ART & PHOTOGRAPHY

Year Group 11

Half Term 1

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| Number of Hours: 8 | Topic: Main Project (The Formal Elements – Colour and Tone) |
| 1 | Dissemination of appropriate materials for the project including homework sheets and introduction to the final grouping of formal elements. Design a Title Page based on your topic of Colour and Tone. 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 Colour and Tone 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/Year 10 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 and developed a significant part of their coursework including a satellite project entitled “Food/Camera Setting and Techniques” and studied all but two of the remaining formal elements in Colour and Tone which is ongoing. They are aware of the formal elements and how they can be manipulated due to experiences at KS3 and over Year 10. This project allows students to showcase their best ability as it comes towards the end of their GCSE/coursework deadline where skills bases are generally higher. 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. The aim of year 11 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. The final coursework topics of Colour and Tone are covered and coursework is brought to a close at Christmas time as students embark upon their exam as soon as they return in January. 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, 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 11

Half Term 2

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| Number of Hours: 7 | Topic: Main Project (The Formal Elements – Colour and Tone) |
| 1 | Students begin to gather and collect their own primary sources and research based on the starting point of Colour and Tone. 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 observation 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 the entirety of student’s coursework (60% of students GCSE) Any issues or areas for improvement will be fed back to students and acted upon once the exam unit is completed towards the end of April/after the official exam days.  |
| 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 and developed a significant part of their coursework including a satellite project entitled “Food/Camera Setting and Techniques” and studied all but two of the remaining formal elements in Colour and Tone which is ongoing. They are aware of the formal elements and how they can be manipulated due to experiences at KS3 and over Year 10. This project allows students to showcase their best ability as it comes towards the end of their GCSE/coursework deadline where skills bases are generally higher. 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. The aim of year 11 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. The final coursework topics of Colour and Tone are covered and coursework is brought to a close at Christmas time as students embark upon their exam as soon as they return in January. 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, 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.  |

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Year Group 11

Half Term 3

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| Number of Hours: 6 | Topic: Externally Set Task |
| 1 | Dissemination of appropriate materials for the project including homework sheets and introduction to the Exam questions. Students will select one of the set exam questions and design a Title Page based on their chosen topic. Students will be able to use previous class examples as well as their own understanding to help. (AO1) |
| 1 | Spider diagram and Statement of Intent – Students are to complete a spider diagram of appropriate words relevant to their topic. From this they should write a statement of what they intend to do over the course of this unit and what their initial ideas are. These pages should be presented/decorated appropriately with imagery of interest to them in this topic (AO1) |
| 1 | Completion of Mood-board of Ideas – collect images, materials and other visual sources relevant to the 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 3 artists or photographers suggested in class. Students may conduct their own research into artists or alternative photographers that inspire them and their own style of art but many are set out for students in the exam booklet. 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/Year 10 to help them discuss and write appropriately and critically about contextual sources. They should complete at least one double page or one slide of detailed work for each artist/photographer that they 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 continued. Students should employ the same tactics used above to explore a third contextual source (AO1). |
| Reasons behind order of topic in this half term |
| In order to ensure students successfully tick all of the assessment objectives they follow the same basic principles and set up of a coursework project over the duration of their exam. This means that all assessment objectives are followed in the same chronological order, and it also feels familiar to students in terms of project work and general working methods as they have explored this in their coursework. Exams are released to staff and students from early January. Students are then monitored and work produced under exam conditions, up until their final 10-hour exam.  |

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Year Group 11

Half Term 4

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| Number of Hours: 6 | Topic: Externally Set Task |
| 1 | Students begin to gather and collect their own primary sources and research based on the starting point of the exam question they have selected. 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 or determined in the exam question. 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. This will start with further drawing materials such as pen or pastel work. (AO2/AO3) |
| 1 | Students will settle on one main material or set of editing processes to complete in their two-day exam. They will have the opportunity to experiment with these techniques up until their exam days to ensure they are fully planned and prepared for their outcome. In art they will also be required to produce several final design ideas (AO3/AO4).  |
| 1 | Students will be working on development and experimental design ideas. They should be thinking about how they realise their final intentions for their exam unit. (AO2/AO3). |
| 1 | Students will complete all outcome preparatory work with a view to sitting their final two-day assessment around this time of year (exact dates vary slightly from year to year due to holiday/whole school calendar). Students will document an evaluation of their activities whilst producing their final set of design ideas(AO2/AO4). Students will be given the opportunity over the Easter break to come into school to work on any areas of missing coursework or exam preparation. |
| Reasons behind order of topic in this half term |
| In order to ensure students successfully tick all of the assessment objectives they follow the same basic principles and set up of a coursework project over the duration of their exam. This means that all assessment objectives are followed in the same chronological order, and it also feels familiar to students in terms of project work and general working methods as they have explored this in their coursework. Exams are released to staff and students from early January. Students are then monitored and work produced under exam conditions, up until their final 10-hour exam. |

ART & PHOTOGRAPHY

Year Group 11

Half Term 5

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| Number of Hours: 5 | Topic: Externally Set Task (Exam Days) and Completion of Outstanding coursework |
| 1 | Students will be completing their final outcome for their exam unit this week. (AO4) After this point all exam work will be collected in by staff and assessed. |
| 1 | Students have the opportunity in the next two weeks to look back over their coursework and ensure any missing pieces of work or unfinished work is completed. This will be fed back to students by staff and a short list of targets may be appropriate. (AO1/AO2/AO3/AO4). |
| 1 | This is the final week of the course for GCSE Students. All work for coursework must be handed in and assessment begins from staff. Exam marks and coursework marks are combined and submitted through e-AQA.  |
| 1 | Staff marking and Assessment of all GCSE work. All marks submitted through e-AQA. |
| 1 | Staff marking and Assessment of all GCSE work. All marks submitted through e-AQA. |
| Reasons behind order of topic in this half term |
| Students complete their exams on the dates specified in the school calendar (10 hours over two days). After this point students may revisit any coursework but their deadline is normally early May to ensure all work is marked and sent off to e-AQA by 30th May (exam board marks submission deadline). After this point students cannot work on their portfolios and their course is completed. Moderation takes place in June.  |

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Year Group 11

Half Term 6

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| Number of Hours: 7 | Topic: Moderation of Work |
| 1 | Moderation of work occurs in June (date TBC with visiting moderator). They have the final say over grading of individual students. Staff can only link work to the standardised materials presented earlier in the year in terms of quality but the subjective nature of the course means moderation is required and can result in grade fluctuations.  |
| 1 | Moderation potentially continued. Students are free to use this time to revise other key subjects.  |
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| Reasons behind order of topic in this half term |
| Scores have been submitted to e-AQA and students cannot work on their portfolios and their course is completed. Moderation takes place in June. |

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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. This is similar for all art exam boards and is not just specific to the one our school subscribes. 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/Year 10 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. The reasoning 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. The exam paper is released by the exam board in January and as a department we afford the students the maximum amount of time to get high quality work completed. After this point work is assessed by staff and submitted to e-AQA following all external deadlines and procedures.  |