	Emerson Park Academy – Art and Photography Curriculum Map.										
Year 7		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2				
	Skills and concepts	Introduction to formal elements of Art; line, tone, texture, shape, colour, form Exploring land application of line, texture, tonal values through mark making, Tonal drawing in pencil, pen and eraser.	Formal elements of Art- development and application: still life and perspective. Exploring line by mark making, tonal drawing in pencil, pen and eraser. Simple perspective principles: overlap of forms, scale, size and space, placement of forms, converging lines,	Formal elements of Art - development and application: - colour theory and colour relationships. Exploring different types of line through mark making and painting as well as use varied colour schemes; primary, secondary, complementary, analogous colours and colour triads, Colour mixing and blending with paint. Media exploration	Formal elements of Art continued development and application: Jason Scarpace Fish painting Colour mixing and blending of paint. Painting techniques as well as media exploration	Continued development of Formal elements of Art and application: block printing and Pattern creation-William Morris Block printing techniques Pattern and shape explored through printing.	Continued development of formal elements of Art and application through 3D design / sculpture with emphasis on clay work; the Pinch pot / Clay fish work Elements of sculpture and three- dimensional design techniques.				
	Knowledge	Elements of Art, Mark making and vocabulary and skills of perspective.	Elements of Art Colour theory Tonal vocabulary Mark making vocabulary Artist research	Elements of Art Colour theory Tonal vocabulary Mark making vocabulary Artist research	Elements of Art Colour theory Tonal vocabulary Mark making vocabulary Artist research	Elements of Art Colour theory Tonal vocabulary mark making vocabulary Artist research	Elements of Art As they relate to three- dimensional design and Sculpture making techniques with emphasis to clay making techniques and safety procedures as well as vocabulary, Artist research				

Formative	In Art feedback is an	As in Autumn term 1	In Art feedback is an	As in Spring term 1	In Art feedback is an	As in Summer term 1
and	ongoing process, which		ongoing process, which		ongoing process, which	
Summative	encourages students to		encourages students to		encourages students to	
Assessment	refine and improve work.		refine and improve		refine and improve	
	Students undergo a		work.		work.	
	baseline test to assess		Students undergo a		Students undergo a	
	observation and rendering		baseline test to assess		baseline test to assess	
	skills. This constitutes the		observation and		observation and	
	first assessment but also		rendering skills. This		rendering skills. This	
	helps teachers plan		constitutes the first		constitutes the first	
	appropriately		assessment but also		assessment but also	
	differentiated learning		helps teachers plan		helps teachers plan	
	tasks and outcomes.		appropriately		appropriately	
	Formative written feedback		differentiated learning		differentiated learning	
	is done mid- point through		tasks and outcomes.		tasks and outcomes.	
	the project. A final peer or		Formative written		Formative written	
	self-evaluation is		feedback is done mid-		feedback is done mid-	
	completed at the end of		point through the		point through the	
	each project which linked		project. A final peer or		project. A final peer or	
	to project success criteria.		self-evaluation is		self-evaluation is	
	Teachers summatively		completed at the end of		completed at the end of	
	assess student final art		each project which linked		each project which	
	work basing on the project		to project success		linked to project success	
	objectives and outcomes as		criteria. Teachers		criteria. Teachers	
	well as the guiding Art and		summatively assess		summatively assess	
	Design general progress		student final art work		student final art work	
	objectives of generating		basing on the project		basing on the project	
	ideas, making,		objectives and outcomes		objectives and outcomes	
	evaluating and knowledge.		as well as the guiding Art		as well as the guiding Art	
			and Design general		and Design general	
			progress objectives of		progress objectives of	
			generating ideas, making,		generating ideas,	
			evaluating and		making, evaluating and	
			knowledge.		knowledge.	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

Skills	A dry media drawing	A dry media drawing art	A Culturally themed	A Culturally themed	A Culturally themed	A Culturally themed
And	art project which	project which furthers	painting / relief sculpture	painting / relief	painting project inspired	painting project inspired
focus	advances the	the continued	project inspired by either	sculpture project	by Aboriginal Art and	Aboriginal Art and
	continued	development of formal	the history of the Aztecs	inspired by either the	Symbols.	Symbols.
	development of formal	elements. Through a	or African Art and history.	history of the Aztecs or		
	elements. Through a	culturally themed		African Art and history.		
	culturally themed	project – the Green man				
	project – the Green	drawing and media				
	man drawing and	application – pencil, oil				
	media application	pastels				
	using pencil, and oil					
	pastels.					
Factual	Composition and	Composition and	Materials application and	Materials application	Painting techniques	Painting techniques
Knowledge to	arrangement Use of	arrangement and use of	formal elements	and formal elements	Composition and	Composition and
be taught	dry media; Oil pastel,	dry media; Oil pastel,	application through – 3D	application through	arrangement,	arrangement,
	application: heavy	application: heavy	construction /	– 3D construction /	principles of art	principles of art applicat
	pressure, blending,	pressure, blending,	assemblage with	assemblage with	application (pattern,	(pattern, emphasis, unit
	stippling, scrumbling,	stippling, scrumbling,	cardboard	cardboard	emphasis, unity,	contrast etc.), Painting
	sgraffito, stippling and	sgraffito, stippling and			contrast etc.), Painting	techniques of dotting,
	mixing as well as	mixing as well as			techniques of dotting,	optical colour mixing an
	layering.	layering.			optical colour mixing and	blending, application: he
					blending, application:	pressure, blending,
					heavy pressure, blending,	stippling, scrumbling,
					stippling, scrumbling,	sgraffito, stippling and
					sgraffito, stippling and	mixing as well as layerin
					mixing as well as	
					layering.	

Formative and	In Art feedback is an	As in Autumn term 1	In Art feedback is an	As in Spring term 1	In Art feedback is an	As in Summer term 1
Summative	ongoing process, which		ongoing process, which		ongoing process, which	
Assessment	encourages students to		encourages students to		encourages students to	
	refine and improve		refine and improve		refine and improve	
	work.		work.		work.	
	Students undergo a		Students undergo a		Students undergo a	
	baseline test to assess		baseline test to assess		baseline test to assess	
	observation and		observation and		observation and	
	rendering skills. This		rendering skills. This		rendering skills. This	
	constitutes the first		constitutes the first		constitutes the first	
	assessment but also		assessment but also		assessment but also	
	helps teachers plan		helps teachers plan		helps teachers plan	
	appropriately		appropriately		appropriately	
	differentiated learning		differentiated learning		differentiated learning	
	tasks and outcomes.		tasks and outcomes.		tasks and outcomes.	
	Formative written		Formative written		Formative written	
	feedback is done mid-		feedback is done mid-		feedback is done mid-	
	point through the		point through the		point through the	
	project. A final peer or		project. A final peer or		project. A final peer or	
	self-evaluation is		self-evaluation is		self-evaluation is	
	completed at the end		completed at the end of		completed at the end of	
	of each project which		each project which linked		each project which	
	linked to project		to project success		linked to project success	
	success criteria.		criteria. Teachers		criteria. Teachers	
	Teachers summatively		summatively assess		summatively assess	
	assess student final art		student final art work		student final art work	
	work basing on the		basing on the project		basing on the project	
	project objectives and		objectives and outcomes		objectives and outcomes	
	outcomes as well as		as well as the guiding Art		as well as the guiding Art	
	the guiding Art and		and Design general		and Design general	
	Design general		progress objectives of		progress objectives of	
	progress objectives of		generating ideas, making,		generating ideas,	
	generating ideas,		evaluating and		making, evaluating and	
	making,		knowledge.		knowledge.	
	evaluating and knowledge.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

Skill s and foc us	Portraiture, Portraits, Icons and Role Models and identity - with continued development of formal elements: Portraiture proportions, detailed facial features study and analysis. Use of drawing aids, portraiture drawing and painting processes.	Portraiture, Portraits, Icons and Role Models and identity - Large scale Portraiture inspired by Jacob Everett and Vince Low - composition media materials and techniques / basic features	Portraits, Icons and Role Models - An introduction to Pop Art techniques – materials and techniques as inspired by Roy Lichtenstein and Andy Warhol	Portraits, Icons and Role Models - Pop Art portraits techniques – materials continued and inspired by Roy Lichtenstein and Andy Warhol	Introduction to Surrealism and Salvador Dali painting Perspective and Surrealism inspired room design / painting Since has influenced many all forms of arts, it then also forms the basis of the "Out of Place" surreal themed project later in GCSE Photography.	Introduction to Surrealism and Salvador Dali painting Perspective and Surrealism inspired room design / painting. Since has influenced many all forms of arts, it then also forms the basis of the "Out of Place" surreal themed project later in GCSE Photography.
Factual Knowledge to be taught	Portraiture drawing / painting and compositional skills as well as application of contextual sources in readiness for GCSE classes. Rendering techniques as well as research and application of contextual sources to the art of portraiture. The formal elements application and mark making as pertains to the challenging art of portraiture, composition andarrangement, evaluation andanalysis, Portrait drawing / painting, collage or digital art making techniques.	Portraiture drawing / painting and compositional skills as well as application of contextual sources in readiness for GCSE classes. Rendering techniques as well as research and application of contextual sources to the art of portraiture. The formal elements application and mark making as pertains to the challenging art of portraiture, composition andarrangement, evaluation andanalysis, Portrait drawing / painting, collage or digital art making techniques and clay modelling	What is Pop art and origin of; Elements of the Pop Art movement and art making techniques as well as techniques of rendering Research and application of contextual sources. The benday dots Pop art colour schemes and painting techniques.	What is Pop art and origin of; Elements of the Pop Art movement and art making techniques as well as techniques of rendering Research and application of contextual sources. The benday dots Pop art colour schemes and painting techniques.	One and two perspective research and application and surrealism inspired room design. Surrealism art techniques and ideation process / as well as painting techniques of colour theory, mixing, blending, dry brush, scumbling etc	One and two perspective research and application and surrealism inspired room design. Surrealism art techniques and ideation process / as well as painting techniques of colour theory, mixing, blending, dry brush, scumbling etc

	Formative	In Art feedback is an	As in Autumn term 1	In Art feedback is an	As in Spring term 1	In Art feedback is an	As in Summer term 1
	and	ongoing process, which		ongoing process, which		ongoing process, which	
	Summativ	encourages students to		encourages students to		encourages students to	
	e	refine and improve		refine and improve		refine and improve work.	
	Assessmen	work.		work.		Students undergo a	
	t	Students undergo a		Students undergo a		baseline test to assess	
		baseline test to assess		baseline test to assess		observation and rendering	
		observation and		observation and		skills. This constitutes the	
		rendering skills. This		rendering skills. This		first assessment but also	
		constitutes the first		constitutes the first		helps teachers plan	
		assessment but also		assessment but also		appropriately differentiated	
		helps teachers plan		helps teachers plan		learning tasks and	
		appropriately		appropriately		outcomes. Formative	
		differentiated learning		differentiated learning		written feedback is done	
		tasks and outcomes.		tasks and outcomes.		mid-point through the	
		Formative written		Formative written		project. A final peer or self-	
		feedback is done mid-		feedback is done mid-		evaluation is completed at	
		point through the		point through the		the end of each project	
		project. A final peer or		project. A final peer or		which linked to project	
		self-evaluation is		self-evaluation is		success criteria. Teachers	
		completed at the end of		completed at the end of		summatively assess student	
		each project which		each project which linked		final art work basing on the	
		linked to project success		to project success		project objectives and	
		criteria. Teachers		criteria. Teachers		outcomes as well as the	
		summatively assess		summatively assess		guiding Art and Design	
		student final art work		student final art work		general progress objectives	
		basing on the project		basing on the project		of generating ideas,	
		objectives and outcomes		objectives and outcomes		making, evaluating and	
		as well as the guiding Art		as well as the guiding Art		knowledge.	
		and Design general		and Design general			
		progress objectives of		progress objectives of			
		generating ideas,		generating ideas, making,			
		making, evaluating and		evaluating and			
		evaluating and knowledge.		knowledge.			
Year		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
10		Developing ideas	Refining work and by	Continuation of Refining of	Recording ideas,	Continuation of	Presentation of a personal
(8201)	Factual	through investigation,	exploring ideas, selecting	work and exploring ideas,	observations and	recording of ideas,	and meaningful response
Art &	Knowled	demonstrating critical	and experimenting with	selecting and experimenting		observations and	that realises intentions
Design	ge to be	understanding of	appropriate media,	with appropriate media,	to intentions as	insights relevant to	and demonstrates
	taught	sources.	materials and techniques.	materials and techniques.	the animal project	intentions based on the	understanding of visual

			Recording ideas, observations and insights relevant to intentions as work progresses.	artwork progresses.	animal project artwork progresses. Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	language. Developing ideas through investigation, demonstrating critical understanding of sources.
S k i l s a n d f o c u s	Introduction to GCSE Art and the interpretation and application of the assessment objectives. Mark marking and techniques of creating art in a range of media, materials and techniques based on a given them and chosen artists source. Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials including; dry and wet media mark making: tonal pencil, oil pastels, chalk pastel, biro, block printing techniques, etc	Continued interpretation and application of the assessment objectives. Marking materials and techniques of creating art continued and commencement of the animal project Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials including; Dry media mark making: tonal pencil, oil pastels, chalk pastel, biro, Wet media: acrylic paint, water colour, ink Printing: polystyrene, collograph, lino block printing, screen printing	First Project: Animal Project or any AQA starting theme project commences. Continued developing, experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials including; Dry media mark making: tonal pencil, oil pastels, chalk pastel, biro, Wet media: acrylic paint, water colour, ink Printing: polystyrene, collograph, lino block printing, screen printing	First Project: Animal Project or any AQA starting theme project continued. Recording ideas, observations and insights relevant to intentions as the animal project artwork by using a range of varied mark making techniques as well as varied techniques of art making in a range of media and materials including; Dry media mark making: tonal pencil, oil pastels, chalk pastel, biro, Wet media: acrylic paint, water colour, ink Printing: polystyrene, collograph, lino block printing, screen	Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials including; Dry media mark making: tonal pencil, oil pastels, chalk pastel, biro, Wet media: acrylic paint, water colour, ink Printing: polystyrene, collograph, lino block printing, screen printing Interpretation and application of the assessment objectives, Mind mapping, observational drawing, mood board creation evaluation and annotation techniques, artists analysis and	Year 10 Mock Exam and the start of second project – the Architecture project or any AQA themed mock exam leading to second project. Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials including; Rendering techniques in a range of media, materials and techniques. Interpretation and application of the assessment objectives, Mind mapping, observational drawing, mood board creation evaluation and annotation techniques, artists analysis, and presentation
		Interpretation and application of the assessment objectives, Mind mapping,	application of the assessment objectives, Mind mapping, observational drawing, mood board creation	printing Interpretation and application of the assessment objectives, Mind	artists analysis, and presentation techniques.	and presentation techniques.

	observational drawing, mood board creation evaluation and annotation techniques, artists analysis, and presentation techniques.	evaluation and annotation techniques, artists analysis, and presentation techniques.	mapping, observational drawing, mood board creation evaluation and annotation techniques, artists analysis, and presentation techniques.	

	Assessment	The GCSE Art and	As in Autumn term 1	The GCSE Art and Design	As in Spring term 1	The GCSE Art and Design	As in Summer term 1
		Design (8201) course		(8201) course is a linear		(8201) course is a linear	
		is a linear		qualification where		qualification where	
		qualification where		students have to		students have to	
		students have to		complete the Ofqual set		complete the Ofqual set	
		complete the Ofqual		assessments objectives at		assessments objectives	
		set assessments		the end of the course to		at the end of the course	
		objectives at the end		pass the course.		to pass the course.	
		of the course to pass		Assessment objectives		Assessment objectives	
		the course.		(AOs) are; AO1: Develop		(AOs) are; AO1: Develop	
		Assessment		ideas through		ideas through	
		objectives (AOs) are;		investigations,		investigations,	
		AO1: Develop ideas		demonstrating critical		demonstrating critical	
		through		understanding of sources.		understanding of	
		investigations,		AO2: Refine work by		sources. AO2: Refine	
		demonstrating critical		exploring ideas, selecting		work by exploring ideas,	
		understanding of		and experimenting with		selecting and	
		sources.		appropriate media,		experimenting with	
		AO2: Refine work by		materials, techniques and		appropriate media,	
		exploring ideas,		processes.		materials, techniques	
		selecting and		AO3: Record ideas,		and processes.	
		experimenting with		observations and insights		AO3: Record ideas,	
		appropriate media,		relevant to intentions as		observations and insights	
		materials, techniques		work progresses.		relevant to intentions as	
		and processes.		AO4: Present a personal		work progresses.	
		AO3: Record ideas,		and meaningful response		AO4: Present a personal	
		observations and		that realises intentions		and meaningful response	
		insights relevant to		and demonstrates		that realises intentions	
		intentions as work		understanding of visual		and demonstrates	
		progresses.		language.		understanding of visual	
		AO4: Present a				language.	
		personal and					
		meaningful response					
		that realises					
		intentions and					
		demonstrates					
		understanding of					
		visual language.					
e ≺		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

Factual Knowledge to be taught	Developing ideas through investigation, demonstrating critical understanding of sources. Introduction to GCSE Photography and the interpretation and application of the assessment objectives.	Refining work and by exploring ideas, selecting and experimenting with appropriate media, materials and techniques. The DSLR camera functions, controls and application.	Continuation of Refining of work and exploring ideas, selecting and experimenting with appropriate media, materials and techniques. Recording ideas, observations and insights relevant to intentions as work progresses.	First Project: "Out of Place" Project or any AQA starting theme project continued. Recording ideas, observations and insights relevant to intentions as the animal project artwork by using a range of varied mark making techniques as well as varied techniques of art making in a range of media and materials	Continuation of First Project: AQA themed starting points; Out of Place, Creative landscapes, Assembled Portraiture, Viewpoints. Continuation of recording of ideas, observations and insights relevant to intentions based on the animal project artwork progresses. Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Developing ideas through investigation, demonstrating critical understanding of sources. First Project: AQA themed starting points such as; 1-Out of Place 2-Creative landscapes 3-Assembled Portraiture
Skill s and foc us	What is Photography? Introduction to the History of Principles of Photography Genres in Photography Critique methodologies. What genres in Photography means. Attributes associated with different genres. Principles of photography and their effect on photography: pattern, contrast, emphasis, rhythm and movement, balance	Exposure triangle techniques: Aperture, Shutter Speed and ISO settings appropriate to Photographic intentions and outcomes. Photography compositional rules and techniques, Painting with light,	Digital image manipulation techniques: selection tools, use of layers, blend modes, masks, file formats and resolutions layer masks, adjustment layers, Analogue techniques: collage, joiner techniques, folding paper sculpting, assemblage, gluing, stitching and sewing etc.	Idea Generation Critique methodologies Core Skill 1 Camera Angles Core Skill 2 Shutter Speed How to create Ideas. 3-How to analyse a photograph. 4- Developing opinions and ideas. How to set up a photoshoot. 5-Camera skills - manual settings focusing on camera angles and shutter speed 6-Camera skills - manual	Personal Study - Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points Camera skills - manual settings focusing on aperture, ISO, negative space, colour, symmetry, location shooting and props, using backgrounds. Challenges Core	First Project: AQA themed starting points; Out of Place, Creative landscapes, Assembled Portraiture, Viewpoints. Personal Study - Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points Interpretation and application of the assessment objectives, Mind mapping, recording and presentation of

	and unity. Research skills into different key photographers and genres. Vocabulary skills - written and spoken		settings focusing on camera lighting and composition.	Skill 5 Aperture & Focal point Core Skill 6 ISO and time of Day Core Skill 7 negative space Core Skill 8 Colour Challenges Core Skill 9 Horizon lines Core Skill 10 Symmetry Core Skill 11 Location and props Core Skill 12 Backgrounds	photographs via contact sheets, mood board creation evaluation and annotation techniques, artists analysis, and presentation techniques.
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Assessme	The GCSE Art and	As in Autumn term 1	The GCSE Art and Design	As in Spring term 1	The GCSE Art and Design	The GCSE Art and Design
nt	Design: Photography		(8206) Assessment		(8206) Assessment	(8206) Assessment
	(8206) course is a		objectives (AOs) are;		objectives (AOs) are;	objectives (AOs) are;
	linear qualification. In		AO1: Develop ideas		AO1: Develop ideas	AO1: Develop ideas
	order to achieve the		through investigations,		through investigations,	through investigations,
	award, students must		demonstrating critical		demonstrating critical	demonstrating critical
	complete all		understanding of sources.		understanding of	understanding of sources.
	assessments at the end		AO2: Refine work by		sources. AO2: Refine	AO2: Refine work by
	of the course and in		exploring ideas, selecting		work by exploring ideas,	exploring ideas, selecting
	the same series.		and experimenting with		selecting and	and experimenting with
	Assessment		appropriate media,		experimenting with	appropriate media,
	objectives (AOs) are		materials, techniques and		appropriate media,	materials, techniques and
	set by Ofqual and are		processes.		materials, techniques	processes.
	the same across all		AO3: Record ideas,		and processes.	AO3: Record ideas,
	GCSE Art and Design		observations and insights		AO3: Record ideas,	observations and insights
	specifications and all		relevant to intentions as		observations and insights	relevant to intentions as
	exam boards. The		work progresses.		relevant to intentions as	work progresses.
	exams and non-exam		AO4: Present a personal		work progresses.	AO4: Present a personal
	assessment measures		and meaningful response		AO4: Present a personal	and meaningful response
	how students have		that realises intentions		and meaningful response	that realises intentions
	achieved the		and demonstrates		that realises intentions	and demonstrates
	following assessment		understanding of visual		and demonstrates	understanding of visual
	objectives.		language.		understanding of visual	language.
	AO1: Develop ideas				language.	
	through		Assessment objectives:			
	investigations,		AO1, AO2, AO3, AO4		Assessment objectives:	
	demonstrating critical		PowerPoint or		AO1, AO2, AO3, AO4	
	understanding of		Publisher		PowerPoint or	
	sources.		Presentation Teacher		Publisher	
	AO2: Refine work by		written feedback		Presentation Teacher	
	exploring ideas,				written feedback	
	selecting and					
	experimenting with					
	appropriate media,					
	materials, techniques					
	and processes.					
	AO3: Record ideas, observations and					
	insights relevant to					
	intentions as work					
	progresses.					

		AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.					
Ye Ph As:		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11 Photography (8206) Assessment	Factua I Knowl edge to be taught	AQA themed starting points project completion; Out of Place, Creative landscapes, Assembled, Viewpoints Developing ideas through investigation, demonstrating critical understanding of	materials and	UNIT 2 EXAM SET BY AQA Continuation of Refining of work and exploring ideas, selecting and experimenting with appropriate media, materials and techniques. Recording ideas, observations and insights relevant to intentions as work progresses. Exam expectations and theme selection.	UNIT 2 EXAM SET BY AQA Generation of ideas period Recording ideas, observations and insights relevant to intentions of the chosen AQA theme. Using a range of	Presentation of developmental work and final responses. Continuation of recording of ideas, observations and insights relevant to intentions based on the animal project artwork progresses.	GCSE Art and Design course ended and art lesson time diverted to other subjects.

	sources.			recording techniques as well as techniques of creating photographs in digital and non- digital means.	Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
S k i I S a n d f o c u s	Personal artists study Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points How to refine/improve my work. Choosing ideas and techniques Mind mapping of ideas Artist analysis How to plan and create photoshoots, including notes and sketches. How to creating own versions of artists work Creating editing plans and improving work	Personal Study - Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points Portfolio improvements and refinements. Digital and manual edits of photographs. Mind mapping of ideas Artist analysis How to plan and create photoshoots, including notes and sketches. How to creating own versions of artists work Creating editing plans and improving work .	Portfolio improvements and refinements. Digital and manual edits of photographs. Research skills Technical editing skills Camera skills Mind mapping of ideas Artist analysis How to plan and create photoshoots, including notes and sketches. How to creating own versions of artists work Creating editing plans and improving work Best image selection / contact sheets, Evaluation of work and statement of intent.	Portfolio improvements and refinements. Digital and manual edits of photographs. Research skills Technical editing skills Camera skills Mind mapping of ideas Artist analysis How to plan and create photoshoots, including notes and sketches. How to creating own versions of artists work Creating editing plans and improving work	Portfolio improvements and refinements. Digital and manual edits of photographs. Research skills Technical editing skills Camera skills Mind mapping of ideas Artist analysis How to plan and create photoshoots, including notes and sketches. How to creating own versions of artists work Creating editing plans and improving work Best image selection / contact sheets, Evaluation of work and statement of intent.	

	CSE Art and The GCSE Art ar	=	THE GOOD THE GIRA	As in Summer term 1	
Design	(8201) course (8201) course is	a linear	Design (8201) course is		
is a line	ear qualification wh	iere	a linear qualification		
qualific	cation where students have t	0	where students have to		
studen	ts have to complete the O	fqual set	complete the Ofqual		
comple	ete the Ofqual assessments ob	jectives	set assessments		
set asso	essments at the end of th	e course	objectives at the end of		
objecti	ves at the end to pass the cou	rse.	the course to pass the		
of the o	course to pass Assessment		course.		
the cou	urse. objectives (AOs) are;	Assessment		
Assess	sment AO1: Develop id	leas	objectives (AOs) are;		
objecti	ves (AOs) are; through investig	gations,	AO1: Develop ideas		
AO1: D	evelop ideas demonstrating	critical	through		
throug			investigations,		
investi	gations, sources. AO2: R	efine	demonstrating critical		
demon	strating critical work by explori	ng ideas,	understanding of		
unders	tanding of selecting and		sources.		
sources	- 1 0	with	AO2: Refine work by		
AO2: R	efine work by appropriate me	dia,	exploring ideas,		
explori	ng ideas, materials, techr	niques	selecting and		
selectin	• •		experimenting with		
experir	menting with AO3: Record ide		appropriate media,		
approp	oriate media, observations ar	d	materials, techniques		
	als, techniques insights relevan		and processes.		
and pro	ocesses. intentions as we	ork	AO3: Record ideas,		
	ecord ideas, progresses. AO4		observations and		
	ations and Present a perso		insights relevant to		
insights	s relevant to meaningful resp		intentions as work		
intentio	ons as work that realises int	entions	progresses. AO4:		
progres	sses. and demonstra	tes	Present a personal and		
1	resent a understanding of	of visual	meaningful response		
person	0 0		that realises intentions		
	ngful response		and demonstrates		
that re			understanding of visual		
	ons and		language.		
	strates				
	tanding of				
	anguage.				
ര ≺ Autum	n Term 1 Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

Factual Knowledge to be taught	Year 11 unit 1 coursework completion in the following projects; Architecture project or any AQA themed mock exam leading to second project. Developing, Experimentation, recording with varied mark making techniques in a range of media and materials	Year 11 unit 1 coursework completion in the following projects; Architecture project or any AQA themed mock exam leading to second project. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	All coursework completion and presentation in preparation for final exam. Exam expectations Topic choice. Record ideas, observations and insights relevant to intentions as work progresses.	Final Exam Prep Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials Recording ideas, observations and insights relevant to intentions of the chosen AQA theme.	Final Exam Prep Presentation of developmental work and final responses. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	End of GCSE Art and Design course and art lesson time diverted to other subjects.
Skill s and foc us	Developing, Experimentation, recording with varied mark making techniques in a range of media and materials	Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials	Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials	Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials Recording ideas, observations and insights relevant to intentions of the chosen AQA	Selection and presentation of art portfolio for marking.	
	1-Mind mapping of ideas 2-Artist analysis and transcriptions 3-Annotations with and sketches. 4- Intentional		As in Term 1	theme. As in Term 1	As in Term 1	

developments of ideas linked to artist's techniques, 5-Final outcomes 6-Evaluations, 7-Presentation of Component One Portfolio based on any of the above starting points 8-How to refine/improve my work.			
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Acco	essment	TI COSE A L	As in Autumn term 1	TI COSEA I ID :	As in Spring term 1	TI COST A L LD	
Asse	essilielit	The GCSE Art and	As in Autumii teriii I	The GCSE Art and Design	As in Spring term 1	The GCSE Art and Design	
		Design (8201) course		(8201) course is a linear		(8201) course is a linear	
		is a linear		qualification where		qualification where	
		qualification where		students have to		students have to	
		students have to		complete the Ofqual set		complete the Ofqual set	
		complete the Ofqual		assessments objectives at		assessments objectives	
		set assessments		the end of the course to		at the end of the course	
		objectives at the end		pass the course.		to pass the course.	
		of the course to pass		Assessment objectives		Assessment objectives	
		the course.		(AOs) are; AO1: Develop		(AOs) are; AO1: Develop	
		Assessment		ideas through		ideas through	
		objectives (AOs) are;		investigations,		investigations,	
		AO1: Develop ideas		demonstrating critical		demonstrating critical	
		through		understanding of sources.		understanding of	
		investigations,		AO2: Refine work by		sources. AO2: Refine	
		demonstrating critical		exploring ideas, selecting		work by exploring ideas,	
		understanding of		and experimenting with		selecting and	
		sources.		appropriate media,		experimenting with	
		AO2: Refine work by		materials, techniques and		appropriate media,	
		exploring ideas,		processes.		materials, techniques	
		selecting and		AO3: Record ideas,		and processes.	
		experimenting with		observations and insights		AO3: Record ideas,	
		appropriate media,		relevant to intentions as		observations and insights	
		materials, techniques		work progresses.		relevant to intentions as	
		and processes.		AO4: Present a personal		work progresses.	
		AO3: Record ideas,		and meaningful response		AO4: Present a personal	
		observations and		that realises intentions		and meaningful response	
		insights relevant to		and demonstrates		that realises intentions	
		intentions as work		understanding of visual		and demonstrates	
		progresses.		language.		understanding of visual	
		AO4: Present a				language.	
		personal and					
		meaningful response					
		that realises					
		intentions and					
		demonstrates					
		understanding of					
		visual language.					