SUBJECT ART, GRAPHICS, PHOTOGRAPHY - CURRICULUM OVERVIEW

Intent

Summary of curriculum intent

(*What subject specific skills do you cover?*

KEY STAGE 3	KEY STAGE 4 GCSE	A LEVEL ART	ALEVEL GRAPHICS	A LEVEL PHOTOGRAPHY
• Artist Research pages • Recording • Exploring • Developing • Presenting outcomes in books/ Digital PowerPoints	• *Artist Research* • *Recording* • *Exploring* • *Developing* • *Presenting A2 outcomes*	• *Artist Research* • *Recording* • *Exploring* • *Developing* • *Presenting A1 and A2 larger scale*	• *Graphic Designers* • *Recording* • *Exploring* • *Developing* • *Presenting Digital PowerPoint/ layout page*	• *Photographers* • *Recording* • *Exploring* • *Developing* *Presenting Digital PowerPoint/ layout page*

- *What knowledge/content do you cover?*
  Different Art movements, a range of Techniques, Analysis skills, independent creative outlets.
- *How skills and knowledge/content are represented in the assessment objectives?*
  Quality of work is compared to AQA standards and sectioned into A consistent level/ Highly developed or Exceptional. Then it is sectioned into Just, Adequately, Clearly or Convincingly.
- *How does this offer equal or greater ambition than the national curriculum? (particularly in terms of maintaining breadth at KS3)*
  To reach the Exceptional standard you have to produce professional outcomes or photorealistic pieces of work. The standard set by AQA Is extremely high. This is seen at moderation training.
- *How is the overall offer different for students of different abilities? (including how it is adapted and developed for SEND students)*
  The structures in place allow all students to fulfil the assessment objectives. The quality of what they do determines the grade.
  Students choose personal project and the teacher plan individual plans using the department structures.
- *How is school context taken into account? (including how cultural capital and career options are addressed through the curriculum)*
  A large amount of student go on to study Art Foundation or creative degrees. Portfolio support is offered and X students are asked to come back and talk. Each year at least two creative professionals talk to the cohort.
- *How does this curriculum area link to the wider school curriculum?*
  Graphics students have started to link with Drama to design production posters.

Implementation

Key principles of unit planning

- *How is the knowledge identified above distributed/sequenced and built on throughout and across years?*
  Verbal assessment language is used to focus on the purpose of all assessment objectives. Trackers and regular feedback both verbal and written is given. Visual examples are used both in PowerPoints and displays.
- *How are the skills identified above distributed/sequenced and built on throughout and across years?*
  From year 7 the culture of your whole book mattering and going towards your grade sets GCSE standards. The foundation art skills are recapped and developed from year 7 to 13
- *How relevant is each unit in relation to the previous/next?*
  Students apply skills from workshops taught in Component one to Component two at both GCSE and A level.
- *What subject specific requirements have impacted the way the subject is delivered? (in terms of covering a mixture of sciences, for example)*
  The new computers in D15 and D16 have improved the time it takes to log on. Governor's donation for graphics pads ask impacted the GCSE Graphics outcomes.
- *Is there a typical structure to lessons to support learning in your subject?*
  Each lesson links to an assessment objective and follows the seven steps or workshop structure.
- *How do you deliver literacy?*
  From year 7 to 13 we read and mark the Artist Research pages and then in year 12 Art, Graphics and Photography students produce a 3000 word essay
- *What resources are available to support the delivery of the curriculum?*
  Worksheets and Handout sheets for Key stage 3. Photography mini studios, SLR cameras, printing press, Etching tools. Screen printing area and Clay options are all open for GCSE and A Level. PowerPoints on Copia show clear visual examples and expectations.

All projects aim to develop all four assessment objectives.
Key pedagogical principles:
- Art and Graphics key language is introduced inductively.
- Visual examples on display and in PowerPoints
- Short, sharp activities with review.
- Use of dept. specific vocab
- Use of key word glossaries.
- Use of extended writing support structures for A level.

Impact

Key assessment principles   ART, Graphics and Photography

In class students reflect using WWW and EBI and peer assessment takes place very half term.
Each quarter assessment students are marked 50% on practical outcomes and 50% on the quality of Artist Research
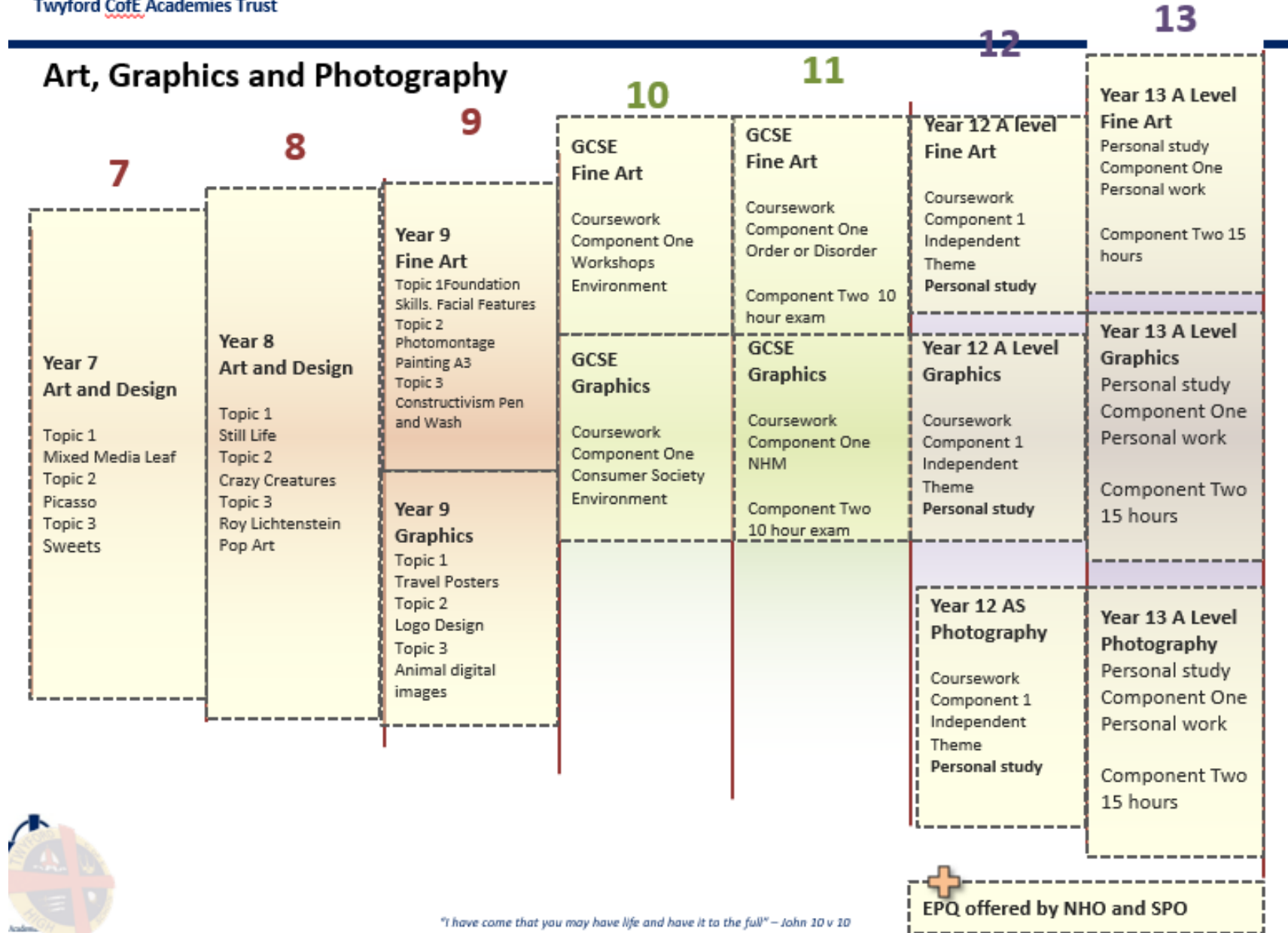The Assessments reflect how students are marked at GCSE and A level and create a focus on the quality of work and book work.
During quarterly assessments teacher will notice and direct student so strength and areas that they need to develop.
Moderation takes place in department using AQA examples.

ART

Art, Graphics and Photography

7

**Year 7
Art and Design**

Topic 1
Mixed Media Leaf
Topic 2
Picasso
Topic 3
Sweets

8

**Year 8
Art and Design**

Topic 1
Still Life
Topic 2
Crazy Creatures
Topic 3
Roy Lichtenstein
Pop Art

9

**Year 9
Fine Art**
Topic 1 Foundation
Skills. Facial Features
Topic 2
Photomontage
Painting A3
Topic 3
Constructivism Pen
and Wash

**Year 9
Graphics**
Topic 1
Travel Posters
Topic 2
Logo Design
Topic 3
Animal digital
images

10

**GCSE
Fine Art**

Coursework
Component One
Workshops
Environment

**GCSE
Graphics**

Coursework
Component One
Consumer Society
Environment

11

**GCSE
Fine Art**

Coursework
Component One
Order or Disorder

Component Two 10
hour exam

**GCSE
Graphics**

Coursework
Component One
NHM

Component Two
10 hour exam

12

**Year 12 A level
Fine Art**

Coursework
Component 1
Independent
Theme
Personal study

**Year 12 A Level
Graphics**

Coursework
Component 1
Independent
Theme
Personal study

**Year 12 AS
Photography**

Coursework
Component 1
Independent
Theme
Personal study

13

**Year 13 A Level
Fine Art**
Personal study
Component One
Personal work

Component Two 15
hours

**Year 13 A Level
Graphics**
Personal study
Component One
Personal work

Component Two
15 hours

**Year 13 A Level
Photography**
Personal study
Component One
Personal work

Component Two
15 hours

EPQ offered by NHO and SPO

"I have come that you may have life and have it to the full" – John 10 v 10