ART & PHOTOGRAPHY

Year Group 12

Half Term 1

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| Number of Hours: 8 | Topic: Portraits and the Figure (Fine Art) Camera Settings and Techniques (Photography) |
| 1 | Dissemination of appropriate materials for the project including homework sheets and introduction to the topic. Design a Title Page based on your chosen theme. 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 your theme 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/KS4 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 KS4. In Photography some students may be completely new to the medium and therefore the introductory programme of the ‘Cameras Settings and Techniques” helps understand the digital aspect of the tools used and how best to gain a good raw image. They are aware of the formal elements and how they can be manipulated to a good level but will cover this more as the A Level course continues in both disciplines. This project allows students to showcase their best ability as they have independence within a certain subject for example, they can choose what style of figurative or portraiture work they produce, equally in Photography they may choose to visit a certain location of interest to them to explore the opening theme. 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 and OFQUAL ensuring all awarding bodies are equal. The completed A Level course spans two years and includes a main project (A2 Level), two satellite or subsidiary projects and an internally set exam (Year 12) as well as an externally set exam paper (Year 13). The aim at A Level 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 as a working artist or creative practitioner ready for further education or a career path in the creative industries. 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/PowerPoint’s are based on our working methods at GCSE and A 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 University or further creative studies in either discipline. | |

ART & PHOTOGRAPHY

Year Group 12

Half Term 2

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| Number of Hours: 7 | Topic: Portraits and the Figure (Fine Art) Camera Settings and Techniques (Photography) |
| 1 | Students begin to gather and collect their own primary sources and research based on their starting point. 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 projects. Any issues or areas for improvement will be fed back to students and acted upon instantaneously. |
| 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 KS4. In Photography some students may be completely new to the medium and therefore the introductory programme of the ‘Cameras Settings and Techniques” helps understand the digital aspect of the tools used and how best to gain a good raw image. They are aware of the formal elements and how they can be manipulated to a good level but will cover this more as the A Level course continues in both disciplines. This project allows students to showcase their best ability as they have independence within a certain subject for example, they can choose what style of figurative or portraiture work they produce, equally in Photography they may choose to visit a certain location of interest to them to explore the opening theme. 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 and OFQUAL ensuring all awarding bodies are equal. The completed A Level course spans two years and includes a main project (A2 Level), two satellite or subsidiary projects and an internally set exam (Year 12) as well as an externally set exam paper (Year 13). The aim at A Level 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 as a working artist or creative practitioner ready for further education or a career path in the creative industries. 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/PowerPoint’s are based on our working methods at GCSE and A 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 University or further creative studies in either discipline. | |

ART & PHOTOGRAPHY

Year Group 12

Half Term 3

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| Number of Hours: 6 | Topic: Structures (Fine Art) The Formal Elements (Photography) |
| 1 | Dissemination of appropriate materials for the project including homework sheets and introduction to the topic. Design a Title Page based on your chosen theme. 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 2 artists or photographers suggested in class. You may conduct your own research into your theme 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/KS4 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 | |
| At this point students have gained a good understanding of basic materials, standards and the expectations of the exam board across KS3 and KS4 and the initial AS Level project of Portraits and the Figure. In Photography students will now know how to use the camera and will focus on the content of the picture through exploring and experimenting with the formal elements. This project allows students to showcase their best ability as they have independence within a certain subject for example, they can choose what style of Structural work they produce, equally in Photography they may choose to visit a certain location of interest to them to explore the opening theme. 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 and OFQUAL ensuring all awarding bodies are equal. The completed A Level course spans two years and includes a main project (A2 Level), two satellite or subsidiary projects and an internally set exam (Year 12) as well as an externally set exam paper (Year 13). The aim at A Level 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 as a working artist or creative practitioner ready for further education or a career path in the creative industries. 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 and A 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 University or further creative studies in either discipline. | |

ART & PHOTOGRAPHY

Year Group 12

Half Term 4

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| Number of Hours: 6 | Topic: Structures (Fine Art) The Formal Elements (Photography) |
| 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 their starting point. 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 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 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 projects. Any issues or areas for improvement will be fed back to students and acted upon instantaneously. |
| 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 KS4 and the initial AS Level project of Portraits and the Figure. In Photography students will now know how to use the camera and will focus on the content of the picture through exploring and experimenting with the formal elements. This project allows students to showcase their best ability as they have independence within a certain subject for example, they can choose what style of Structural work they produce, equally in Photography they may choose to visit a certain location of interest to them to explore the opening theme. 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 and OFQUAL ensuring all awarding bodies are equal. The completed A Level course spans two years and includes a main project (A2 Level), two satellite or subsidiary projects and an internally set exam (Year 12) as well as an externally set exam paper (Year 13). The aim at A Level 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 as a working artist or creative practitioner ready for further education or a career path in the creative industries. 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 and A 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 University or further creative studies in either discipline. | |

ART & PHOTOGRAPHY

Year Group 12

Half Term 5

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| Number of Hours: 5 | Topic: Internally Set Task (Internal Year 12 Exam) |
| 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 – Complete a spider diagram of appropriate words relevant to your 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 you in this topic (AO1) |
| 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. 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/KS4 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 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 | |
| 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 mock 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. Exam questions are usually taken from past papers. Students are then monitored and work produced under exam conditions, up until their final 10-hour exam. Assessment objectives are followed in chronological order giving the overall lesson/series of lessons structure. | |

ART & PHOTOGRAPHY

Year Group 12

Half Term 6

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| Number of Hours: 7 | Topic: Internally Set Task (Internal Year 12 Exam) |
| 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 artwork (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. |
| 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 the whole school calendar). Students will document an evaluation of their activities whilst producing their final set of design ideas(AO2/AO4). |
| 1 | Students will be completing their final outcome for their exam unit this week. (AO4) After this point all exam work and coursework will be collected in by staff and assessed. Any outstanding areas or areas for improvement will be set as homework over the summer. |
| 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 mock 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. Exam questions are usually taken from past papers. Students are then monitored and work produced under exam conditions, up until their final 10-hour exam. Assessment objectives are followed in chronological order giving the overall lesson/series of lessons structure. | |

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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 A Level 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/KS4 where students progress through and develop their use of the formal elements under independent and broad topics, all of which are once again covered in the coursework of Year 12 and subsequent internally set exam. It is the departments intention to develop all learners into potential Further Education Fine Art and Photography students and to gear them for a future in the creative industries, 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 structured exam time follows on from that which students are accustomed to at GCSE level and which they will once again sit in Year 13. After this point work is assessed by staff and improvements are fed back to students to work on over the summer break. |