

## Curriculum Progression Pathway for The Visual Arts (art & photography)

### Subject Intent:

#### Why is the study of the visual arts important?

To develop a visual literacy in order to express, communicate and translate their identity, emotions, ideas , opinions, environments and the world around them in a creative, expressive and analytical way

The art and photography courses lend themselves to a wide range of Spiritual, Moral, Social and Cultural studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art and photography, which is supported by strong research into the wider world around them.

This exciting, creative and practical GCSE is comprised of two parts. Students will produce a portfolio of Controlled Assessment work; this will add up to 60% of their overall grade. In the Spring Term of Year 11 students will undertake an Externally Set Task, this is a project set by AQA and is worth 40% of their GCSE grade.

#### What skills will the study of the visual arts teach students?

- Analytical research skills

- Resilience
- Patience
- Concentration/focus
- Independent enquiry
- Organisational skills & time management
- Communication visually/orally/written
- Taking a pride in their work.

**What will students know and understand from the study of the visual arts?**

Students are encouraged during the course to produce project-based work using a variety of different two and three-dimensional media. Students are encouraged to record observations; analyse images/artefacts; develop their own ideas relating to the theme and produce a personal response.

- Research skills to develop an understanding of their own work in context to professional artists, crafts people/designers.
- Accurately apply techniques of other artists to support the development of their own work and ideas.
- Experiment with a range of materials, processes and techniques.
- Develop abilities and methods of recording skills drawing/painting/printing/ceramics/Photography
- Produce a final outcome after a 'process' – these key skills link directly to the four assessment objectives at GCSE and so provide a basic understanding of process.
- Presentation skills

**How does the study of the visual arts support students learning in other subjects?**

#### Cultural Development in Art & Photography

Throughout the units of work explored Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions and have the opportunities to respond to them as part of their research and preparation work. Aspects of these skills are transferrable. In elements of the projects delivered there are links with other subjects, for example in year 7, we look at the history of portraiture and look at King Henry VIII.

#### **How can you deepen students' understanding of the visual arts?**

The Art, design and photography courses are dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. Students will have opportunities to explore a range of starting points that may relate to social, moral, spiritual and cultural references within the research stages and will be developed within their own responses.

#### **How can the visual arts support students' future progression?**

Can you think of any man made object that has not been designed or created before production? We live in a world surrounded by art, craft and design – from the mobile phones we all use, the clothes we wear, the cars we drive, the movies we watch, the video games we play – all of these things and more are created – probably by people who will have an art/design background. There are a multitude of further education courses within the visual arts that can lead to careers within hundreds of industries and occupations

In a world where we are constantly bombarded with visual imagery, visual literacy is increasingly important. A career within the Arts is possible, with hard work, dedication and commitment. This qualification can be studied in Higher Education and can lead successfully to many career paths: designer, animation, freelance artist, advertising, illustration, photographer, film and television, architect, interior designer, textile designer, fashion, teaching and gallery work/curator.

**Exam board used in Y10 & Y11**

AQA GCSE Art & Design (60% coursework, 40% final exam) Unendorsed. Course code 8201  
AQA GCSE Photography (60% coursework, 40% final exam) Course code 8206

**CURRICULUM PROGRESSION PATHWAY**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Autumn 1</b>	<b>The Visual Elements, leading to watercolour painting skills:</b> <i>Understanding and applying the formal elements in art of:</i>	<b>Plants – leading to detailed observational studies:</b> Students will develop their ability with direct observational drawing skills using pencil, biro	<b>Creative Alphabet Design skills</b> <b>3D card sculpture:</b> Building on prior knowledge & understanding of design processes, independent	<b>Open project- learning how to build a project and provide evidence of the four assessment objectives using past AQA exam</b>	<b>Mock exam</b> from past AQA papers Students will again work through evidencing AO's 1-4. This work will be included in their coursework portfolio

	<i>line, shape, form, colour, pattern, tone and texture. (key words/terms/literacy) Students will then focus on colour theory (primary, secondary, complimentary colours, shades and tones) develop painting skills, brush control, accurate mixing, blending and layering paint.</i>	and then paint. We explore contextual studies of artists including Henri Rousseau and Brian Froud and develop research analysis skills including written personal responses to their work. We use the techniques of these artists to influence student's own work. We further explore drawing and painting techniques to explore perspective and viewpoints, as well as scale and composition techniques.	enquiry and 2D – 3D realisation and intentions, students are encouraged to further develop creative thinking and independent enquiry. They will learn how to draw letter shapes and forms in three dimensions and use their own resources to create a design for a 3D card sculptural letter form. We explore viewpoints and perspective as well as rendering skills.	<b>papers</b> AO1, 3(artists studies and own recording). In GCSE Photography the project starting point is 'Phobias & Rituals'. Students research and apply the techniques/concepts of the artist/photographer within the development of their own work. Students will take a series of photographs to support their own ideas and use them to create their own artwork from.	worth 60% of their overall grade.
<b>Autumn 2</b>	Colour, <b>painting skills</b> and illustration techniques. Looking at the role of the illustrator 'Jim Kay' and produce a watercolour illustration based on the Harry Potter illustrated edition books as a final piece	Plant <b>painting:</b> Students will produce an upscale A3 outcome demonstrating an ability to apply knowledge & understanding of scale/upscale, composition and observational studies, culminating in a watercolour painting.	<b>Creative Alphabet</b> Students start to use card, tape and paper mache to construct their design, realising 2D – 3D intentions in different mediums. Students are introduced to acrylic paints and embellishment within the decoration of their	<b>Open project continued</b> AO2(experimentation) AO4 final piece From the preliminary studies and photographs taken, students will then experiment with a range of materials/processes/ techniques as well as	<b>Mock exam</b> continued Ao2(experimentation) AO4 final piece – students will have a timed exam piece to complete their AO4(final response)

	demonstrating the application of skills learnt.	They will demonstrate techniques used by Rousseau and Froud within their work such as colour application and composition techniques.	letter sculpture. We also make connections with Pop Art and continue to promote the exploration and research skills.	composition and scale. Photography students will do this mainly via Adobe Photoshop. Art students follow the AQA Unendorsed course and are able to access any appropriate materials/mediums of their choice. Students will learn how to develop their presentation skills and there is an expectation that all of their work is accompanied with written analysis that supports the evidence of their learning and the processes that they have gone through.	
<b>Spring 1</b>	<b>Buildings /architecture/ tea pot project:</b>  <i>Students will begin to develop an understanding of cultural capital by creating work on the</i>	<b>Totem poles/animals/Native American Indian art.</b> Students will develop an understanding of the symbolic use of animals within Native American Indian culture. They will reflect on their own	<b>Arrangements</b> Ao1 artist study and analysis: To make more detailed connections with GCSE style projects, students will spend the next four half terms working on a 'mini' GCSE question on	<b>Open project 2</b> from past AQA exam papers. Students continue through the GCSE course completing projects from past exam papers. They have a choice of around seven	<b>AQA Externally set paper(exam)</b> <b>Students are issued the exam paper in January and work through AO's 1-3 and then sit a ten hour timed controlled test to complete AO4(final response)</b>

	<p><i>architectural landmark 'The Kremlin'</i></p> <p><i>Basic research skills will be developed introducing some written elements (literacy)</i></p> <p><i>and analysis of the structures in terms of scale and proportion. Students will continue to make links to the visual element/prior learning, consolidating the analysis of the formal elements within the structure.</i></p> <p><i>Students will develop an understanding of a design process, using the Kremlin to create tea pot designs, and start to formulate an illustration of how a 2D drawing can be developed into a 3D form.</i></p>	<p>sense of spiritual connections with animals by choosing three animals that represent themselves within the context of totem pole designs and develop drawing and designing skills from secondary sources. Students will start to Understand the purpose and cultural history of totem poles/Native American Indians develop research skills and further promote skills with independent research/enquiry Self-reflection of spiritual and self/personality and how this can relate to the theme of totem poles. Drawing, research, design and printmaking based skills developed.</p>	<p>the starting point of arrangements. This project takes the four assessment objectives and we work on one aspect each half term. This project is designed to consolidate and build on all of the prior skills, knowledge and understanding that has been learnt within KS3 such as generating ideas, promoting independent research and enquiry including written responses, resourcing own ideas, exploring and experimenting with materials, processes and techniques and producing a final outcome. In this half term students will choose one artist relevant to their chosen theme and do a detailed study including research. Students will be shown the work of</p>	<p>questions which is why it is called an open project. The same format of evidence is applied but the level of challenge is increased as students gain more confidence in various skills. Within the projects there is scope for students to explore social, moral, spiritual and cultural connections relevant to their chosen question, via AO1 (Researching the work of others/contextual studies)</p>	<p>Ao1,3(artists studies and own recording)</p>
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			Sarah Graham, but have the opportunity to base their work on any relevant artist of their choice.		
<b>Spring 2</b>	<b>3D clay tea pot</b> construction. Realising their 2D intentions into a 3D form, developing further understanding and application of shape & form in construction. Students will create the various parts of the tea pot and learn how to connect it all together using clay/ceramic processes, as well as understand the firing and glazing/decoration processes.	<b>(Native American Indian project continued) leading to: Lino printing</b> based on Native American Indian work, we will further explore the work of contemporary artist 'David Boxley' and use his designs to create printmaking processes (mono & lino) Drawing, research, self-reflection, design and printmaking based skills developed.	<b>Arrangements</b> Ao3 recording skills In this half term students will use their own photographs and resources to do a detailed study from. This is to develop their recording skills.	<b>Open project 2 cont'd</b> Ao1,3(artists studies and own recording)	<b>Exam cont'd</b> Ao1,3(artists studies and own recording)
<b>Summer 1</b>	<b>Portraiture</b> <b>Drawing skills</b> We explore the rules of proportion and learn how to create a self-portrait. We	<b>TV Dinners</b> <b>Graphics</b> Design process/research skills are re-introduced within the context of	<b>Arrangements</b> AO2 experimenting skills In this half term students will have the opportunity to explore a range of	One to one portfolio reviews and feedback is used to inform students of ways to improve, modify and refine their work as it progresses.	End of course. All work submitted w/c 1 <sup>st</sup> May for final assessment. Marks submitted to the exam board by 31 <sup>st</sup> May Moderators visit in June



	explore examples of how portraits are used in society as well as cross-curricular links with contextual/art history such as Hans Holbein's portrait of King Henry VIII, comparing and contrasting that with the photographic portraits of Queen Elizabeth II, by Annie Leibovitz	commercial graphic design. Students will build on their independent research/enquiry skills, creative thinking/generating ideas/mind mapping and source their own ideas and resources to produce the outer packaging for a microwave 'TV dinner' based on a theme of their choice. We will explore the use of typography and the balance between image and text. We will explore the role of a commercial graphic designer.	materials/processes and techniques	Summer term is used to develop, modify, refine and improve all coursework and ensuring a second area of study is done.	Exhibitions of students work in school June and July.
<b>Summer 2</b>	<b>Self portraits</b> <i>(Students will be working on dual project work as we go through the firing process of the tea pots. They will also return to the glazing of their tea pots.)</i> We will be creating self-portraits, developing analytical	<b>TV dinners continued:</b> students will need to apply their design into the final outcome exploring nets/outer sleeve construction, use of drawing/painting/graphic processes and	<b>Arrangements</b> AO4 final piece Students will use all of their preparation work to create a final piece of work and will have produced evidence of all four assessment objectives.	Completion of all coursework for y10 with written annotations.	

	drawing skills as well as applying rules of proportion and scale.	typography.			
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