


# Long Term Plan: Art and Design (Photography below)

| <br>The Westleigh School | HT1<br>(Week1-7)  | HT2<br>(Week8-15)  | HT3<br>(Week16-21)  | HT4<br>(Week22-27)  | HT5<br>(Week28-32)   | HT6<br>(Week33-39)  |
|---|---|--|---|---|--|---|
| Year 7  | <p>Topic description-<br/>                     “Basics and Baseline”</p> <p><b>Ability to use a range of conventional and unconventional drawing tools to create marks. Developing an understanding mark making, weight of line, basic colour theory and simple drawing techniques.</b></p> <p>Subject Key piece-<br/> <b>Baseline tonal study (bottles)</b></p> <p>Literacy focus-<br/> <b>Writing</b> – reflection on baseline task.<br/> <b>Writing</b> – labelling colour wheel.<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/>                     “Blood swept lands and seas of red – Remembrance”</p> <p><b>Issues based project centred around Remembrance linked to the work of Paul Cummins. Students will develop building/sculpting skills to develop a clay poppy installation.</b></p> <p>Assessment- <b>Portfolio, baseline and poppy outcome.</b></p> <p>Literacy focus-<br/> <b>Exit quiz</b> – T.E.A.M log<br/> <b>Written</b> – Remembrance poems written in response to final installation.<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/>                     “Mixed-up Masterpiece Masks”</p> <p><b>A chance to build on prior learning from HT1, looking at building and refining core skills. Students will develop mixed media pieces using a range of media.</b></p> <p>Assessment- <b>Portfolio and “Mixed up Masterpiece” (in early stages)</b></p> <p>Literacy focus-<br/> <b>Exit quiz</b> – T.E.A.M log<br/> <b>Reading/writing</b> – information hunt to record information about each piece of their masterpiece.<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/>                     “Zentangle Insects”</p> <p><b>Revisiting “weight of line” but incorporating pattern making alongside mark making to develop an insect drawing. Colour theory will also be revisited when students paint their final outcome using watercolour.</b></p> <p>Subject Key piece-<br/> <b>Portfolio and Zentangle insect (refined with mark making/zentangle patterns) (A3 reproductions with watercolour)</b></p> <p>Literacy focus-<br/> <b>Oracy</b> – Group/table top critique<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/>                     “The Microscopic World – Cells and viruses”</p> <p><b>Mixed media project where students develop outcomes using a range of techniques. Students will develop mixed media cell pieces to be installed in the science block.</b></p> <p>Subject Key piece-<br/> <b>Portfolio and cell outcome. 2D/3D mixed media.</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/>                     “Kawaii Creatures and Mini Monsters” Whole school Community Arts (equality and diversity)</p> <p><b>Gaining an understanding of the role of the arts in supporting the community but also it’s ability to address and help us respond to wider national/global issues. Students will look at illustration and create a creature/monster design which reflects them as an individual.</b></p> <p>Assessment- <b>Portfolio and completed illustrations</b></p> <p>Literacy focus-<br/> <b>Writing</b> – a poem to describe your unique creature/monster<br/> <b>Oracy</b> – discussions surrounding creative ideas in response to issues.<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> |
| Year 8  | <p>Topic description-<br/>                     “Animal Eyes”</p> <p><b>Revisiting and building on prior learning re: sketching/rendering skills, tone/blending and application of colour. Complexity increases here with the use of oil and/or chalk pastels to create detailed studies of animal eyes/textures</b></p> <p>Subject Key piece- <b>A4/3 animal eye oil/chalk pastel study</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p>   | <p>Topic description-<br/>                     “Street Art – Basquiat VS Haring”</p> <p><b>Introduction to Neo-expressionism and the work and life of Basquiat. Introduction to street art and work of Keith Haring. Issues based art is revisited here with exploration into minorities using art to express themselves (Basquiat as a black artist, Haring as an LGBT male)</b></p> <p>Assessment- <b>Portfolio and mixed media Basquiat piece and Haring collage/drawing.</b></p> <p>Literacy focus-</p>  | <p>Topic description-<br/>                     “BRUTAL? - Brutalism”</p> <p><b>Introduction to Brutalist architecture with connections to the concrete facade at Leighs Turpin Gallery, design 50 years ago by British artist, William Mitchell. Students will be encouraged to question beautiful or brutal? They will be exploring 3D work through ceramic relief tile building. Composition and mark making revisited.</b></p> <p>Assessment- <b>Portfolio, clay relief tile</b></p> <p>Literacy focus-</p>  | <p>Topic description- “Collagraph Landscapes”</p> <p><b>...Moving now from man made architecture to the beauty of natural landscapes, students will develop their understanding of texture and relief work by exploring collagraph prints. These will be constructed using recycled materials.</b></p> <p>Subject Key piece- <b>Collagraph block/possible prints</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p>  | <p>Topic description- “Tiki! Totem Tribe!”</p> <p><b>An exploration into art as a valuable connection to cultural heritage, traditions and belief systems. Students will explore Polynesian art and the narrative/symbolism of pattern. They will build on mark making and tonal skills in producing drawn studies of Tiki masks.</b></p> <p>Subject Key piece- <b>Tiki mask drawing</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log</p>                              | <p>Topic description- “PROUD!” Whole school Community Arts (LGBTQ+ awareness and understanding)</p> <p><b>Students will work collaboratively in designing a new banner/mural which celebrates Westleigh values and ‘allyship’. The piece will be on permanent display on site to promote these values and address misconceptions around equality/diversity.</b></p> <p>Assessment- <b>Portfolio to date.</b></p> <p>Literacy Focus –<br/> <b>Exit Quiz</b> – T.E.A.M log</p>  |

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|                       |  | <p><b>Oracy</b> – Peer assessment and critique (Roll-a-Tiki task)<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p>   | <p><b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p>   |  | <p><b>Writing</b> - End of topic – L.E.A.R.N log</p>  | <p><b>Writing</b> - End of topic – L.E.A.R.N log</p>   |
| <p><b>YEAR 9</b></p>  | <p>Topic description-<br/> <b>“Gaudi Towers”</b></p> <p>How Gaudi used nature as his inspiration for architecture. Students will be exposed to art having a positive impact on the economy and on the culture/identity of the city in which it inhabits. Students will be stretched to develop their own Gaudi inspired pinnacles and develop them using a range of media. Collage will be used in response to trencadis tiling techniques pioneered by the artist.</p> <p>Subject Key piece- <b>Mixed media Gaudi style pinnacle. Pencil, watercolour, stick and ink and collage.</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log<br/> <b>Oracy</b> – MFL link with Spanish/Catalonian language</p> | <p>Topic description-<br/> <b>“A feast for the eyes! – Food and Drink”</b></p> <p>Building on observational drawing skills and more complex/realist approaches to tone, blending and mark making. Students will develop their ability to reflect textures of packaging, record distorted typographic elements and be stretched to refine in great detail.</p> <p>Assessment- <b>Portfolio to date and packaging studies.</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p>     | <p>Topic description-<br/> <b>“WHAM! Pop Art!”</b></p> <p>Introduction to the Pop Art movement, it’s ethos and it’s iconic aesthetic. Students will explore primary colours, ben-day dots, typography, celebrities and cultural icons. Pop Art serves here as bridge between HT2 and HT4 projects – linking both iconic packaging of consumer products/brand and images of faces and human forms.</p> <p>Subject Key piece- <b>Mixed media POP Art panels.</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/> <b>“Portraits”</b></p> <p>Revisiting some fundamental skills in observational drawing as well as skilful rendering/sketching. Students will participate in a range of workshop lessons, exposing them to conventional and unconventional methods for capturing faces and the human form.</p> <p>Assessment- <b>Portfolio to date and portrait workshop outcomes.</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p>  | <p>Topic description-<br/> <b>“Still Life”</b></p> <p>Students are exposed to a number of art history movements including post-impressionism, contemporary craft and cubism, being introduced to key artists from these movements and their approaches to the still life. Students explore the importance of lighting, composition and form.</p> <p>Assessment- <b>Portfolio to date, cubist collage, post-impressionist pear study and Katharine Morling inspired illustrations.</b></p> <p>Literacy focus-<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> | <p>Topic description-<br/> <b>“Sustainability and Sealife” Whole school community arts (eco/plastic waste theme)</b></p> <p>Collaborative skills are revisited here as students formulate ideas and construct large scale 3D models of sea creatures, formed from recycled plastic waste. Students contemplate both the impact of this topical issue but also consider how art can be a vehicle for powerful messages and <b>“making a difference”</b>.</p> <p>Assessment- <b>Portfolio to date and group sculptural outcome.</b></p> <p>Literacy focus-<br/> <b>Writing</b> – weaving written facts/statistics about the impact of plastic waste into 3D sculptures to drive messages around sustainability and the environment.<br/> <b>Exit Quiz</b> – T.E.A.M log<br/> <b>Writing</b> - End of topic – L.E.A.R.N log</p> |
| <p><b>YEAR 10</b></p> | <p>Topic description- <b>“Natural Forms”</b></p> <p>Visual mind mapping, workshops, and early responses through Workshop style activities which explore various aspects of the natural world. Students develop monoprints, first hand observational drawings, pattern based studies, collage, etching and more.</p> <p>Subject Key piece- <b>Holistic sketchbook review</b></p> <p>Literacy focus-<br/> <b>Written</b> – artist research, reflections on personal practice to work of relevant artists, theme/concept research, final piece planning.</p>  | <p>Topic description-<br/> <b>“Natural Forms”</b></p> <p>Interspersed with some workshops, students to develop understanding of AO’s and the non-linear journey of the artist. Students begin to focus on key artists and develop creative responses and test materials to deepen understanding.</p> <p>Assessment- DC1 <b>Sketchbook</b></p> <p>Literacy focus-<br/> <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> | <p>Topic description-<br/> <b>“Natural Forms”</b></p> <p>Development of sustained pieces. How to take a technique from purely expressive to applying appropriately and with intention. Reflection throughout this journey.</p> <p>Subject Key piece- <b>Ian Murphy mixed media piece, Marcia Baldwin pastel piece</b></p> <p>Literacy focus-<br/> <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p>   | <p>Topic description- <b>“Natural Forms”</b></p> <p>Concluding the project with the finalisation/refinement of key exhibition pieces and lengthy written reflections which reflect understanding and ability to articulate creative processes. All other sketchbook work to be finalised/refined.</p> <p>Assessment- DC3 <b>Sketchbook, Ian Murphy mixed media piece, Marcia Baldwin pastel piece, etching plate.</b></p> <p>Literacy focus-<br/> <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> | <p>Topic description- <b>“People”</b></p> <p>Visual mind mapping, workshops, and early responses to representational tonal drawing alongside abstract collage (eye). Introduction to Andy Warhol – icons, self-portraiture, mixed media, layers, abstract colour.</p> <p>Subject Key piece- <b>Andy Warhol piece</b></p> <p>Literacy focus-<br/> <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p>   | <p>Topic description- <b>“People”</b></p> <p>Interspersed with some workshops, students to develop understanding of AO’s and the non-linear journey of the artist. How to develop a personal project.</p> <p>Assessment- DC2 <b>Sketchbook (student directed pieces)</b></p> <p>Literacy focus-<br/> <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p>  |

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| <p><b>YEAR 11</b></p> | <p>Topic description- 'People'</p> <p><b>Students should be working in a range of techniques, demonstrating exploration and development of skills/thought processes. Student driven classwork broken up with critique activities/points for reflection.</b></p> <p>Subject Key piece- <b>(Student directed)</b></p> <p>Literacy focus- <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> | <p>Topic description- 'People'</p> <p><b>Ability to conclude a personal response in a meaningful way which is relevant to intentions. Ability to reflect on this in written annotations and lengthy pieces of reflection – talking as the artist.</b></p> <p>Assessment- DC3 <b>Sketchbook and student directed project piece(s)</b></p> <p>Literacy focus- <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> | <p>Topic description- 'EST Prep Period'</p> <p><b>Developing personal project in response to chosen question from the externally set task (exam paper). Demonstrate wide range of relevant skills, reflected on through annotations.</b></p> <p>Assessment- <b>Portfolio/exam prep</b></p> <p>Literacy focus- <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Oracy</b> – peer or teacher led discussion around emerging ideas/concepts for exam projects. Discussion around a range of approaches to EST.</p> | <p>Topic description- 'EST Prep and EST Exam'</p> <p><b>Conclude personal project with focus on A03/4 – the planning period to ensure personal response is meaningful and relevant to creative intentions as demonstrate in prior preparatory work. Final testing and 10 hour exam.</b></p> <p>Assessment- <b>Portfolio/EST</b></p> <p>Literacy focus- <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Oracy</b> – peer or teacher led discussion around emerging ideas/concepts for final exam piece and finalising preparatory work.</p> | <p>Topic description- 'Revisit all KS4 topics'</p> <p><b>Reflect on entire portfolio, build on less developed areas, strengthening annotations (some may be developing additional sustained pieces)</b></p> <p>Assessment- <b>Whole Portfolio</b></p> <p>Literacy focus- <b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Oracy</b> – peer or teacher led discussion around refining unfinished coursework and reflecting on incomplete annotation in sketchbooks.</p> | <p>Revision Assessment- DC3 N/A</p> <p><b>Total marks submission to AQA. Marks will be transferred.</b></p> <p>N/A</p> <p><b>(DC3 marks will be calculated from final data/scores previously submitted to AQA)</b></p> |
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# Opportunities

|  | Reading   | Writing  | Oracy   |
|--|---|--|---|
|  | <p><b>KS3 –</b><br/>           *Read the article about an artist.<br/>           *Reading an article about a related topic theme (e.g. racism)<br/>           *Read a Wikipedia entry about this famous artwork by...<br/>           *Read the review of this artwork and consider whether you agree or not.<br/>           *Read a set of instructions to complete an independent practical task.<br/>           *DIRT time – reading and responding to teacher feedback.</p> <p><b>KS4 -</b><br/> <b>A01</b> – Independent research on the topic/theme of the project. Independent research on chosen artists whose practice links to this theme.<br/> <b>A02</b> – Reading instructions to complete practical exploration.<br/> <b>A03</b> – Revisiting initial research and refining area of interest to aid planning of sustained experimentation and plans for A04.</p> | <p><b>KS3 -</b><br/> <b>Starter activities...</b><br/>           *SAS – Silent Annotation Starters – multi-purpose. Used to annotate an image on the board, evaluate a famous artwork, identify connections between an image and our theme/work.</p> <p><b>Written tasks...</b><br/>           *Write an acrostic poem about the linked artist, their work and life.<br/>           *Write a balanced review of this famous work by.....<br/>           *Write a series of 5 questions you would like to ask the artist.<br/>           *Watch the demonstration and write up what you saw as instructions.</p> <p><b>Sketchbook annotation tasks...</b><br/>           *Use feedback frame to give written feedback on your partner's work/to self-reflect.<br/>           *Label your work and describe how you created it in 5 steps.</p> <p><b>KS4 –</b><br/> <b>Starter activities...</b><br/>           *SAS – ‘Annotate this!’, ‘How was it made? CONTENT/PROCESS’, ‘Similar/different’, ‘What’s the piece about – MOOD.’ ‘Explain how to...’</p> <p><b>Sketchbook work –</b><br/> <b>A01</b> – Artist research pages, mind maps, theme/topic pages, reflecting on responding to artist’s work.<br/> <b>A02</b> – Reflecting on practical exploration – WWW/EBI, explaining processes/techniques used<br/> <b>A03</b> – Written plans for final ideas alongside labelled diagrams, reflections on more sustained experimentation (linking back to own practice and relevant artists), labelled mood boards.</p> | <p><b>KS3 –</b><br/>           *Watch the teacher’s demonstration, saying out loud the instructions to everyone else, using the key words for equipment and step so they can write it down.<br/>           *Talk like an Artist’ – artist oracy cards. Group tasks for presenting/ reviewing/critiquing personal practice.<br/>           *Presentation – homework, final project pieces.<br/>           *Table top review.</p> <p><b>Class debate/group discussion topics...</b><br/>           ‘Is it worth the pricetag?’<br/>           ‘Is it really art?’<br/>           ‘Which piece is more successful?’<br/>           ‘How could we improve our work?’</p> <p><b>KS4 –</b><br/> <b>Teacher tutorial time...</b><br/>           *Tell me about how you made this...<br/>           *Tell me how you could fix this...<br/>           *What do you intend to do next?<br/>           *What has been the strength in your project so far?</p> <p>*Talk like an Artist’ – artist oracy cards. Group tasks for presenting/ reviewing/critiquing personal practice.</p> <p>*Group critique circle.<br/>           *Table top sketchbook review.</p> |

# Purpose

**KS3**  
*\*Access to text*  
*\*To further understand instructions following teacher demonstrations.*  
*\*Gain understanding of themes of a piece of work.*  
*\*Gain understanding of artist's practice and creative motivation.*  
*\*To develop understanding of the wider context/relevance of an artwork; social, cultural, economic.*  
*\*To consider an alternative point of view through reading debate/reviews.*  
*\*To be aware of and to be able to independently follow 'next steps'.*  
*\*To have a deepened understanding of WWW/EBI in relation to success criteria for a piece of sketchbook work.*

**KS4 (...all of the above and...)**  
*\*To be able to engage in a specific area of study which interests them in order to pursue their own line of enquiry and inspire a unique project.*

**KS3**  
*\*Writing at length*  
*\*To evidence the forming of connections between student and known artist.*  
*\*To gain understanding of how to write like an artist with links to GCSE spec.*  
*\*Exploration of contradictory viewpoints to help form personal opinion supported with adequate evidence.*  
*\*Ability to articulate critique in written form.*

**KS4 (...all of the above and...)**  
*\*Computer literacy – word processing and use of sophisticated editing software e.g. Adobe Photoshop.*  
*\*Writing to show understanding of artist's working process.*  
*\*Writing to show understanding of creative techniques/processes.*  
*\*Writing to express ideas.*  
*\*Writing to reflect on creative outcomes and concepts.*

**KS3/4**  
*\*Academic register.*  
*\*Ability to structure thought processes.*  
*\*Effective communication.*  
*\*Effective collaboration.*  
*\*Embedding of subject specific language and terminology.*  
*\*Linguistic skills – organisation and structure of speech*  
*\*Conveying creative intentions.*  
*\*Conveying feelings about work.*  
*\*A means to critically examine ideas, personal practice and the practice of artists/peers.*  
*\*Communicating emotional response to stimulus.*

## Long Term Plan: Photography

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|  <p>The Westleigh School</p> | <b>HT1</b><br><b>(Week1-7)</b> | <b>HT2</b><br><b>(Week8-15)</b> | <b>HT3</b><br><b>(Week16-21)</b> | <b>HT4</b><br><b>(Week22-27)</b> | <b>HT5</b><br><b>(Week28-32)</b> | <b>HT6</b><br><b>(Week33-39)</b> |
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| <p><b>YEAR 10</b></p> | <p><b>Topic description-</b><br/>"Man Made VS Natural (Textures)"</p> <p><b>Exploring texture in our surroundings and the contrasting and complimentary features of the textures found in natural and man made surfaces. Introduction to some rudimentary Photoshop tools/processes.</b></p> <p><b>Assessment-</b> Sketchbook /homework tasks.</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning</p> <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p><b>Topic description-</b><br/>"Man Made VS Natural (Textures)"</p> <p><b>Developing knowledge of artists who connect to this theme of textures and 'Hidden Beauty'. Developing practical responses through both digital and physical manipulation. Development and presentation of outcomes</b></p> <p><b>Assessment-</b> DC1 Sketchbook /texture grids and other selected final images.</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p><b>Topic description-</b><br/>"Still Life/Product Photography"</p> <p><b>Investigating a range of approaches to still life which address composition, lighting and the qualities of surface (reflection, refraction).</b></p> <p><b>Assessment-</b> Sketchbook /homework tasks.</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning</p> <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p><b>Topic description-</b><br/>"Still Life/Product Photography"</p> <p><b>Developing a diverse portfolio demonstration approaches to still life. Considering the role of still life as biography, symbols and presentation of the object as product.</b></p> <p><b>Assessment-</b> DC1 Sketchbook /homework tasks/collage pieces and Hockney inspired studies</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning</p> <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p><b>Topic description-</b><br/>"Architecture and Local Landscape"</p> <p><b>Exploring angles, viewpoints and perspectives in architectural forms. Taking a closer look at the features of the architecture which makes up our everyday surroundings. Seeing shape, line and form in both negative and positive space.</b></p> <p><b>Assessment-</b> Sketchbook /homework tasks.</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning</p> <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p><b>Topic description-</b><br/>"Architecture and Local Landscape"</p> <p><b>Investigating the work of connected photographers and painters who have been inspired by architectural form and shape. Building digital skills examining symmetry, layers and colour. Considering collaborative practical and sculptural approaches to photographic practice.</b></p> <p><b>Assessment-</b> DC2 Sketchbook /homework tasks/final shots</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> |
| <p><b>YEAR 11</b></p> | <p><b>Topic description-</b><br/>"Portraiture and the human form"</p> <p><b>Creating a range of responses through workshop lessons examining the role of portraiture and the importance of the human form throughout photographic history and the present day.</b></p> <p><b>Assessment-</b> Sketchbook /homework tasks</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p>  | <p><b>Topic description-</b><br/>"Portraiture and the human form."</p> <p><b>Developing and presenting a portfolio of images generated from workshops linked to a broad range of creative practitioners across multiple disciplines.</b></p> <p><b>Assessment-</b> DC3 Sketchbook /homework tasks/final shots</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p>  | <p><b>Topic description-</b> 'EST Prep Period'</p> <p><b>Following all assessment objectives in sequence to explore, investigation develop and present their project, as self directed from chosen starting point.</b></p> <p><b>Assessment-</b> Portfolio/exam prep</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Oracy</b> – peer or teacher led discussion around emerging</p>  | <p><b>Topic description-</b> 'EST Prep and EST Exam'</p> <p><b>Following all assessment objectives in sequence to explore, investigation develop and present their project, as self directed from chosen starting point.</b></p> <p><b>Assessment-</b> Portfolio/EST</p> <p><b>Literacy focus-</b><br/><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p>  | <p><b>Topic description-</b> 'Revisit all KS4 topics'</p> <p><b>Entire portfolio to date to be revisited. Students to identify areas for development and refinement in each mini project (Y9/10) and the extended project (Y10)</b></p> <p><b>Students gaining awareness of EST and expectations for all aspects of preparatory period.</b></p> <p><b>Assessment-</b> Whole portfolio</p> <p><b>Literacy focus-</b></p>  | <p>Revision Assessment- DC3 N/A</p> <p><b>Total marks submission to AQA. Marks will be transferred.</b></p> <p>N/A</p>   |

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| <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p><b>Reading</b> – following Photoshop tutorial guides, reading through teacher written instruction sheets, reading articles about relevant creative practitioners as part of research and developing personal practice.</p> <p><b>Oracy</b> – (see opportunities section above which outlines numerous oracy based activities which take place throughout SOL)</p> | <p>ideas/concepts for exam projects. Discussion around a range of approaches to EST.</p> | <p><b>Oracy</b> – peer or teacher led discussion around emerging ideas/concepts for final exam piece and finalising preparatory work.</p> | <p><b>Written</b> – artist research, reflections on personal practice, linking personal practice to work of relevant artists, theme/concept research, final piece planning.</p> <p><b>Oracy</b> – peer or teacher led discussion around refining unfinished coursework and reflecting on incomplete annotation in sketchbooks.</p> |  |
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### KS3 AND 4 Enrichment/Potential Opportunity Planning.

|               | <b>KS3 Art and Design</b>   | <b>KS4 Art and Design</b>  | <b>KS4 Photography</b>  |
|---------------|---|--|---|
| Opportunities | <p>Educational Visits -<br/><b>Workshop opportunity through local colleges.</b></p> <p><b>Y7/8/9 –</b><br/>Gallery Visit –<br/><b>TATE Liverpool/Walker Art Gallery/Manchester Art Gallery/Old Courts Wigan/Turnpike Leigh –</b><br/>Exploration of selected works either linked directly to projects (where possible) or purely as wider enrichment.</p> <p><b>Local Artist Workshops –</b><br/>Local artist visits to the school to deliver ‘one off’ or short term ‘mini projects’ linked to their practice.</p> | <p>Educational Visits –<br/><b>Workshop opportunity through local colleges.</b><br/><i>(printmaking e.g. screenprint, ceramics, textiles. Links to current/future projects)</i></p> <p><b>Y9/10 –</b><br/>Gallery Visit –<br/><b>TATE Liverpool/Walker Art Gallery/Manchester Art Gallery/CFCCA</b><br/>– exploration of selected works linked to ‘People Project’</p> <p>Site visit –<br/><b>*Freshfields Nature Reserve</b> – Formby – land art exploration with links to Natural Forms project.<br/><b>*Crosby Beach ‘Anthony Gormleys – Another Place’</b> – links to Natural forms and People project. <i>(Bigger Picture – Art and it’s impact on local economy)</i></p> <p><b>Y10/11 –</b><br/>*Visit to college end of year shows. Winstanley/St John Rigby/Pendleton/Wigan and Leigh/Bolton.</p> <p><b>Y9/10/11 –</b><br/><b>Masterclasses</b><br/>Masterclass sessions covering work not within SOW. This could take the form of casting, ceramics work, painting (acrylics), advanced watercolour/drawing sessions and other ‘mini’ sessions on watermarbling and other activities.</p> | <p>Educational Visits –<br/><b>Workshop opportunity/taster sessions through local colleges.</b><br/><i>(darkroom activities – photograms, chemigrams)</i></p> <p><b>Y9/10</b><br/>Gallery Visit –<br/><b>TATE Liverpool/Walker Art Gallery/Manchester Art Gallery/CFCCA</b> – exploration of selected works linked to current projects</p> <p><b>Y9 –</b><br/>Exploration of textures – <b>Liverpool Docklands</b> – linked to texture project.<br/>Urban Exploration in <b>Manchester city centre</b> linked to Architecture project.</p> <p><b>Y9 – (end of year)</b><br/>Degree show at <b>Manchester School of Art</b></p> <p><b>Enterprise Group</b><br/><i>Scanning/processing Photographic and Art and Design work. Presenting and selling prints at school events and external enterprise events.</i></p> <p><b>Technical Support/Events Photography</b><br/>*Students involved with setting up for practicals.<br/>*Students being ‘Events Photographers’ who will photograph key school events for school magazine, website/social media and other appropriate outlets.</p> |

# Purpose

## **KS3**

*\*Seeing the positive impact of Art on the local/national economy*

*\*Experience visual arts as an audience member – seeing work 'in real time' and being able to respond to this visually or critical/reflectively through conversation, questioning and written responses.*

*\*Gain understanding of artist's practice and creative motivation.*

*\*To develop understanding of the wider context/relevance of an artwork; social, cultural, economic.*

*\*To form connections between their experiences in the classroom and the work of artists.*

*\*Consideration of creative futures, creative career pathways and experience of medium/technique which they won't have experiences in the classroom.*

*\*Developing oracy through critique. Forming opinions and feeling empowered to articulate them in a way which is respectful and well balanced.*

*\*To gain 'hands on' experiences with equipment which we cannot provide for full classes in a high school setting.*

*\*Embedding of subject specific language and terminology*

*\*Seeing artists and practitioners as 'real people' – being able to talk to them, relate to them and see that art craft and design is a viable future for them.*

*\*Potentially enjoying a visit to a gallery – making this something part of their life outside of school. Potential positive impact on family. Breaking down perceived elitism.*

## **KS4 (...all of the above and...)**

*\*To be able to engage in a specific area of study which interests them in order to pursue their own line of enquiry and inspire a unique project.*

*\*Experience of further/higher education opportunities, gaining knowledge of courses and potential pathways (AS/A-level/BTEC)*

*\*Enterprise – aspects of business, the rewards of producing, selling and profiting from creative practice.*

*\*Photojournalism experience.*