ART & PHOTOGRAPHY

Year Group 10

Half Term 1

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| Number of Hours: 8 | Topic: GCSE Satellite Project (Food/Camera Setting and Techniques) |
| 1 | Dissemination of sketchbooks and appropriate materials for the project including homework sheets. Design a Title Page based on your topic of Food/Camera Settings and Techniques. Use class examples to help you. (AO1) |
| 1 | Spider diagram and Statement of Intent – Complete a spider diagram of appropriate words relevant to your topic. From this you should write a statement of what you intend to do over the course of this unit and what your initial ideas are. These pages should be presented/decorated appropriately with imagery of interest to you in this topic (AO1) |
| 1 | Completion of Spider diagram and Statement of Intent – Complete a spider diagram of appropriate words relevant to your topic. From this you should write a statement of what you intend to do over the course of this unit and what your initial ideas are. These pages should be presented/decorated appropriately with imagery of interest to you in this topic (AO1). Homework check. |
| 1 | Mood-board of Ideas – collect images, materials and other visual sources relevant to your project and presenting them on a double page or several slides. (AO1) This week may be spent sourcing the images/materials and printing them if required. |
| 1 | Completion of Mood-board of Ideas – collect images, materials and other visual sources relevant to your project and presenting them on a double page or several slides. (AO1) This week may be spent presenting them neatly and adding annotation around why these images inspire students and how they intend to use them in the future. Homework check. |
| 1 | Artist/Photographer Research - Look at a minimum of 3 artists or photographers suggested in class. You may conduct your own research into food artists or alternative photographers that inspire you and your own style of art/photography. Complete pastiche work, give a title (artist’s/photographers name) and some hand written research and appropriate imagery. Students will be able to retrieve their annotation skills from KS3 to help them discuss and write appropriately and critically about contextual sources. You should complete at least one double page or one slide of detailed work for each artist/photographer that you consider. (AO1) Students will begin this research in today’s lesson and should aim to have one artist/photographer complete per week over the next three weeks. |
| 1 | Artist/Photographer research continued. Students should employ the same tactics used above to explore a secondary contextual source (AO1). |
| 1 | Artist/Photographer research completed. Students should employ the same tactics used above to explore a third and final contextual source (AO1). Homework check and staff assessment of AO1.  |
| Reasons behind order of topic in this half term |
| At this point students have gained a good understanding of basic materials, standards and the expectations of the exam board across KS3. They are also aware of the formal elements and how they can be manipulated. Students in both Fine Art and Photography follow the AQA specification under the Art and Design umbrella. The standards of which are underwritten by the JCQ/OFQUAL ensuring all awarding bodies are equal. The completed GCSE course spans two years and includes a main project, a satellite project and an externally set exam paper (This project constitutes the opening or satellite project). The aim of year 10 is to continue to push and challenge students by using a wide range of materials, techniques and process whilst introducing a variety of contexts and facilitating their own needs and talents. A broad range of topics are covered and are selected predominately by students so they can work to their interest and strengths. Independent learning is strongly promoted and key guidance given where appropriate by staff. The exam board set 4 key areas of assessment which can be handled chronologically (hence the structure of the year/each half term), starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic/coursework as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and instil students with a good working process if they wish to advance on to A Level in either discipline.   |

ART & PHOTOGRAPHY

Year Group 10

Half Term 2

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| Number of Hours: 7 | Topic: GCSE Satellite Project (Food/Camera Setting and Techniques) |
| 1 | Students begin to gather and collect their own primary sources and research based on the starting point of Food or Camera Settings and Techniques. This imagery should relate to future ideas and intentions and link to contextual work such as artists and photographers already working along a specific theme. Students should present their primary sources in their sketchbook over a double page or over a series of slides in the form of a contact sheet in Photography. This should also include brief annotation and clear titles. (AO3) |
| 1 | Students continue to present and gather their primary source images and may choose to supplement these with some secondary source links if appropriate. (AO3) Some students will also begin their observations in a variety of drawing materials or through sketched ideas for compositions in photography. (AO3) Homework check and staff assessment of sources. |
| 1 | Students should complete any observational studies based on their own primary sources/secondary sources and research. This should be completed using a range of relevant media in full detail starting with pencil sketching and moving onto more advanced drawing materials such as pastel in Art. Some students may choose to produce a large scale interim/supplementary piece of work or series of edits at this point (AO4/AO3).  |
| 1 | Students will begin to experiment with a range of materials and techniques, developing ideas for a final outcome. Staff will ensure that their ideas show strong links to their research, observation work and the original theme. This should be developed from student’s own photographs and sketches. Materials may include any Fine Art materials from painting to print making or any editing software, predominantly Photoshop. Several pages and slides of experimentation are required but staff will advise this on a one to one basis in class verbally. (AO2) |
| 1 | Students will continue to experiment with materials, techniques and processes and work towards a set of final ideas, designs or outcomes. This developmental stage sees students move from more abstract mark making exercises or screen printed processes to more refined sketches, smaller scale paintings/interim pieces and final edits/prints (AO2/AO4) Homework check and staff assessment of observational and experimental work.  |
| 1 | Students should complete Design ideas, production of final outcomes and an evaluation – They should finalise ideas for their personal response. Students must ensure that they show their teacher a minimum of three design plans and a final design idea of what they intend to do or a series of final prints/raw images that they intend to edit. Staff will need to ensure all materials are available for students to work on and that provision for quality is paramount (AO4) |
| 1 | Students should complete their final outcome or series of outcomes and add an evaluative comment to the end of their projects. Any outstanding work should be set as homework over the holidays. (AO4) Staff assessment will occur holistically for this topic.  |
| Reasons behind order of topic in this half term |
| At this point students have gained a good understanding of basic materials, standards and the expectations of the exam board across KS3. They are also aware of the formal elements and how they can be manipulated. Students in both Fine Art and Photography follow the AQA specification under the Art and Design umbrella. The standards of which are underwritten by the JCQ/OFQUAL ensuring all awarding bodies are equal. The completed GCSE course spans two years and includes a main project, a satellite project and an externally set exam paper (This project constitutes the opening or satellite project). The aim of year 10 is to continue to push and challenge students by using a wide range of materials, techniques and process whilst introducing a variety of contexts and facilitating their own needs and talents. A broad range of topics are covered and are selected predominately by students so they can work to their interest and strengths. Independent learning is strongly promoted and key guidance given where appropriate by staff. The exam board set 4 key areas of assessment which can be handled chronologically (hence the structure of the year/each half term), starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic/coursework as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and instil students with a good working process if they wish to advance on to A Level in either discipline.  |

ART & PHOTOGRAPHY

Year Group 10

Half Term 3

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| Number of Hours: 6 | Topic: Main Project (The Formal Elements – Line/Pattern/Texture and Space) |
| 1 | Dissemination of appropriate materials for the project including homework sheets and introduction to the first group of formal elements. Design a Title Page based on your topic of Line, Pattern, Texture and Space. Use class examples to help you. (AO1) |
| 1 | Spider diagram and Statement of Intent – Complete a spider diagram of appropriate words relevant to your topic. From this you should write a statement of what you intend to do over the course of this unit and what your initial ideas are. These pages should be presented/decorated appropriately with imagery of interest to you in this topic (AO1) |
| 1 | Compare and contrast page looking at the definitions and uses of Line/Pattern/Texture/Space – collect images, materials and other visual sources relevant to your project and presenting them on a double page or several slides. (AO1) This week may be spent sourcing the images/materials and printing them if required. |
| 1 | Completion of Mood-board of Ideas – collect images, materials and other visual sources relevant to your project and present them on a double page or several slides. (AO1) This week may be spent presenting them neatly and adding annotation around why these images inspire students and how they intend to use them in the future. Homework check. |
| 1 | Artist/Photographer Research - Look at a minimum of 2 artists or photographers suggested in class. You may conduct your own research into Line/pattern/texture/space artists or alternative photographers that inspire you and your own style of art. Complete pastiche work, give a title (artist’s/photographers name) and some hand written research and appropriate imagery. Students will be able to retrieve their annotation skills from KS3 to help them discuss and write appropriately and critically about contextual sources. You should complete at least one double page or one slide of detailed work for each artist/photographer that you consider. (AO1) Students will begin this research in today’s lesson and should aim to have one artist/photographer complete per week over the next two weeks. |
| 1 | Artist/Photographer research continued. Students should employ the same tactics used above to explore a secondary contextual source (AO1). |
| Reasons behind order of topic in this half term |
| The nature of this project means that students will be working on their own ideas and creative interpretations behind each of the formal elements in this unit. These consist of (in chronological order of study) Line, Pattern /Texture, Shape, Space, Colour and Tone. These six key areas form mini projects under the umbrella of the formal elements. Although each distinctly different it is the combination of the six which amounts to excellent art or Photographic work, therefore, during the Line project for example, students will still touch upon the other five but specific mention will come as a result of the entirety of the formal elements project. Simultaneously, there is no one banner or theme under which students produce work, such as “Food”. It is student’s own interpretation and the facilitation of staff that leads to students developing ideas around how they best explore line or whichever of the formal elements may be at hand. As such a description of what students will study/be focusing on has been given but specific’s, such as specific artists names etc. cannot possibly be detailed as students have such a wide variety of choice, indeed the entirety of art/photographic history and contemporary practitioners. The reason behind the nature of the set-up of lessons still relies on the order of the assessment objectives assigned by the exam board and also follows formal elements practices from KS3.  |

ART & PHOTOGRAPHY

Year Group 10

Half Term 4

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| Number of Hours: 6 | Topic: Main Project (The Formal Elements – Line/Pattern/Texture and Space) |
| 1 | Students begin to gather and collect their own primary sources and research based on the starting point of Line/Pattern/Texture and Space. This imagery should relate to future ideas and intentions and link to contextual work such as artists and photographers already working along a specific theme. Students should present their primary sources in their sketchbook over a double page or over a series of slides in the form of a contact sheet in Photography. This should also include brief annotation and clear titles. (AO3) Homework check and staff assessment of sources. |
| 1 | Students should complete any observational studies based on their own primary sources/secondary sources and research. This should be completed using a range of relevant media in full detail starting with pencil sketching and moving onto more advanced drawing materials such as pastel in Art. Some students may choose to produce a large scale interim/supplementary piece of work or series of edits at this point and many of the observational work will act as design ideas for any future print work (AO4/AO3). |
| 1 | Students will begin to experiment with a range of materials and techniques, developing ideas for a final outcome. It is the intention of the department to produce a piece of lino printing in Fine Art and a set of digital outcomes exploring these formal elements in Photography. This week students will be required to settle on a final design or set of raw images to edit. (AO2/AO4) |
| 1 | Students will begin to carve their lino boards and edit their final outcomes. (AO4) |
| 1 | Students will continue to print from their lino and edit their final outcomes. (AO4) |
| 1 | Students will complete all outcome work. Students will document a methodology and an evaluation of their activities whilst producing their final set of printed outcomes (AO2/AO4). Students will evaluate their progress over the coming holiday for homework. Staff assessment of designs, outcome and methodology.  |
| Reasons behind order of topic in this half term |
| The nature of this project means that students will be working on their own ideas and creative interpretations behind each of the formal elements in this unit. These consist of (in chronological order of study) Line, Pattern /Texture, Shape, Space, Colour and Tone. These six key areas form mini projects under the umbrella of the formal elements. Although each distinctly different it is the combination of the six which amounts to excellent art or Photographic work, therefore, during the Line project for example, students will still touch upon the other five but specific mention will come as a result of the entirety of the formal elements project. Simultaneously, there is no one banner or theme under which students produce work, such as “Food”. It is student’s own interpretation and the facilitation of staff that leads to students developing ideas around how they best explore line or whichever of the formal elements may be at hand. As such a description of what students will study/be focusing on has been given but specific’s, such as specific artists names etc. cannot possibly be detailed as students have such a wide variety of choice, indeed the entirety of art/photographic history and contemporary practitioners. The reason behind the nature of the set-up of lessons still relies on the order of the assessment objectives assigned by the exam board and also follows formal elements practices from KS3.  |

ART & PHOTOGRAPHY

Year Group 10

Half Term 5

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| Number of Hours: 5 | Topic: Main Project (The Formal Elements - Shape) |
| 1 | Dissemination of appropriate materials for the project including homework sheets and introduction to the second formal element. Design a Title Page based on your topic of Shape. Use class examples to help you. (AO1) |
| 1 | Spider diagram and Statement of Intent – Complete a spider diagram of appropriate words relevant to your topic. From this you should write a statement of what you intend to do over the course of this unit and what your initial ideas are. These pages should be presented/decorated appropriately with imagery of interest to you in this topic (AO1) |
| 1 | Compare and contrast page looking at the definitions and uses of Shape– collect images, materials and other visual sources relevant to your project and presenting them on a double page or several slides. (AO1) This week may be spent sourcing the images/materials and printing them if required. |
| 1 | Completion of Mood-board of Ideas – collect images, materials and other visual sources relevant to your project and present them on a double page or several slides. (AO1) This week may be spent presenting them neatly and adding annotation around why these images inspire students and how they intend to use them in the future. Homework check. |
| 1 | Artist/Photographer Research - Look at a minimum of 2 artists or photographers suggested in class. You may conduct your own research into Shape artists or alternative photographers that inspire you and your own style of art. Complete pastiche work, give a title (artist’s/photographers name) and some hand written research and appropriate imagery. Students will be able to retrieve their annotation skills from KS3 to help them discuss and write appropriately and critically about contextual sources. You should complete at least one double page or one slide of detailed work for each artist/photographer that you consider. (AO1) Students will begin this research in today’s lesson and should aim to have one artist/photographer complete per week over the next two weeks. |
| Reasons behind order of topic in this half term |
| The nature of this project means that students will be working on their own ideas and creative interpretations behind each of the formal elements. These consist of (in chronological order of study) Line, Pattern /Texture, Shape, Space, Colour and Tone. These six key areas form mini projects under the umbrella of the formal elements. Although each distinctly different it is the combination of the six which amounts to excellent art of Photographic work, therefore, during the Line project for example, students will still touch upon the other five but specific mention will come as a result of the entirety of the formal elements project. Simultaneously, there is no one banner or theme under which students produce work, such as “Food”. It is student’s own interpretation and the facilitation of staff that leads to students developing ideas around how they best explore line or whichever of the formal elements may be at hand. As such a description of what students will study/be focusing on has been given but specific’s, such as specific artists names etc. cannot possibly be detailed as students have such a wide variety of choice, indeed the entirety of art/photographic history and contemporary practitioners. The reason behind the nature of the set-up of lessons still relies on the order of the assessment objectives assigned by the exam board and also follows formal elements practices from KS3.  |

ART & PHOTOGRAPHY

Year Group 10

Half Term 6

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| Number of Hours: 7 | Topic: Main Project (The Formal Elements - Shape) |
| 1 | Artist/Photographer research continued. Students should employ the same tactics used above to explore a secondary contextual source (AO1). |
| 1 | Students begin to gather and collect their own primary sources and research based on the starting point of Shape. This imagery should relate to future ideas and intentions and link to contextual work such as artists and photographers already working along a specific theme. Students should present their primary sources in their sketchbook over a double page or over a series of slides in the form of a contact sheet in Photography. This should also include brief annotation and clear titles. (AO3) Homework check and staff assessment of sources. |
| 1 | Students should complete any observational studies based on their own primary sources/secondary sources and research. This should be completed using a range of relevant media in full detail starting with pencil sketching and moving onto more advanced drawing materials such as pastel in Art. Some students may choose to produce a large scale interim/supplementary piece of work or series of edits at this point and many of the observational work will act as design ideas for any future glass work and screen prints (AO4/AO3). |
| 1 | Students will begin to experiment with a range of materials and techniques, developing ideas for a final outcome. It is the intention of the department to produce a piece of screen printed glass in fine art and a set of digital outcomes exploring this formal element in photography. This week students will be required to settle on a final design or set of raw images to edit. (AO2/AO4) |
| 1 | Production of final design idea at the National Glass Centre for Fine Art and a set of final shape based edits using Photoshop and digital manipulation in Photography. (AO4) |
| 1 | Production of final design idea at the National Glass Centre for Fine Art and a set of final shape based edits using Photoshop and digital manipulation in Photography. (AO4) |
| 1 | Students will document a methodology and an evaluation of their activities whilst producing their final set of prints/photographic outcomes (AO2/AO4). Students will evaluate their progress over the coming holiday for homework. Staff assessment of designs, outcome and methodology.  |
| Reasons behind order of topic in this half term |
| The nature of this project means that students will be working on their own ideas and creative interpretations behind each of the formal elements. These consist of (in chronological order of study) Line, Pattern /Texture, Shape, Space, Colour and Tone. These six key areas form mini projects under the umbrella of the formal elements. Although each distinctly different it is the combination of the six which amounts to excellent art of Photographic work, therefore, during the Line project for example, students will still touch upon the other five but specific mention will come as a result of the entirety of the formal elements project. Simultaneously, there is no one banner or theme under which students produce work, such as “Food”. It is student’s own interpretation and the facilitation of staff that leads to students developing ideas around how they best explore line or whichever of the formal elements may be at hand. As such a description of what students will study/be focusing on has been given but specific’s, such as specific artists names etc. cannot possibly be detailed as students have such a wide variety of choice, indeed the entirety of art/photographic history and contemporary practitioners. The reason behind the nature of the set-up of lessons still relies on the order of the assessment objectives assigned by the exam board and also follows formal elements practices from KS3.  |

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| Reasons behind order of topics in this Year |
| The topic’s follow a natural flow through the development of the assessment criteria set down by the GCSE exam board and the formal elements/satellite project. This is similar for all art exam boards and is not just specific to the one our school subscribes as it is underwritten by the JCQ and OFQUAL. Although there is something of a natural progression from context to outcome, this is not prescriptive and students must understand how key skills, techniques and materials can be used throughout their project work, and revisited, to improve grading and ultimately artistic quality. The order of the topics also helps build upon working practices from KS3 where students progress through and develop their use of the formal elements, all of which are once again covered in the coursework of Year 10 and Year 11. It is the departments intention to develop all learners into potential A Level Fine Art and Photography students, affording them all the opportunity to succeed in this subject area should they wish to pursue it further, and this working process is the most effective and logical. The resonating behind the order also comes from advice at CPD, past example sets of work used at standardisation and the departments initiative after looking at the working practices of other departments in the local area in order to gain the best possible results and ensure our students are afforded the best opportunities.  |