

## Progression Model - Year 7 Art

Module 1 Title: Still Life (Introduction to the Formal Elements)	Module 2 Title: Abstract Portraiture	Module 3 Title: Landscapes
<p><b>Learning Intent for this module:</b> To know how to observe, explore and manipulate to good effect the formal elements of Line, Tone and Shape</p>	<p><b>Learning Intent for this module:</b> To know how to observe, explore and manipulate to good effect the formal elements of colour, Form (abstracted forms) and rendering</p>	<p><b>Learning Intent for this Module:</b> To know how to observe, explore and manipulate to good effect the formal elements of composition, Pattern/Texture and Space</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To develop observational skills around Still life objects</li> <li>• To explore drawing material through mark making, linking to development of tone and texture</li> <li>• To explore the accurate use of outline</li> <li>• To explore blended tone, through the manipulation of drawing materials, in order to give the illusion of changing a 2D shape into 3D one</li> <li>• To explore basic shapes, breaking more complex forms down into key shapes that can help with proportion and the structure of a still life object(s)</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To develop observational skills around Portraiture and abstracting this process linked to Cubism and the Cubist Movement</li> <li>• To explore drawing materials, collage and colour exploration linked to emotion, through more experimental materials (paint/pastel/coloured pencil)</li> <li>• To explore elements of colour theory (harmonious and complementary colours)</li> <li>• To explore abstraction of shapes and forms, colour saturation and rendering</li> <li>• To learn about the Cubist tradition, context and associated portraiture work</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To develop compositional skills linked to landscape artwork, considering space and the patterns/texture found in the landscape</li> <li>• To explore pastel along with other drawing materials and mark making techniques associated with this</li> <li>• To explore semi-abstraction of colour and form</li> <li>• To learn about the tradition of landscape painting and drawing linked to a key context</li> <li>• To apply learned context to more local or recognisable scenes</li> </ul>
<p><b>Key tasks for this module:</b> Key Assessment Task 1: Shoe Drawing Key Assessment Task 2: Literacy Task - Matisse Homework Project 1: The Formal Elements Homework Project 2: Still Life Pastiche/Literacy Task/Quiz</p>	<p><b>Key tasks for this module:</b> Key Assessment Task 3: Literacy Task - Picasso Key Assessment Task 4: Cubist Portrait Pastiche Homework Project 3: Cubism Homework Project 4: Cubist Pastiche/Literacy Task/Quiz</p>	<p><b>Key tasks for this module:</b> Key Assessment Task 5: Literacy Task – Van Gogh Key Assessment Task 6: Final Landscape Outcome Homework Project 5: Architecture in the Landscape Homework Project 6: Layered Landscapes/Literacy/ Quiz</p>

## Progression Model - Year 8 Art

Module 1 Title: Natural Forms	Module 2 Title: Traditional Portraiture	Module 3 Title: Environments
<p><b>Learning Intent for this module:</b> To know how to observe, explore and manipulate to good effect the formal elements of Line, Tone and Shape</p>	<p><b>Learning Intent for this module:</b> To know how to observe, explore and manipulate to good effect the formal elements of colour, proportion and value</p>	<p><b>Learning Intent for this Module:</b> To know how to observe, explore and manipulate to good effect the formal elements of composition, Pattern/Texture and Space</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To develop observational skills around drawing natural form objects</li> <li>• To explore drawing material through mark making, linking to development of tone and texture</li> <li>• To explore the accurate use of outline</li> <li>• To explore blended tone, through the manipulation of drawing materials, in order to give the illusion of changing a 2D shape into 3D one</li> <li>• To explore basic shapes, breaking more complex forms down into key shapes that can help with proportion and the structure of a natural form object(s)</li> <li>• To experiment with a range of drawing materials including pen</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To develop observational skills around Portraiture and linking this process to the development of a general facial structure</li> <li>• To explore drawing materials and subtle, layered colour exploration linked to skin tones, through more experimental materials (pastel pencils/soft coloured pencils)</li> <li>• To explore elements of colour theory (neutrals and base colours)</li> <li>• To explore accurate of shapes and forms, linked to key facial features and proportions</li> <li>• To learn about the portrait tradition, context and associated portraiture work</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To develop compositional skills linked to environmental artwork, considering space and the patterns/texture found in the work of Yellena James and environments less explore, such as under the sea</li> <li>• To explore geometric patterns with coloured pen along with other drawing materials and mark making techniques associated with this</li> <li>• To explore semi-abstractation of colour and form through collage/mixed media work</li> <li>• To learn about the tradition of environmental artwork linked to a key context</li> </ul>
<p><b>Key tasks for this module:</b> Key Assessment Task 1: Natural Form drawing Key Assessment Task 2: Literacy Task – Amiria Gale Homework Project 1: Origami Garden Homework Project 2: Natural Form Close-up/Literacy Task/Quiz</p>	<p><b>Key tasks for this module:</b> Key Assessment Task 3: Literacy Task – Mark Powell Key Assessment Task 4: Realistic Portrait Outcome Homework Project 3: Illustrate Envelopes Homework Project 4: Eye Close-up drawing/Literacy Task/Quiz</p>	<p><b>Key tasks for this module:</b> Key Assessment Task 5: Literacy Task – Yellena James Key Assessment Task 6: Yellena James Pastiche Homework Project 5: Weird Fish Homework Project 6: Scarpase Close-up/Literacy/ Quiz</p>

## Progression Model – Year 9 Art

Module 1 Title: Project - Man Made vs Nature - GCSE focus on AO1	Module 2 Title: Man Made vs Nature - GCSE focus on AO2 and AO3	Module 3 Title: Man Made vs Nature - GCSE focus on AO4
<b>Learning Intent for this module:</b> To explore contextual learning and drawing in the GCSE style linked to the topic of Man-made vs Nature	<b>Learning Intent for this module:</b> To explore experimental practices and recording in the GCSE style linked to the topic of Man-made vs Nature	<b>Learning Intent for this Module:</b> To design and realise intentions in the form of an outcome linked to the GCSE style of working and the culmination of the Man-made vs Nature topic
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• To explore contextual sources and learn how they can inspire future work</li> <li>• To observe objects in nature closely</li> <li>• To develop an independent visual language by thinking about the composition and layout of your sketchbooks pages</li> <li>• To explore pen and ink methods and mark making building on more traditional drawing skills and materials</li> <li>• To develop the use of written annotation/ diagrams</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• To explore and develop work that would be classed as Man-made, such as architectural forms</li> <li>• To explore drawing work and techniques linked to depth and perspective</li> <li>• To explore the grid method to break down complex images improving recording and observational skills</li> <li>• To experiment with key materials to ensure good knowledge and understanding around the effective use and manipulation of marks/process</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to realise an intentions through the production of key design ideas</li> <li>• To learn how to manipulate acrylic paint to best effect and produce an outcome reflective of this knowledge</li> <li>• To produce small scale experimental samples and marks in learning about the application of acrylic</li> <li>• To produce a final acrylic painting reflective of student’s knowledge and understanding across the year</li> </ul>
<b>Key tasks for this module:</b> Key Assessment Task 1: Nature pen drawing Key Assessment Task 2: Literacy Task – Georgia O’Keeffe Homework Project 1: Man-made vs Nature World drawing Homework Project 2: Natural Form Close-up/Literacy Task/Quiz	<b>Key tasks for this module:</b> Key Assessment Task 3: Literacy Task – Jim Edwards Key Assessment Task 4: Drawing of a Man-made Object Homework Project 3: Urban Art mood-board Homework Project 4: Pop Art Bottles	<b>Key tasks for this module:</b> Key Assessment Task 5: Literacy Task – David Hockney Key Assessment Task 6: Man-made vs Nature Final Outcome Homework Project 5: Observation of Food Object in pencil Homework Project 6: Observation of Food Object in coloured pencil/pen

## Progression Model – Y10 Art

<b>Module 1 Title: Food Preparatory Sketchbook Work</b>	<b>Module 2 Title: Completion of Food Outcome and Line Project Preparatory Work</b>	<b>Module 3 Title: Completion of Line Outcome and Enrichment Project Based on Shape</b>
<b>Learning Intent for this module:</b> To Introduce students to the GCSE assessment criteria and the practical work associated with this	<b>Learning Intent for this module:</b> To produce an appropriate 'Food' based outcome and begin preparatory work on First formal elements project linked to 'Line, Pattern/Texture and Space'	<b>Learning Intent for this Module:</b> To produce an appropriate 'Line' outcome in the form of a lino print and to complete a mini-enrichment project using glass at the National Glass Centre linked to the formal element of 'Shape'
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to respond to the 4 assessment objectives linked to the GCSE Fine Art programme</li> <li>• To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> <li>• To learn how to produce work of a high quality linked to grade boundary expectations</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to realise intentions through the production of key design ideas and final outcome reflective of past preparatory work and sources</li> <li>• To learn how to evaluate a project, reflecting on strengths and areas for improvement moving forward in students portfolios</li> <li>• To develop a sketchbook of prep work linked to the wider theme of 'Line' consisting of contextual studies, primary/secondary sources, observational work, experimental development and mark making, along with clear annotation</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to realise intentions through the production of key design ideas and final print outcome reflective of past preparatory work and sources</li> <li>• To evaluate the project, reflecting on strengths and areas for improvement moving forward in students portfolios</li> <li>• To complete a mini sub-project along the theme of 'Shape' learning key skills around screen printing and glass fusing</li> <li>• To learn to look back over all Y10 progress and identify/close gaps in portfolio work and improve outcomes</li> </ul>
<b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.	<b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.	<b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.

## Progression Model – Y10 Photography

Module 1 Title: Camera Settings and Techniques (Part 1)	Module 2 Title: Camera Settings and Techniques (Part 2)	Module 3 Title: The Formal Elements (Part 1)
<p><b>Learning Intent for this module:</b> To research, apply and understand the terms Shutter Speed and Aperture Value To learn about and document the history of the camera</p>	<p><b>Learning Intent for this module:</b> To research, apply and understand the terms ISO (Low and High Key Photography) and Composition (Leading Lines and varying view points)</p>	<p><b>Learning Intent for this Module:</b> To research, apply and understand the terms Line, Shape and Texture/Pattern linked to the Formal Elements</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To learn about the developmental history of the camera</li> <li>• To research Shutter speed and aperture value/priority and its associated setup/process learning how students can apply this in their own work</li> <li>• To learn about photographers who have used fast and slow shutter speed, as well as aperture, to best effect and use this to inspire image production</li> <li>• To produce contact sheets of original Shutter speed and aperture based images</li> <li>• To learn the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To research ISO (High and Low Key Photography) and Compositional devices (Leading lines, Golden Ratio, worms eye view, birds eye view) and its associated setup/process learning how students can apply this in their own work</li> <li>• To learn about photographers who have used ISO (High and Low Key work), as well as compositional techniques, to best effect and use this to inspire image production</li> <li>• To produce contact sheets of original ISO and compositional based images</li> <li>• To develop the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To learn about the formal elements through introductory slides with key information and visuals</li> <li>• To research Line, Shape and Texture/Pattern in a photograph and link to an appropriate contextual source</li> <li>• To learn about photographers who have used Line, Shape and Texture/Pattern to best effect and use this to inspire image production</li> <li>• To produce contact sheets of original Line, Shape and Texture/Pattern based images</li> <li>• To develop the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> </ul>
<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>

## Progression Model – Y11 Art

Module 1 Title: Colour and Tone Preparatory Work and Outcome	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p><b>Learning Intent for this module:</b> To allow students to produce work from a personal starting point and realise intentions linked to their personal interests in Art</p>	<p><b>Learning Intent for this module:</b> To successfully respond to the demands of the exam component set by the exam board</p>	<p><b>Learning Intent for this Module:</b> To successfully respond to the demands of the exam component set by the exam board</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to the GCSE Fine Art programme with the highest quality work possible for any given student</li> <li>• To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> <li>• To produce an outcome (and interim outcomes if applicable) of the highest quality</li> <li>• To evaluate the project</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible</li> <li>• To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To complete a successful outcome in the allotted 10 hour exam time</li> <li>• To evaluate progress across the exam unit</li> <li>• To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation</li> </ul>
<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>

## Progression Model – Y11 Photography

Module 1 Title: The Formal Elements (Part 2)	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p><b>Learning Intent for this module:</b> To research, apply and understand the terms Space, Colour and Tone linked to the Formal Elements</p>	<p><b>Learning Intent for this module:</b> To successfully respond to the demands of the exam component set by the exam board</p>	<p><b>Learning Intent for this Module:</b> To successfully respond to the demands of the exam component set by the exam board</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To research Space, Colour and Tone in a photograph and link to an appropriate contextual source</li> <li>• To learn about photographers who have used Space, Colour and Tone to best effect and use this to inspire image production</li> <li>• To produce contact sheets of original Space, Colour and Tone based images</li> <li>• To develop the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> <li>• To review and evaluate all coursework adding evaluative comments and plugging any knowledge gaps in anticipation of exam unit starting</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible</li> <li>• To develop a digital portfolio of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources, observational recording work, experimental development/digital manipulation, along with clear annotation</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To complete a successful series of outcomes in the allotted 10 hour exam time</li> <li>• To evaluate progress across the exam unit</li> <li>• To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation</li> </ul>
<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>

## Progression Model – Y12 Art

<b>Module 1 Title:</b> Preliminary Project - Focus on Pencil, charcoal, printmaking and pen	<b>Module 2 Title:</b> Preliminary Project – Focus on Painting and Outcome	<b>Module 3 Title:</b> Personal Project – Contextual Component
<b>Learning Intent for this module:</b> To develop a visual understanding of artwork using a range of drawing materials – work is centred around a chosen theme selected by students To introduce students to the A Level assessment criteria and the practical work associated with this	<b>Learning Intent for this module:</b> To realise students intentions in relation to their chosen theme in the form of an outcome To develop a visual understanding of painterly techniques	<b>Learning Intent for this Module:</b> To learn how to conduct the written component linked to the Personal Project To learn conduct the practical element of students contextual work linked to their personal project theme
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to respond to the 4 assessment objectives linked to the A Level Fine Art programme</li> <li>• To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> <li>• To learn how to produce work of a high quality linked to grade boundary expectations</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to realise intentions through the production of key design ideas and final outcome reflective of past preparatory work and sources</li> <li>• To learn how to evaluate a project, reflecting on strengths and areas for improvement moving forward in students portfolios</li> <li>• To develop a sketchbook of preliminary work linked to students selected wider theme consisting of contextual studies, primary/secondary sources, observational work, experimental development and mark making, along with clear annotation</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• To learn how to complete a final draft essay as an introduction to students selected personal project considering a range of academic and visual sources</li> <li>• To begin the practical exploration of contextual sources in student’s sketchbooks</li> <li>• To develop skills linked to the production of artwork inspired by practitioners in the Art world</li> </ul>
<b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.	<b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.	<b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.



## Progression Model – Y12 Photography

Module 1 Title: Camera Settings and Techniques (Part 1)	Module 2 Title: Camera Settings and Techniques (Part 2) – The Formal Elements (Part 1)	Module 3 Title: The Formal Elements (Part 2) – Contextual Research Slides linked to Personal Project
<p><b>Learning Intent for this module:</b> To research, apply and understand the terms Shutter Speed and Aperture Value To learn about different contexts surrounding these methods and practices</p>	<p><b>Learning Intent for this module:</b> To research, apply and understand the terms ISO (Low and High Key Photography) and Composition (Leading Lines and varying view points) To research, apply and understand the terms Line, Shape and Texture/Pattern linked to the Formal Elements</p>	<p><b>Learning Intent for this Module:</b> To research, apply and understand the terms Space, Colour and Tone linked to the Formal Elements</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To research Shutter speed and aperture value/priority and its associated setup/process learning how students can apply this in their own work</li> <li>• To learn about photographers who have used fast and slow shutter speed, as well as aperture, to best effect and use this to inspire image production</li> <li>• To produce contact sheets of original Shutter speed and aperture based images</li> <li>• To learn the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To research ISO, Compositional devices and opening formal elements and their associated setup/process learning how students can apply this in their own work</li> <li>• To learn about photographers who have used these techniques to inspire future outcomes</li> <li>• To produce contact sheets of original images linked to each technique/element</li> <li>• To develop the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> <li>• To learn about the techniques/formal elements through introductory slides with key information and visuals</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To research Space, Colour and Tone in a photograph and link to an appropriate contextual source</li> <li>• To learn about photographers who have used Space, Colour and Tone to best effect and use this to inspire image production</li> <li>• To produce contact sheets of original Space, Colour and Tone based images</li> <li>• To develop the editing process using digital programmes such as Photoshop and Krita</li> <li>• To review and refine outcomes as work and knowledge/understanding improves</li> <li>• To review and evaluate all coursework</li> <li>• To learn how to complete a final draft essay/body of research slides as an introduction to students selected personal project considering a range of sources</li> </ul>
<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>

## Progression Model – Y13 Art

Module 1 Title: Personal Project	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p><b>Learning Intent for this module:</b> To allow students to produce work from a personal starting point and realise intentions linked to their personal interests in Art</p>	<p><b>Learning Intent for this module:</b> To successfully respond to the demands of the exam component set by the exam board</p>	<p><b>Learning Intent for this Module:</b> To successfully respond to the demands of the exam component set by the exam board</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to the A Level Fine Art programme with the highest quality work possible for any given student</li> <li>• To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> <li>• To produce an outcome (and interim outcomes if applicable) of the highest quality</li> <li>• To evaluate the project</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible</li> <li>• To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To complete a successful outcome in the allotted 15 hour exam time</li> <li>• To evaluate progress across the exam unit</li> <li>• To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation</li> </ul>
<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>

## Progression Model – Y13 Photography

Module 1 Title: Personal Project	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p><b>Learning Intent for this module:</b> To allow students to produce work from a personal starting point and realise intentions linked to their personal interests in Photography</p>	<p><b>Learning Intent for this module:</b> To successfully respond to the demands of the exam component set by the exam board</p>	<p><b>Learning Intent for this Module:</b> To successfully respond to the demands of the exam component set by the exam board</p>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to the A Level Photography programme with the highest quality work possible for any given student</li> <li>• To develop a digital portfolio of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation</li> <li>• To produce an outcome (and interim outcomes if applicable) of the highest quality</li> <li>• To evaluate the project</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible</li> <li>• To develop a digital portfolio of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources, observational recording work, experimental development/digital manipulation, along with clear annotation</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>• To complete a successful series of outcomes in the allotted 15 hour exam time</li> <li>• To evaluate progress across the exam unit</li> <li>• To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation</li> </ul>
<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p><b>Key tasks for this module:</b> Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>