 8

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

Y8	Project	Artist Links	Formal Elements Focus	Key Outcomes
Autumn	Portraiture	Traditional: e.g. Da Vinci, Vermeer Modern: e.g. Derain, Picasso	Line and Tone	Facial feature drawings Grid Method tonal portrait
	Digital Pop Art Portraits	Pop Art: Warhol Contemporary: e.g. Adair McKenzie, Banksy	Colour	Digital Self Portrait in Warhol style
Spring	Still Life & Cubism	Traditional: Vermeer Post-Impressionism: Van Gogh, Cezanne Modern: Cubists – Picasso, Braque, Gris, Leger, Metzinger	Shape, Form, Tone Composition	Tonal drawings of basic forms Mono-colour still life drawing/ painting Analytical Cubism digital still life
Summer	Architecture	Architects: Traditional: Wren Modern: Gaudi, Lloyd-Wright Contemporary: Hadid, Foster	Shape, Form, Tone	Perspective Drawing
		Artists Contemporary: Beomsik Won	Form, Texture	Photocollage of Futuristic/ fantasy buildings





Topic summary Year 9

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

Y9	Project	Artist Links	Formal Elements Focus	Key Outcomes
Fine Art	Animals	Traditional: George Stubbs Modern: Franz Marc Contemporary: Michel Keck	Line, Tone Colour Texture and pattern	Animal pencil drawings Modern Art watercolour painting Mixed Media animal piece including pencil, paint and collage techniques
Photography	Dada & Surrealism	Dada: Raoul Hausman, Kurt Schwitters, Marcel Duchamp Surrealism: Salvador Dali, Rene Magritte, Grete Stern	Tone, Colour, Composition	Digital Surrealist experiments Multiple Exposure Juxtaposition/ blending images Ideas development Final Digital Surrealist piece
Summer	GCSE Skills	A range of options chosen by students	Analysis of artist/ photographer's work	Research skills in preparation for GCSE Application of an artist's style/ techniques to own work.



Topic summary GCSE Art & Design

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

10	Project	Artist Links	Formal Elements Focus	Key Outcomes
Autumn	Creative Culture Introduction to theme Formal Elements Experimenting with Materials/ Techniques Introduction to research	Jean Metzinger	Line, Shape, Tone, Pattern, Texture, Colour	Spider Diagram Mannequin drawings Formal Elements images Collage experiments and application Van Gogh Research Image in Van Gogh style Mark-Making experiments and application
Spring	Further experimentation with materials/ techniques Individual research	Students select 3 artists linked to the project: Edgar Degas Vincent van Gogh Pablo Picasso Gino Severini Robert Delauney	Line, Shape, Tone, Pattern, Texture, Colour	Print-making experiments – lino and screen printing Spray paint with cut stencils Further research of artists and production of artwork linked to the theme and inspired by their style.
Summer	Exploring Ideas Developing ideas	Henri Matisse Rene Magritte Roy Lichtenstein Keith Haring Jean-Michel Basquiat Peter Panov Kerry James-Marshall Amanda Case-Millis Jason Mecier Charis Tsevis	Composition	Ideas pages Development of ideas with clearly defined intentions Annotated Final Piece WIPs Final Piece Evaluation
11	Project	Artist Links	Formal Elements Focus	Key Outcomes
Autumn	Creative Culture Final Pieces/ Evaluation/ extension	Potential to research artists who communicate political messages, for example: Pablo Picasso Norman Rockwell Barbara Kruger The Guerrilla Girls Keith Haring Bob & Roberta Smith Banksy Shepherd Fairey	Composition	Spider diagram and defined intentions Moodboard of political art Research Ideas pages Annotated Final piece WIPs Final piece Evaluation
Spring	Externally Set Task 5 choices given by exam board	TBC	Line, Shape, Tone, Pattern, Texture, Colour, Form, Composition	Spider diagram Research Samples inspired by artist research Exploration of materials and techniques Ideas pages and development
Summer	Final exam			Final piece produced in exam conditions over 10 hours

Topic summary GCSE Photography

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

10	Project	Artist Links	Formal Elements Focus	Key Outcomes
Autumn	Formal Elements History of Photography Introduction to Reflections project	Karl Blossfeldt Lucy Shields Paul Reiffer	Tone, Pattern, Texture, Composition	History of Photography Timeline Overview of camera devices Keywords, vocabulary and definitions Photoshop skills
Spring	Reflections	Sabastian Magnani Bing Wright Paul Reiffer Alessio Trerotoli Fong Qi Wei Jim Swallow Simon Hennessey Chris Carr Lee Friedlanmder David Hockney Jelle martens Serge Mendzhiyskogo	Tone, Pattern, Texture, Composition	Analysis of Photographers/ Artists Statement of Intent Photoshoots Photoshop Experiments Final pieces Evaluations
Summer				
11	Project	Artist Links	Formal Elements Focus	Key Outcomes
Autumn	Reflections cont. Final pieces and evaluation		Tone, Pattern, Texture, Composition	As above
Spring	Externally Set Task 5 choices given by exam board	TBC	Line, Shape, Tone, Pattern, Texture, Colour, Form, Composition	Spider diagram Research Samples inspired by artist research Exploration of materials and techniques Ideas pages and development
Summer	Final exam			Final piece produced in exam conditions over 10 hours



OCR GCSE Art and Design and GCSE Photography

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

Art GCSEs offer a programme of study, which will challenge students to refine and develop practical art skills, and enhance their understanding of visual imagery and creative thinking. Within the OCR specification, students can follow different pathways and we offer separate Art & Design and Photography GCSEs. They are 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/ Photography matter 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/ photography 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/ photography 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/ photography in a variety of contexts and as appropriate to learners' own work
- demonstrate safe working practices in art, craft and design/ photography.

