



# Art & Photography

## Key Stage 5 Curriculum Map

Y12 Fine Art Course Overview	Term One		Term Two		Term Three	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>processes, reviewing and refining ideas as work develops.</p> <p><b>AO3 Record</b> ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4 Present</b> a personal and meaningful that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>Looking at history of vanitas painting and contemporary photographers who use this style.</p> <p>Photography workshop – phone photography, developing use of light meter. Vanitas response (Matt Collishaw)</p> <p>Independent enquiry – developing phone photography in response to subtheme and artist.</p> <p><b>TONE</b></p> <p>Drawing workshop. Tonal collage experiment.</p> <p>Digital drawing? Drawing drapery to explore how to render texture.</p> <p>Independent enquiry – developing tonal</p>	<p>outcome in response to chosen subtheme and artist.</p> <p><b>SPACE</b></p> <p>Ceramics workshop – responding to Clare Twomley and Ai Wei Wei. Creating installations using the ‘multiple’ in ceramics. Pinch pot ceramic bird workshop.</p> <p>Independent enquiry – installation piece created in ceramics responding to chosen subtheme and artist.</p> <p>Independent enquiry – develop cast outcome in line with chosen subtheme. Choose artist to respond to.</p>			<p><b>Week 5 and 6</b></p> <p>Consolidate</p> <p>Introduction to Personal Investigation</p>	<p>Create a Personal Investigation Proposal</p> <p>Set Summer Homework</p>

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Y12		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Art Course Overview							
		<p>drawing in response to chosen subtheme and artist.</p> <p><b>COLOUR</b> Explanation of colour theory. Painting flesh exercises – Pigs head acrylic painting, foot painting. Development towards oil experiments Independent enquiry – developing oil painting outcome in response to chosen subtheme and artist</p> <p><b>Materials:</b> Drawing box in each room Oil Painting</p>	<p><b>Materials:</b> Lino printing Collage materials Ceramics</p>	<p><b>Materials</b> Students working towards independent outcome – so general materials/equipment needs</p>	<p><b>Materials</b> Students working towards independent outcome – so general materials/equipment needs</p>	<p><b>Materials</b> Casting (alginate, wax, plaster Stitch Sewing – thread, needles, embroidery hoops</p>	

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Y13		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Art Course Overview							
Y13	<b>Year 13 Fine Art</b>  - Building on from key skills formed in year 12 - Developing skills in a more personal nature. - Analysis and Research skills Contextual understanding - Deepening knowledge understanding and skills. - Work develops from the research.	<b>Personal Investigation</b>  <b>STAGE 1 – INVESTIGATE</b> Breaking down what the investigation is and what experiments you will do and help to structure and plan your actions. Recording subject matter.  Written component Research skills/analysis - HW dedicated to the written component. Deadline first draft – Half term.  Workshops on Technical skills. – single lessons  Independent Exhibition visits to relevant exhibitions  Display strategies – consideration of the viewer/audience.	<b>Personal Investigation</b>  <b>STAGE 2 - REFINE</b> Development of chosen technique/skill  Concepts/presentation idea fully explored  <b>STAGE 3 – Consolidation.</b> Refinement of chosen technique and subject matter  Exploration of presentation idea.	<b>Personal Investigation</b>  Complete Mock exam 2 days  Hand in Component 1  ESA – Component 2  <b>STAGE 1 - INVESTIGATE</b>  Teachers to produce an exam support booklet Research Themes  Analyse selected artist work  Exhibitions  Responding	<b>Personal Investigation</b>  <b>ESA – Component 2</b>  <b>STAGE 2 –REFINE</b>  Exploration of technique  Refinement  Further research  Concepts and ideas for outcome.  Continued refinement of subject matter and technique  Refinement of presentation	<b>ESA – Component 2</b>  <b>STAGE 3 - CONSOLIDATE</b> Continued refinement of subject matter and technique  Refinement of presentation  ERF Plan for exam  Exam – Start of May  Standardisation  Moderation	

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Y13		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Art Course							
Overview							
		<p><b>STAGE 1 - INVESTIGATE</b> Developing a chosen technique.</p> <p>Refinement of technique/skill</p> <p>Concepts/presentation idea</p> <p>PPT / Essay – Written Element completed Deadline week before Christmas</p>					

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	Y12 Photography Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y12	<p><b>Key Skills</b> 2D skills Intellectual skills Habits of Mind Inquisitive Collaboration Persistent Disciplined Imaginative</p> <p><b>AO1 Develop</b> ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2 Explore</b> and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p><b>FOUNDATION</b></p> <p><b>Introduction to the course and the expectations of the department.</b> <b>Introduction to 'What is photography?'</b></p> <p>Discuss existing knowledge – What is Photography? – How you see things on a personal level and how you can express this?</p> <p><b>Experimenting with techniques and processes:</b> <i>Photogram</i> <i>Pinhole</i> <i>Cyanotype</i> Analysing the work of artists through discussion Responding to artists and further</p>	<p><b>FOUNDATION</b></p> <p><b>Typologies</b> <b>Categorisation &amp; comparison</b> Use of contact sheets Editing, sequencing, presenting, Mounting of work</p> <p><b>Understanding Exposure</b></p> <ul style="list-style-type: none"> <li>Understanding use of SLR camera in manual mode.</li> <li>Experiment with shutter speed settings</li> <li>Light Painting &amp; Long / Double exposure</li> <li>Artist analysis</li> </ul> <p><b>Camera technique:</b> Exposure settings, shutter speed</p>	<p><b>FOUNDATION</b></p> <p><b>Self reflection</b> <b>Developing ideas &amp; concepts</b></p> <ul style="list-style-type: none"> <li>Reflection on workshops</li> <li>Moodboard of personal viewpoints</li> </ul> <p><b>Photobooks</b></p> <ul style="list-style-type: none"> <li>Research the history of photobook, examples, processes manufacture</li> </ul> <p>Planning &amp; creation of photobook as launch pad for personal investigation:</p> <ul style="list-style-type: none"> <li>Subject matter / genre</li> <li>Personal manifesto</li> </ul>	<p><b>FOUNDATION</b></p> <p><b>Initial ideas</b></p> <p><b>Plan for development</b></p> <p>Further Refinement of chosen technique through experimentation</p> <p>Plan for exam ERF Mock Exam before Easter (end of March x 2 days?).</p> <p>Evaluation of outcome Refined outcome</p> <p><b>Week 7 and 8</b> <b>Introduction</b> <b>PERSONAL VIEWPOINT</b></p>	<p><b>Personal Investigation</b></p> <p><b>Introduction to Personal Investigation.</b></p> <p><b>START</b> Audit Set up own websites Research and implement research into photographer websites</p> <p><b>PRACTICAL</b> Challenges to encourage students to take risks and develop their technical understanding and ability to creatively manipulate materials. How to use research to analyse and inform practice</p> <p><b>THEORY</b></p>	<p><b>Personal Investigation</b></p> <p><b>Create a Personal Investigation Proposal</b></p> <p><b>MOODBOARD</b> Create a mood board that communicates the Concepts / Ideas / Questions they wish to explore for their personal investigation.</p> <p>Must include detailed analysis and responses.</p> <p>Continue to develop research skills further.</p> <p>Forming question. Further response</p> <p>Exhibition visits</p> <p>Set Summer Homework</p>

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<p><b>AO3 Record</b> ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4 Present</b> a personal and meaningful that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>experimentation with techniques: solarisation, layering etc. Evaluation of own work &amp; development of own ideas</p> <p><b>Understanding how to analyse the work of artists in written form:</b> Introduction to key words and formal elements through group and individual tasks. Introduction to research and contextual understanding. Development of analysis in more depth</p> <p><b>Contextual comparisons</b> <i>Albert Renger Patzsch - New Objectivity</i></p>	<p><b>Photoshop:</b> Editing, levels, cropping etc. Abstract photography</p> <p><b>Depth of Field</b></p> <ul style="list-style-type: none"> <li>• Understanding use of SLR camera in manual mode.</li> <li>• Experiment with aperture and focus settings</li> <li>• Exploring manipulation of DOF, using paper &amp; lighting.</li> <li>• Editing &amp; presenting</li> <li>• Artist analysis</li> </ul> <p><b>Camera technique:</b> Exposure settings – aperture / focus. Studio lighting, Framing.</p>	<ul style="list-style-type: none"> <li>• Technology choices</li> <li>• Creative ideas</li> <li>• Resources</li> </ul>		<p>Develop research and analysis skills by selecting an artist Write up an artist analysis</p> <p>How to create and maintain a bibliography</p> <p>Select one artist to complete an in depth analysis of their work with a detailed Bibliography, to present to the class.</p>	

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	<p>Further contextual analysis (comparisons) 100 photo challenge Editing, sequencing, presenting, Use of contact sheets</p> <p><b>Camera technique:</b> viewfinder, framing, composition</p> <p><b>Photoshop:</b> Convert to B&amp;W, curves / levels etc.</p> <p><b>Categorisation &amp; comparison</b> Further Contextual analysis</p> <p>Use of contact sheets Editing, sequencing, presenting,</p> <p><b>Camera technique:</b> viewfinder, framing, composition, POV, angle</p>	<p><b>Photoshop:</b> Editing, levels, cropping etc.</p> <p><b>Black Light Contrast &amp; composition</b></p> <ul style="list-style-type: none"> <li>Experimentation with high contrast. Unconventional composition.</li> <li>Create small handmade books (zine, concertina)</li> <li>Editing &amp; presenting</li> <li>Artist analysis</li> </ul> <p><b>Camera technique:</b> composition, framing, negative space</p> <p><b>Photoshop:</b> Convert to B&amp;W, threshold</p> <p><b>Manipulation</b> <b>Breaking rules &amp; conventions –</b></p>				



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		<b>Photoshop:</b> editing, cropping, curves, levels etc.	<b><i>Complete if time otherwise use resources to support ideas for final outcome.</i></b> <ul style="list-style-type: none"><li>• Manifestos</li><li>• Challenging viewer's conceptions</li><li>• Manual and digital manipulation techniques</li><li>• Editing &amp; presenting</li><li>• Artist analysis</li></ul> <b>Camera technique:</b> manual manipulation, mixed media'  <b>Photoshop:</b> digital manipulation techniques				

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