

Art and Design

Curriculum Principles

Our unifying 'sentence' is: "The Creative Arts faculty is relentlessly committed to creating innovative, courageous young practitioners positioned in readiness to be the creative leaders of the future."

By the end of their education, a student of Art and Design at Dixons Unity Academy will:

- develop critical and creative thinking, artistic expression, effective communication, cultural awareness, and experience community engagement. They will foster an appreciation and critical awareness of 2D and 3D arts through a deep understanding of the underlying principles, philosophies and practices.
- develop the independence to become passionate self-led learners who have the resilience to challenge themselves to strive for excellence.
- become visually literate so they can interpret and find meaning; they will develop visual and tactile communication to convey emotion and interpret their observations. Students will express insight and accentuate their individuality, creativity and capitalise on the unexpected in the work they produce, through the development of their practical skills.
- reflect, analyse and critically evaluate their own work and that of others; pursue and develop work that is uniquely meaningful. They will develop their knowledge and ability to critically explore and analyse artwork from different cultures and contexts and use this information to inform and inspire their own creative journey of ideas and outcomes in a wide range of styles and media. 2D, 3D and installation opportunities will be critical to their journey.
- develop an instilled appreciation of the central importance of the visual arts and its' ability to cultivate the kinds of people needed in a pluralistic society. Acquire an awareness of social, political and environmental developments as they relate to the visual arts.
- empower students to lead dynamic, innovative lives as artists, community leaders and inspired individuals.

To achieve a true understanding of Art and Design, topics have been intelligently sequenced based on the following rationale:

- Art and Design influences society by changing opinions, instilling values and translating experiences across space and time. Research has shown art can affect a fundamental sense of self. We aim to move our students aesthetic understanding beyond the mediocre and inspire them to strive for the exceptional.
- We appreciate the necessary and crucial contribution of deep disciplinary understanding to effective interdisciplinary practice which is embedded throughout the fluid five-year journey. We define the powerful knowledge our students need and help them recall it by scaffolding our curriculum in such a way that students continually revisit skills (cyclical) and build upon them each year (increase depth) whilst tackling increasingly challenging concepts. As each step in the learning journey develops, it incorporates a deeper understanding of the prior learning experiences thus ensuring students grow through their prior and deepening knowledge.
- Sequences of learning aim to challenge perceptions and viewpoints. There is a strong emphasis on core skills fundamental to students developing observational understanding and the ability to tackle other aspects of art with confidence, competence and creativity. Students will engage with a variety of artists and movements and they will be given opportunities to explore art in the widest sense. They will experiment with a variety of techniques, specialisms and media/medium. Outcomes will reflect their knowledge of 2D and 3D disciplines.
- We are committed to educating our students as artists with a solid foundation in both traditional and current practice; we advocate an interdisciplinary and integrated approach to making art and students will be encouraged to explore and experiment. There will be a focus on independence cultivated through an independent learning climate.
- Through an appreciation of art, students will gain a greater understanding of a variety of human experiences. They will then extract more from their own experiences enabling them to live fuller lives.

The Art and Design curriculum will address social disadvantage by addressing gaps in students' knowledge and skills":

- Eisner (2002) has argued that there are five cognitive functions we can gain from an arts curriculum. The opportunity to notice the world we live in, the opportunity to engage our imaginations, an ability to tolerate ambiguity and promote subjectivity and a chance to explore to discover our emotional selves. Those who are most actively involved with the arts and culture tend to be from the most privileged parts of society; engagement is heavily influenced by levels of education, by socio-economic background, and by where people live. Our curriculum challenges this by engaging all students and providing them with the skills that will enable them to pursue a career or a life-long love of Art and Design.
- We strive to provide a fully inclusive curriculum which provides students with the forum to express themselves, regardless of circumstance, social setting, cultural or religious beliefs, gender, race or sexual orientation. We value a classroom setting that advances the principles of social equity, inclusion and equal access to resources and opportunities. Students can use the art rooms and book one to one support with teachers after school. Tutor feedback during lessons develops independence and models the artists' thought process. We aim to personalise elements of the curriculum to allow students to explore personal interests and themes.



- We will create opportunities for students to engage with culture and cultural institutions. We will develop the cultural capital of our students by providing students with the tools to engage with and understand the world around them and their relationship with it, giving our students a voice with which to express their thoughts and feelings. Embedded in our curriculum is the exploration of the work of artists and designers from a spectrum of backgrounds, genders, ethnicities and beliefs. Students will discover how different world views and ideologies are presented and how these concepts relate to them as individuals.
- Students will develop the creative intelligence to communicate, exchange ideas and navigate the visual and digital world. Contributing as practitioners and develop an appreciation rooted in the knowledge of the general and everlasting qualities that classify all great art. They will be supported to curate their own work and some students will have the opportunity to present it for the local community.

We fully believe that Art and Design can contribute to the personal development of students at Dixons Unity Academy:

- Increasing cognitive abilities through the participation in structured visual arts activities. Nurturing inventiveness, engaging students in a process that develops self-esteem, self-discipline, co-operation and self-motivation. We aim to develop students' extrinsic ability which will lead to a mastery of their intrinsic aptitudes.
- Extrinsic abilities
- Planning and executing artistic works, self-directed learning:
 - Students will explore the visual arts; they will test possibilities and endeavour to work through practical challenges. Art precipitates the need to follow and break rules; students will engage in the discovery of "how" and "why." What would happen if... Students will develop organisational skills, demonstrate personal responsibility, initiative, creativity and enterprise with a commitment to learning, self-improvement, perseverance. They will experiment, anticipate, take and manage risks whilst working with different materials and techniques; students will solve challenges and discover new ways to handle unexpected outcomes. How to work in 3D but also how to extend their 2D outcomes into 3D realisations. They will learn how to organise time and resources, prioritising workload.
- Collaborative peer working; extending intercultural awareness:
 - Art and Design actively encourages students to develop communications skills. Art and Design goes beyond verbal language to communicate feelings that might not otherwise be expressed. Participating in art activities students will gain tools necessary for understanding human experience, adapting too and respecting others' ways of working and thinking.
 - Students will develop the language and cognition to appreciate one another's efforts; they will work confidently with others, adapting to different contexts and taking responsibility for their own part, they will listen to and take account of different views. They will form positive collaborative relationships, resolve issues to reach agreed outcomes, show fairness and consideration to others provide constructive support and feedback during practical sessions.
 - Students will develop creative problem-solving skills through the communication of thoughts and ideas in a variety of media. They will take responsibility, showing confidence in themselves and their contributions.
- Developing powers of description and analysis; developing and supporting arguments and viewpoints:
 - Students will discover the power of self and peer critique in the artistic process. They will evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They will monitor their own performance and progress, inviting feedback from others making changes to further their learning and outcomes. They will use knowledge gained in workshops to ensure evaluation and experiences inform future progress. Students will invite feedback and deal positively with praise, setbacks and criticism and communicate their learning in relevant ways for different audiences.
- Intrinsic aptitudes
- Creativity and imagination; self-expression and perception.
 - Students will be encouraged to experience and develop their creativity and imagination and to understand the distinct difference and subtle interplay between the two concepts; they will develop these through practical exploration. Students will think be encouraged to think creatively, generate and exploring ideas, making original connections thus eliciting the use of imagination. They will try different ways to tackle problems, working with others to find imaginative solutions and outcomes that are of value.
 - Students will generate ideas, explore possibilities, question to extend their thinking, connect their own and others' ideas and experiences in inventive ways, question their own and others' assumptions.
 - Students will express themselves through art on a fundamental level. Sometimes their artwork will be the manifestation of expression and they will learn to recognise that more often, the physical process of creating is the expression.
 - Students will experience freethinking, experimentation, and analysis. They will consider concept and emotion. The discovery, awareness, actualisation and reflection of 'self' through the artefacts they create.
- Spatial awareness; visual aptitude, physical acuity.
 - Students will develop a deep knowledge of the formal elements of art, value, concept, form, process and mood. Students will develop their fine motor size and hand and eye co-ordination

Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.



Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:

- Collaboration and partnership with institutions locally, nationally and internationally will encourage and optimise students understanding of the scope of the visual arts industry.
- Students will have the opportunity to work alongside industry professionals, to enhance their subject knowledge as well as develop an understanding of the visual arts industry and the wide range of potential careers in this field. The arts and culture industry has grown £390 million in a year and now contributes £10.8 billion a year to the UK economy alone.
- We provide learning contexts that promote the understanding of the creative design industries, their role in the economy and how they can lead to exciting career opportunities and how they can fit into a global economy.

A true love of Art and Design involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. In the art department we offer students extra-curricular clubs and invite students to develop their skills and knowledge further in these areas.
- Students will be given the opportunity to visit local and national art galleries and sites of visual arts interest, the aim being to develop pupil's cultural knowledge which leads to a better understanding and awareness of our culture and other cultures and to enhance their understanding of how culture can impact on the visual arts
- We will take students to both local and national art galleries to participate in workshops and exhibitions such as the Hepworth Gallery, Leeds City Gallery, West Yorkshire Sculpture Park. Students will engage with The Burberry Inspire partners in Yorkshire and New York.
- Endeavour to make lasting contributions to the global society through critical thinking, scholarship and innovation artists with philosophies and skills that enable them to pursue professional work, teaching opportunities and further education.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Cycle 1	Cycle 2	Cycle 3
YEAR 7	New learning	Introduction to art and design practice and principles. DRAWING Formal Elements: Focus on drawing using line, tone, shape and form. Analyse and develop work from the Post Impressionists	Developing art and design practice and principles. COLOUR AND ARCHITECTURE Formal elements: Focus on colour and painting Analyse and develop work of the artist Hundertwasser moving into 3D outcomes	Understanding art from Ancient times up to the present day ABORIGINAL ART Formal elements: focus on pattern and texture Analyse the work of Aboriginal Artists and create 3D outcomes in clay
	Revisited learning	Key Stage 2 NC Formal elements of art KS2	Health and Safety recap. Formal elements of art	Health and Safety recap Formal elements of art
	Additional information	HW: Developing practicing skills	HW: continuing to develop skills	Exploring art from ancient times up to the present day
YEAR 8	New learning	Exploring a major art movement, Pop Art DRAWING AND POP ART Analysing the work of Lichtenstein Learning to develop ideas using a major art movement in different media including 3D.	Experimenting with art and design practice and principles. STREET ART Analysing the work of street artist through different media including print	Experimenting with art and design practice and principles. ART FROM OTHER CULTURES 3D outcomes puppets
	Revisited learning	Health and Safety recap. Formal Elements: Line, tone, shape, form, pattern, texture, colour, space. Pattern, Proportion, Balance, Emphasis, Movement, Repetition, Variety	Health and Safety recap. Formal Elements: Line, tone, shape, form, pattern, texture, colour, space. Pattern, Proportion, Balance, Emphasis, Movement, Repetition, Variety	Health and Safety recap. Formal Elements: Line, tone, shape, form, pattern, texture, colour, space. Pattern, Proportion, Balance, Emphasis, Movement, Repetition, Variety
	Additional information	HW: practicing skills	HW: building on skills	HW: developing skills
YEAR 9	New learning	Photography Introduction to photography 9 basic rules of composition and visual language	Photography Project Portraits, landscapes and still life. How to effectively research, comment and interpret a photographers' work.	Photography Project Portraits, landscapes and still life. How to use digital and physical manipulation within photography. (including 3D outcomes)
	Revisited learning	Formal elements of art. Understanding how to develop art	Formal elements of photography.	Formal elements of photography.



		Cycle 1	Cycle 2	Cycle 3
	Additional information	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO1 Develop ideas</p> <p>AO2 Refine work by exploring ideas and media</p> <p>AO3 Record relevant ideas and observations</p> <p>AO4 present a personal and meaningful response</p>	<p>AO1 Develop ideas</p> <p>AO2 Refine work by exploring ideas and media</p> <p>AO3 Record relevant ideas and observations</p> <p>AO4 present a personal and meaningful response</p>
YEAR 10	New learning	<p>Project Identity</p> <p>Documentary and photojournalism photography</p> <p>Tomas Cambas, Carl Clifton</p>	<p>Project Identity</p> <p>Documentary and photojournalism photography</p> <p>Tomas Cambas, Carl Clifton. Digital and physical manipulation within photography. (including 3D outcomes)</p>	<p>Project Identity</p> <p>Experimental image and photographic installation</p> <p>Barndon kidwell, Nicolas Mottola, Hayley Warnham, Britt Bass. Digital and physical manipulation within photography. (including 3D outcomes)</p>
	Revisited learning	Formal elements of art and photography.	Formal elements of art and photography.	Formal elements of art and photography.
	Additional information	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
YEAR 11	New learning	<p>Project: Natural Forms</p> <p>karl Blossfeldt, Kidd, Peter Lipman</p> <p>Digital and physical manipulation within photography. (including 3D outcomes)</p>	<p>Unit 2 Brief set by the exam board</p> <p>Exam Work</p>	<p>Final additions to Unit One portfolio and preparation for solo exhibition.</p>



	Cycle 1	Cycle 2	Cycle 3
Revisited learning	Formal elements of photography.	Formal elements of photography.	Formal elements of photography
Additional information			Dixons Unity Photography Exhibition



Y7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
C1	Induction						Assessment Weeks						
	To develop understanding of drawing through exploring line To understand health and safety in the art room	To be able to analyse the use of tone in drawings by Van Gogh and Seurat	To be able to use different types of shading to produce tone	To learn how to use guidelines to develop drawing skills	To be able to use different types of tone to develop drawing	to continue to be able to develop tone in drawing	To be able to practice and refine drawing skills using the formal elements	To learn about the colour wheel To analyse the work of Mondrian, looking at primary, secondary and tertiary colours	To continue to practice painting and consolidate colour theory knowledge and understanding	To analyse the work of Hundertwasser	DIRT – Tone, texture and pattern	To develop work and ideas in the style of Hundertwasser	To develop ability to practically apply colour theory to your own work using Hundertwasser and architecture as inspiration.
C2							Assessment Weeks						
	To begin to understand what colour theory is and its purpose	To recall your knowledge of colour theory To use knowledge of colour theory to inform colour mixing	To use knowledge of colour theory and colour mixing to create smooth blending between colours	To use all knowledge of colour, theory, mixing and blending to improve on work to date	DIRT on mixing To develop an understanding of complimentary colours	To complete colour wheel using blending techniques To develop accuracy when applying paint into a shape	To complete cycle 2 assessment based on knowledge of colour theory, mixing and blending	DIRT on assessment To develop an understanding of mixed media	To develop final Hundertwasser architecture piece using mixed media (pencil crayons - rubbings)	To develop final Hundertwasser architecture piece using mixed media (pencil crayons - rubbings)	To develop final Hundertwasser architecture piece using mixed media (oil pastels – wax resist + scratching into)	To develop final Hundertwasser architecture piece using mixed media (watercolours - inks)	To complete final Hundertwasser architecture piece using mixed media (any of those explored)
C3							Assessment Weeks						
	- To explore the work of an Ancient Art style	To develop an understanding of an ancient art style studying shape, texture and pattern	To design outcomes based on your understanding of an ancient art style	To learn how to use clay to create art in an ancient art style	To experiment using different painting techniques in an ancient art style	To learn how to use glaze to develop clay work	To complete cycle assessment	To begin to develop a creature based on Aboriginal Art	To continue to develop ideas based on creatures	To experiment with media including wax resist	To be able to create a personal response based on creatures and mixed media	-To develop an original final outcome using mixed media	-To be able to refine and improve your work



Y8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
C1	Induction						Assessment Weeks						
	To recap the formal elements To understand Health and safety in the classroom	To be able to draw using guidelines constrction lines and mapping out	to be able to develop and refine your drawings using tone	To be able to analyse the work of Matisse and Lichtenstien	To conintue to analyse the work of the Pop Artists	To be able to use your understandign of Pop Art to be able to design a pop art outcome	To be ale to developadn improve your ideas	To be able to create a personal response to the project Pop Art	To be able to refine and improve your design	to be able to review and complete your work	To be able to experiment with other Pop Art techniques	To ontineu to experiemtn ad refine Pop Art techniques	To be able to review, refine and complete your pop art project
C2							Assessment Weeks						
	To begin to develop an understanding of street art	To experiment with different materials	To continue to develop skills in different materials	To learn how to use typography in Art	To recap knowledge of colour values To develop ability to accurately blend between colours	To develop understanding of typography To develop ability to accurately sketch composition in paintings	Practice assessment on Street Art/ formal elements	DIRT on assessment To begin to experiment in the style of Keith Haring	To experiment using stencils in the style of Haring	To experiment using stencils in the style of Haring	To experiment using collage	To experiment using collage	To experiment using paint in the style of Haring
C3							Assessment Weeks						
	To understand heath and safety in art To begin to develop an understanding of art from other cultures	To be able to record objects and images from other cultures	To analyse the work of Art from other cultures	To investage different creatures in Art	To develop outcome ideas based on Asian Art	To develop understanding of watercolours in Asian Art	To be able to refine and improve work	- DIRT on assessment To complete adding pen to water colour experimentation	To experiment developing 3D work - puppets	To continue to deveop 3D outcomes	To refine and improve 3D outcome	To be able to refine and complete outcomes	To complete final piece including 3D elements

Y9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
C1	Induction						Assessment Weeks						
	<p>Lesson 1 Health and safety</p> <p>To produce a mind map using key subject terminology A01</p> <p>Lesson 2 To continue to produce a mind map using key terminology A01</p>	<p>Lesson 1 To develop use of sketching and annotation when planning for a photo-shoot A03</p> <p>Lesson 2 To develop practical skills by taking photographs linked to framing and cropping A02</p>	<p>Lesson 1 To develop ability to present and annotate images A03</p> <p>Lesson 2 To develop ability to present and annotate images A03</p>	<p>Lesson 1 To develop use of sketching and annotation when planning for a photo-shoot A03</p> <p>Lesson 2 To develop practical skills by taking photographs linked to Rule of thirds A03</p>	<p>Lesson 1 To develop ability to present and annotate images A03</p> <p>Lesson 2 To develop ability to present and annotate images A03</p>	<p>Lesson 1 To develop use of sketching and annotation when planning for a photo-shoot A03</p> <p>Lesson 2 To develop practical skills by taking photographs linked to Leading lines A02</p>	<p>Lesson 1 To develop ability to present and annotate images A03</p> <p>Lesson 2 To develop ability to present and annotate images A03</p>	<p>Lesson 1 To develop use of sketching and annotation when planning for a photo-shoot A03</p> <p>Lesson 2 To develop practical skills by taking photographs linked to Fill the frame A02</p>	<p>Lesson 1 To develop ability to present and annotate images A03</p> <p>Lesson 2 To develop ability to present and annotate images A03</p>	<p>Lesson 1 To develop use of sketching and annotation when planning for a photo-shoot A03</p> <p>Lesson 2 To develop practical skills by taking photographs linked to Depth of field A02</p>	<p>Lesson 1 To develop ability to present and annotate images A03</p> <p>Lesson 2 To develop ability to present and annotate images A03</p>	<p>Lesson 1 To develop use of sketching and annotation when planning for a photo-shoot A03</p> <p>Lesson 2 To develop practical skills by taking photographs linked to Focus A02</p>	<p>Lesson 1 To develop ability to present and annotate images A03</p> <p>Lesson 2 To develop ability to present and annotate images A03</p>
C2							Assessment Weeks						
	<p>Lesson 1 – To develop Practical photography skills on still life and capturing the 8 visual elements A02 – A03</p> <p>Lesson 2 – To develop Annotations of 8 visual elements A03</p>	<p>Lesson 1 – To develop understanding of how to effectively research an artist/photographer</p> <p>To develop artist research for Steve McCurry A01</p> <p>Lesson 2 – Continue to develop artist research</p> <p>To develop drawing skills using photo-shoot storyboard</p>	<p>Lesson 1 – To develop Practical photography skills in the style of McCurry A02- A03</p> <p>Lesson 2 – To continue developing Practical photography skills in the style of McCurry A02- A03</p>	<p>Lesson 1 – DIRT on McCurry</p> <p>Lesson 2 – To develop annotations of McCurry photographs A03</p>	<p>Lesson 1 – Develop Artist research on John Rankin A01</p> <p>Lesson 2 – To produce a Storyboard in preparation for photo-shoot A03</p>	<p>Lesson 1 – To complete checklist of work to date A01 – A02 – A03</p> <p>Lesson 2 – To recall subject knowledge in preparation for assessment A01- A02 – A03</p>	<p>Lesson 1 – Cycle 2 assessment Written and practical –</p> <p>Lesson 2 – Cycle 2 assessment Written and practical –</p>	<p>Lesson 1 – DIRT on assessment</p> <p>Lesson 2 – To develop practical photography skills in the style of John Rankin A03</p>	<p>Lesson 1 – To continue developing practical photography skills in the style of John Rankin A03</p> <p>Lesson 2 – To develop annotations of Rankin photographs A03</p>	<p>Lesson 1 – To develop Artist research on Tomas Cambas and storyboard A03</p> <p>Lesson 2 – To develop practical photography skills in the style of Tomas Cambas photo –shoot A02 - A03</p>	<p>Lesson 1 – DIRT on Cambas photo-shoot</p> <p>Lesson 2 – To develop annotations of Cambas photographs A03</p>	<p>Lesson 1 – To develop Artist research Nick Miners and storyboard A03</p> <p>Lesson 2 – To develop practical photography skills in the style of Nick Miners photo –shoot A02 - A03</p>	<p>Lesson 1 – To continue to develop practical photography skills in the style of Nick Miners photo –shoot A02 - A03</p> <p>Lesson 2 – To develop annotations of Miners photographs A03</p>



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
									Assessment Weeks				
C3	Lesson 1+2 – To develop an understanding of photo-manipulation techniques and processes To develop an understanding as to how to work across all AO's effectively at one time A01 + A03	Lesson 1+2 To develop experimentation skills using varied techniques materials and processes To develop Photoshop skills To develop layering and opacity through experimentation A02	Lesson 1 To develop experimentation skills using varied techniques materials and processes To develop Photoshop skills To develop layering and opacity through experimentation A02 Lesson 2 To develop your ability to annotate experimental images To be able to describe in detail materials techniques and processes A03	Lesson 1 – DIRT To develop your ability to annotate experimental images To be able to describe in detail materials techniques and processes A03 Lesson 2 – To develop an understanding into the purpose of photo-enhancement To develop analysis skills A01+ A03	Lesson 1+2 – To develop experimentation skills using varied techniques materials and processes To develop physical manipulation skills To develop ripping and collage techniques through experimentation A02 Lesson 1 – Develop Artist research on John Rankin A01 Lesson 2 – To produce a Storyboard in preparation for photo-shoot A03	Lesson 1 – To develop experimentation skills using varied techniques materials and processes To develop physical manipulation skills To develop ripping and collage techniques through experimentation A02 Lesson 2 – To develop your ability to annotate experimental images To be able to describe in detail materials techniques and processes A03	Lesson 1 – Cycle 3 assessment Lesson 2 – To develop your ability to annotate experimental images To be able to describe in detail materials techniques and processes A03	Lesson 1 – DIRT on C3 assessment Lesson 2 – To develop an understanding of photo-manipulation techniques and processes To further develop analysis skills A01 + A03	Lesson 1+2 – To develop physical manipulation skills To develop sewing and stitching techniques through experimentation A02	Lesson 1+2 – To develop physical manipulation skills To develop sewing and stitching techniques through experimentation A02	Lesson 1 – DIRT Lesson 2 – To develop a final piece for either: Portraits, landscape or still life. A04	Lesson 1+2 – To develop a final piece for either: Portraits, landscape or still life. A04 Lesson 2 – To install and present final piece alongside an artist statement A04	Lesson 1 – To develop a final piece for either: Portraits, landscape or still life. A04 Lesson 2 – To install and present final piece alongside an artist statement A04

Y10 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
C1	Induction						Assessment Weeks						
	Lesson 1 Health and safety To produce artist research Alana Dee Haynes A01 Lesson 2 To plan for a portrait photoshoot using sketching and annotation A01 – A03	Lesson 1 To plan for a portrait photoshoot using sketching and annotation A01 – A03 Lesson 2 To develop practical skills by taking photographs linked to framing and cropping A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 To develop ability to experiment in a similar style to the artist A02	Lesson 1 To develop ability to experiment in a similar style to the artist A02 Lesson 2 To develop ability to present and annotate images A03	Lesson 1 To produce artist research Alexa Meade A01 Lesson 2 To plan for a portrait photoshoot using sketching and annotation A01 – A03	Lesson 1 To plan for a portrait photoshoot using sketching and annotation A01 – A03 Lesson 2 To develop practical skills by taking photographs linked to watch the background A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 To develop ability to experiment in a similar style to the artist A02	Lesson 1 To produce artist research Marcelo Monreal A01 Lesson 2 Lesson 2 To plan for a portrait photoshoot using sketching and annotation A01 – A03	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 Lesson 2 To plan for a portrait photoshoot using sketching and annotation A01 – A03	Lesson 1 To plan for a portrait photoshoot using sketching and annotation A01 – A03 Lesson 2 Lesson 2 To develop practical skills by taking photographs linked to still life and portraiture A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 Lesson 2 To develop ability to experiment in a similar style to the artist A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 Lesson 2 To develop ability to present and annotate images A03	Lesson 1 To develop ability to experiment in a similar style to the artist A02 Lesson 2 Lesson 2 To develop ability to present and annotate images A03
C2							Assessment Weeks						
	Lesson 1 – To develop an understanding of the themes To develop further analysis skills To understand how to make visual links to ideas Health and safety in the classroom Lesson 2 – To develop understanding of how to effectively research an artist/photographer	Lesson 1 – To develop understanding of how to effectively research an artist/photographer To develop artist research for Martin Parr To develop ability to map out intentions through the use of storyboards Lesson 2 – To develop understanding of how to effectively research an artist/photographer	Lesson 1 – To develop digital edits using cropping and colour theory To develop ability to portray an artists style A02 Lesson 2 – To develop digital edits using cropping and colour theory To develop ability to portray an artist's style A02	Lesson 1 – DIRT on experiments To reflect on work To be able to improve on particular area within your work Lesson 2 – To develop annotation skills linking to experimentation edits To use key terminology and structure within annotations A03	Lesson 1 – To develop understanding of how to effectively research an artist/photographer To develop artist research for Tina Barney A01 Lesson 2 – To develop understanding of how to effectively research an artist/photographer	Lesson 1 – To develop understanding of how to take photographs for experimentation To develop ability to portray an artists style To use knowledge of photography skills and rules to capture interesting and purposeful images A02 – A03	Lesson 1 – Practical and written tasks – practice assessment – focus on A02 Lesson 2 – Practical and written tasks – practice assessment – focus on A02	Lesson 1 – DIRT work on practice assessment and annotations To reflect on work To be able to improve on particular area within your work A03 Lesson 2 – To develop understanding of how to effectively research an artist/photographer	Lesson 1 – To develop understanding of how to take photographs for experimentation To develop ability to map out intentions through the use of storyboards Lesson 2 – To develop understanding of how to effectively research an artist/photographer	Lesson 1 – To develop ability to experiment with materials techniques and processes To develop ability to experiment in the style of the artist (physical) A02 Lesson 2 – To develop ability to experiment with materials techniques and processes To develop ability to experiment in	Lesson 1 – To develop annotation skills linking to experimentation edits To use key terminology and structure within annotations A03 Lesson 2 – Introduction to final piece To develop a final piece linking to the theme of moving image	Lesson 1 – To develop a final piece linking to the theme of moving image and fashion photography To combine materials techniques and processes To combine elements of different artists explored A04 Lesson 2 – To develop a final piece linking to the theme of	Lesson 1 – To develop a final piece linking to the theme of moving image and fashion photography To combine materials techniques and processes To combine elements of different artists explored A04 Lesson 2 – To develop a final piece linking to the theme of

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	To develop artist research for Martin Parr A01	photographs for experimentation To develop ability to portray an artists style To use knowledge of photography skills and rules to capture interesting and purposeful images A02 – A03			To develop artist research for Tina Barney To develop ability to map out intentions through the use of storyboards A01 – A03	Lesson 2 – assessment prep To develop understanding of how to take photographs for experimentation To develop ability to portray an artists style To recap knowledge so far and source areas or strength and areas for improvement A01 – A02 – A03		To develop artist research for Tish Murtha A01	of how to take photographs for experimentation To develop ability to portray an artists style To use knowledge of photography skills and rules to capture interesting and purposeful images A02 – A03	the style of the artist (digital) A02	and fashion photography To combine materials and techniques and processes To combine elements of different artists explored A04	moving image and fashion photography To combine materials and techniques and processes To combine elements of different artists explored A04	moving image and fashion photography To combine materials and techniques and processes To combine elements of different artists explored A04
									Assessment Weeks				
	Lesson 1 – To develop an understanding of the themes To develop understanding of how to effectively use physical edits Emulsion and tape transfer Health and safety in the classroom Lesson 2 – To develop understanding of how to effectively use physical edits Complete Emulsion and tape transfer	Lesson 1 – To develop understanding of how to effectively use physical edits Sewing in to work A01 – A03 Lesson 2 – To develop understanding of how to effectively use physical edits Sewing in to work Complete sewing work A01 – A03	Lesson 1 – To develop understanding of how to effectively use physical edits Painting and drawing on to work A01 – A03 Lesson 2 – To develop understanding of how to effectively use physical edits Painting on to work Complete painting work A01 – A03	Lesson 1 – DIRT on experiments To reflect on work To be able to improve on particular area within your work Lesson 2 – To develop annotation skills linking to experimentation edits To use key terminology and structure within annotations A03	Lesson 1 – To develop understanding of how to effectively use physical edits Fragmented images work A01 – A03 Lesson 2 – To develop understanding of how to effectively use physical edits Complete fragmented images work A01 – A03	Lesson 1 – To develop understanding of how to effectively use physical edits montage images work A01 – A03 Lesson 2 – To develop understanding of how to effectively use physical edits Woven images work A01 – A03	Lesson 1 – Practical and written tasks – practice assessment – focus on A02 Lesson 2 – To develop understanding of how to effectively use physical edits A01 – A03	Lesson 1 + 2 Working across al A0's on the project the natural world.	Lesson 1 + 2 Working across al A0's on the project the natural world.	Lesson 1 + 2 Working across al A0's on the project the natural world.	Lesson 1 + 2 Working across al A0's on the project the natural world.	Lesson 1 + 2 Working across al A0's on the project the natural world.	Lesson 1 + 2 Working across al A0's on the project the natural world.

Y11 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
C1	Induction						Assessment Weeks						
	Lesson 1 Health and safety To produce mind map around natural world A01 Lesson 2 To continue to produce a mind map for natural world A01	Lesson 1 and 2 To research the 1st photographer ...A01	Lesson 1 To plan for a natural forms photoshoot using inspired by the artist using sketching and annotation A01 – A03 Lesson 2 To develop ability to experiment in a similar style to the artist A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 To develop ability to present and annotate images A03	Lesson 1 To produce artist research 2 A01 Lesson 2 To plan for photoshoot using sketching and annotation A01 – A03	Lesson 1 To plan for photoshoot using sketching and annotation A01 – A03 Lesson 2 To develop practical skills by taking photographs linked to 2nd photographer A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 To develop ability to experiment in a similar style to the artist A02	Lesson 1 To produce 3rd artist research A01 Lesson 2 To plan for photoshoot using sketching and annotation A01 – A03	Lesson 1 To develop practical skills by taking photographs linked to 3rd photographer A02 Lesson 2 To develop ability to present and annotate images A03	Lesson 1+2 Texture photoshoot A01-A02-A03	Lesson 1+2 Natural forms studies photoshoot A01-A02-A03	Lesson 1+2 Mock	Lesson 1+2 Mock
C2							Assessment Weeks						
	Lesson 1+2 Mock	Externally set by AQA-students to work across A01-A02-A03 Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03	Externally set by AQA-students to work across A01-A02-A03
C3							Assessment Weeks						
	Externally set by AQA-students to work across A01-A02-A0	Externally set by AQA-students to work across A01-A02-A0	A04 EXAM	A04 EXAM	Externally set by AQA-students to work across A01-A02-A0	Finalise coursework	Finalise coursework	Finalise coursework	Finalise coursework				