

**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	<p>Introduction to formal elements of Art; line, tone, texture, shape, colour, form</p> <p>Exploring land application of line, texture, tonal values through mark making, Tonal drawing in pencil, pen and eraser.</p>	<p>Formal elements of Art- development and application: still life and perspective.</p> <p>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,</p>	<p>Formal elements of Art - development and application: - colour theory and colour relationships.</p> <p>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</p>	<p>Formal elements of Art continued development and application: Jason Scarpace Fish painting</p> <p>Colour mixing and blending of paint. Painting techniques as well as media exploration</p>	<p>Continued development of Formal elements of Art and application: block printing and Pattern creation- William Morris</p> <p>Block printing techniques Pattern and shape explored through printing.</p>	<p>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.</p>
Knowledge	<p>Elements of Art, Mark making and vocabulary and skills of perspective.</p>	<p>Elements of Art Colour theory Tonal vocabulary Mark making vocabulary Artist research</p>	<p>Elements of Art Colour theory Tonal vocabulary Mark making vocabulary Artist research</p>	<p>Elements of Art Colour theory Tonal vocabulary Mark making vocabulary Artist research</p>	<p>Elements of Art Colour theory Tonal vocabulary mark making vocabulary Artist research</p>	<p>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</p>

<p>Formative and Summative Assessment</p>	<p>In Art feedback is an ongoing process, which encourages students to refine and improve work. Students undergo a baseline test to assess observation and rendering skills. This constitutes the first assessment but also helps teachers plan appropriately differentiated learning tasks and outcomes. Formative written feedback is done mid- point through the project. A final peer or self-evaluation is completed at the end of each project which linked to project success criteria. Teachers summatively assess student final art work basing on the project objectives and outcomes as well as the guiding Art and Design general progress objectives of generating ideas, making, evaluating and knowledge.</p>	<p>As in Autumn term 1</p>	<p>In Art feedback is an ongoing process, which encourages students to refine and improve work. Students undergo a baseline test to assess observation and rendering skills. This constitutes the first assessment but also helps teachers plan appropriately differentiated learning tasks and outcomes. Formative written feedback is done mid- point through the project. A final peer or self-evaluation is completed at the end of each project which linked to project success criteria. Teachers summatively assess student final art work basing on the project objectives and outcomes as well as the guiding Art and Design general progress objectives of generating ideas, making, evaluating and knowledge.</p>	<p>As in Spring term 1</p>	<p>In Art feedback is an ongoing process, which encourages students to refine and improve work. Students undergo a baseline test to assess observation and rendering skills. This constitutes the first assessment but also helps teachers plan appropriately differentiated learning tasks and outcomes. Formative written feedback is done mid- point through the project. A final peer or self-evaluation is completed at the end of each project which linked to project success criteria. Teachers summatively assess student final art work basing on the project objectives and outcomes as well as the guiding Art and Design general progress objectives of generating ideas, making, evaluating and knowledge.</p>	<p>As in Summer term 1</p>
<p>Year 8</p>	<p>Autumn Term 1</p>	<p>Autumn Term 2</p>	<p>Spring Term 1</p>	<p>Spring Term 2</p>	<p>Summer Term 1</p>	<p>Summer Term 2</p>

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

Formative and Summative Assessment	<p>In Art feedback is an ongoing process, which encourages students to refine and improve work.</p> <p>Students undergo a baseline test to assess observation and rendering skills. This constitutes the first assessment but also helps teachers plan appropriately differentiated learning tasks and outcomes.</p> <p>Formative written feedback is done mid-point through the project. A final peer or self-evaluation is completed at the end of each project which linked to project success criteria.</p> <p>Teachers summatively assess student final art work basing on the project objectives and outcomes as well as the guiding Art and Design general progress objectives of generating ideas, making, evaluating and knowledge.</p>	As in Autumn term 1	<p>In Art feedback is an ongoing process, which encourages students to refine and improve work.</p> <p>Students undergo a baseline test to assess observation and rendering skills. This constitutes the first assessment but also helps teachers plan appropriately differentiated learning tasks and outcomes.</p> <p>Formative written feedback is done mid-point through the project. A final peer or self-evaluation is completed at the end of each project which linked to project success criteria. Teachers summatively assess student final art work basing on the project objectives and outcomes as well as the guiding Art and Design general progress objectives of generating ideas, making, evaluating and knowledge.</p>	As in Spring term 1	<p>In Art feedback is an ongoing process, which encourages students to refine and improve work.</p> <p>Students undergo a baseline test to assess observation and rendering skills. This constitutes the first assessment but also helps teachers plan appropriately differentiated learning tasks and outcomes.</p> <p>Formative written feedback is done mid-point through the project. A final peer or self-evaluation is completed at the end of each project which linked to project success criteria. Teachers summatively assess student final art work basing on the project objectives and outcomes as well as the guiding Art and Design general progress objectives of generating ideas, making, evaluating and knowledge.</p>	As in Summer term 1
Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

	<p>Skill s and foc us</p>	<p>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.</p>	<p>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</p>	<p>Portraits, Icons and Role Models - An introduction to Pop Art techniques – materials and techniques as inspired by Roy Lichtenstein and Andy Warhol</p>	<p>Portraits, Icons and Role Models - Pop Art portraits techniques – materials continued and inspired by Roy Lichtenstein and Andy Warhol</p>	<p>Introduction to Surrealism and Salvador Dali painting</p> <p>Perspective and Surrealism inspired room design / painting</p> <p>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.</p>	<p>Introduction to Surrealism and Salvador Dali painting</p> <p>Perspective and Surrealism inspired room design / painting.</p> <p>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.</p>
	<p>Factual Knowledge to be taught</p>	<p>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 and arrangement, evaluation and analysis, Portrait drawing / painting, collage or digital art making techniques.</p>	<p>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 and arrangement, evaluation and analysis, Portrait drawing / painting, collage or digital art making techniques and clay modelling</p>	<p>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.</p>	<p>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.</p>	<p>One and two perspective research and application and surrealism inspired room design.</p> <p>Surrealism art techniques and ideation process / as well as painting techniques of colour theory, mixing, blending, dry brush, scumbling etc</p>	<p>One and two perspective research and application and surrealism inspired room design.</p> <p>Surrealism art techniques and ideation process / as well as painting techniques of colour theory, mixing, blending, dry brush, scumbling etc</p>

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

			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 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 Interpretation and application of the assessment objectives, Mind mapping,	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 Interpretation and application of the assessment objectives, Mind mapping, observational drawing, mood board creation	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 printing Interpretation and application of the assessment objectives, Mind	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 presentation techniques.	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 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.		
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	Assessment	<p>The GCSE Art and Design (8201) course is a linear qualification where students have to complete the Ofqual set assessments objectives at the end of the course to pass the course.</p> <p>Assessment objectives (AOs) are; AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, 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.</p>	<p>As in Autumn term 1</p>	<p>The GCSE Art and Design (8201) course is a linear qualification where students have to complete the Ofqual set assessments objectives at the end of the course to pass the course.</p> <p>Assessment objectives (AOs) are; AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, 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.</p>	<p>As in Spring term 1</p>	<p>The GCSE Art and Design (8201) course is a linear qualification where students have to complete the Ofqual set assessments objectives at the end of the course to pass the course.</p> <p>Assessment objectives (AOs) are; AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, 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.</p>	<p>As in Summer term 1</p>
<p>9</p>		<p>Autumn Term 1</p>	<p>Autumn Term 2</p>	<p>Spring Term 1</p>	<p>Spring Term 2</p>	<p>Summer Term 1</p>	<p>Summer Term 2</p>

<p>Factual Knowledge to be taught</p>	<p>Developing ideas through investigation, demonstrating critical understanding of sources.</p> <p>Introduction to GCSE Photography and the interpretation and application of the assessment objectives.</p>	<p>Refining work and by exploring ideas, selecting and experimenting with appropriate media, materials and techniques.</p> <p>The DSLR camera functions, controls and application.</p>	<p>Continuation of Refining of work and exploring ideas, selecting and experimenting with appropriate media, materials and techniques.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses.</p>	<p>First Project: "Out of Place" Project or any AQA starting theme project continued.</p> <p>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</p>	<p>Continuation of First Project: AQA themed starting points; Out of Place, Creative landscapes, Assembled Portraiture, Viewpoints.</p> <p>Continuation of recording of ideas, observations and insights relevant to intentions based on the animal project artwork progresses.</p> <p>Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Developing ideas through investigation, demonstrating critical understanding of sources.</p> <p>First Project: AQA themed starting points such as;</p> <p>1-Out of Place 2-Creative landscapes 3-Assembled Portraiture</p>
<p>Skills and focus</p>	<p>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.</p> <p>Principles of photography and their effect on photography: pattern, contrast, emphasis, rhythm and movement, balance</p>	<p>Exposure triangle techniques: Aperture, Shutter Speed and ISO settings appropriate to Photographic intentions and outcomes. Photography compositional rules and techniques, Painting with light,</p>	<p>Digital image manipulation techniques: selection tools, use of layers, blend modes, masks, file formats and resolutions layer masks, adjustment layers,</p> <p>Analogue techniques: collage, joiner techniques, folding paper sculpting, assemblage, gluing, stitching and sewing etc.</p>	<p>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</p>	<p>Personal Study - Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points</p> <p>Camera skills - manual settings focusing on aperture, ISO, negative space, colour, symmetry, location shooting and props, using backgrounds. Challenges Core</p>	<p>First Project: AQA themed starting points; Out of Place, Creative landscapes, Assembled Portraiture, Viewpoints.</p> <p>Personal Study - Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points</p> <p>Interpretation and application of the assessment objectives, Mind mapping, recording and presentation of</p>

		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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	<p>Assessment</p> <p>The GCSE Art and Design: Photography (8206) course is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.</p> <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment measures how students have achieved the following assessment objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>As in Autumn term 1</p>	<p>The GCSE Art and Design (8206) Assessment objectives (AOs) are;</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 PowerPoint or Publisher Presentation Teacher written feedback</p>	<p>As in Spring term 1</p>	<p>The GCSE Art and Design (8206) Assessment objectives (AOs) are;</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 PowerPoint or Publisher Presentation Teacher written feedback</p>	<p>The GCSE Art and Design (8206) Assessment objectives (AOs) are;</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
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	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 l s a n d f o c u s	<p>Personal artists study Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points</p> <p>How to refine/improve my work. Choosing ideas and techniques</p> <p>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</p>	<p>Personal Study - Intentional developments, Final outcomes Evaluations, Presentation of Component One Portfolio based on any of the above starting points</p> <p>Portfolio improvements and refinements. Digital and manual edits of photographs.</p> <p>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</p>	<p>Portfolio improvements and refinements. Digital and manual edits of photographs. Research skills Technical editing skills Camera skills</p> <p>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.</p>	<p>Portfolio improvements and refinements. Digital and manual edits of photographs. Research skills Technical editing skills Camera skills</p> <p>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</p>	<p>Portfolio improvements and refinements. Digital and manual edits of photographs. Research skills Technical editing skills Camera skills</p> <p>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.</p>	

		<p>The GCSE Art and Design (8201) course is a linear qualification where students have to complete the Ofqual set assessments objectives at the end of the course to pass the course.</p> <p>Assessment objectives (AOs) are; AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, 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.</p>	<p>The GCSE Art and Design (8201) course is a linear qualification where students have to complete the Ofqual set assessments objectives at the end of the course to pass the course.</p> <p>Assessment objectives (AOs) are; AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, 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.</p>	As in Spring term 1	<p>The GCSE Art and Design (8201) course is a linear qualification where students have to complete the Ofqual set assessments objectives at the end of the course to pass the course.</p> <p>Assessment objectives (AOs) are; AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, 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.</p>	As in Summer term 1	
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Factual Knowledge to be taught	<p>Year 11 unit 1 coursework completion in the following projects; Architecture project or any AQA themed mock exam leading to second project.</p> <p>Developing, Experimentation, recording with varied mark making techniques in a range of media and materials</p>	<p>Year 11 unit 1 coursework completion in the following projects; Architecture project or any AQA themed mock exam leading to second project.</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>All coursework completion and presentation in preparation for final exam.</p> <p>Exam expectations Topic choice.</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>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</p> <p>Recording ideas, observations and insights relevant to intentions of the chosen AQA theme.</p>	<p>Final Exam Prep Presentation of developmental work and final responses.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>End of GCSE Art and Design course and art lesson time diverted to other subjects.</p>
Skills and focus	<p>Developing, Experimentation, recording with varied mark making techniques in a range of media and materials</p> <p>1-Mind mapping of ideas 2-Artist analysis and transcriptions 3-Annotations with and sketches. 4- Intentional</p>	<p>Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials</p> <p>As in Term 1</p>	<p>Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials</p> <p>As in Term 1</p>	<p>Developing, Experimentation, recording with varied mark making techniques as well as varied techniques of art making in a range of media and materials</p> <p>Recording ideas, observations and insights relevant to intentions of the chosen AQA theme.</p> <p>As in Term 1</p>	<p>Selection and presentation of art portfolio for marking.</p> <p>As in Term 1</p>	

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