

Art 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 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 the visual arts through a deep understanding of the 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.
- 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, topics have been intelligently sequenced based on the following rationale:

- Art 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 perception and viewpoint 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 wide ranging opportunities to explore art in the widest sense. They will experiment with wide ranging techniques, specialisms and media/ medium.
- 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 approaches to making art and students will be encouraged to explore and experiment. There will be a foci independence cultivated through an independent learning climate.
- Research suggests that early exposure to visual art promotes activity in the brain. 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 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.
- 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. Tutorial feedback during lessons to aid independence and model the thought process through learning conversations. 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, 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 the world; its artefacts are represented and the ideologies running through them 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 present it for the local community.

We fully believe that Art 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 They will learn how to organise time and resources, prioritising workload.
- Collaborative peer working; extending intercultural awareness:
 - Art actively encourages students to develop communications skills. Art 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 £390million in a year and now contributes £10.8billion 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 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	Health and Safety introduction. Introduction to art and design practice and principles. DRAWING Formal Elements: line, shape, tone, form, pattern, texture and colour 2 Dimensional	Experimenting with art and design practice and principles. MATERIALS Formal Elements: Colour, texture, form. Emphasis, Movement, Repetition, Variety	Experimenting with art and design practice and principles. MEDIA EXPERIMENTATION Formal Elements: Line, tone, shape, form, pattern, texture, colour, space. Pattern, Proportion, Balance, Emphasis, Movement, Repetition, Variety
	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: The Great Unity Drawing Project.	HW: The Great Unity 3D Recycling Project.	HW: The Great Unity Collage Project.
YEAR 8	New learning	Experimenting with art and design practice and principles Portraiture PAINT 'The Masters'	Experimenting with art and design practice and principles. Contemporary Art/ Street Art PRINTING	Experimenting with art and design practice and principles. Natural Forms/ Animals –CLAY use of Kiln.
	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: The Great Unity Masters Project	HW: The Great Unity Post Modern Project.	HW: The Great Unity Nature Project.
YEAR 9	New learning	Introduction to photography 9 basic rules of composition and visual language	Project Portraits, landscapes and still life. How to effectively research, comment and interpret a photographers' work	Project Portraits, landscapes and still life. How to use digital and physical manipulation within photography
	Revisited learning	Formal elements of art.	Formal elements of photography.	Formal elements of photography.
	Additional information	AO3 Record ideas, observations and insights relevant to intentions as work progresses.	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses
YEAR 10	New learning	Project Identity Moving image and Fashion photography Artists Steve McCurry/Mario Testino, Annie Leibovitz	Project Identity Documentary and photojournalism photography Tomas Cambas, Carl Clifton.	Project Identity Experimental image and photographic installation Barndon kidwell, Nicolas Mottola, Hayley Warnham, Britt Bass,
	Revisited learning	Formal elements of photography.	Formal elements of photography.	Formal elements of 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	Project Black and Whitre	Unit 2 Brief set by the exam board Exam Work	Final additions to Unit One portfolio and preparation for solo exhibition.
	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
Cycle 1	Induction						Assessment Weeks						
	To develop understanding of drawing through exploring line To understand health and safety in the art room	To develop an understanding of line quality	To develop ability to demonstrate shape and proportion in drawing To explore the grid method for accuracy in drawing shape and proportion	To develop a quick sketch of a still life composition using accurate shape, proportion and perspective	DIRT – shape and proportion To develop ability to apply tone using a tonal bar	To develop ability to apply tone using a tonal bar	To develop ability to apply tone in areas of still life drawing To develop understanding of form	To develop an understanding of texture To develop understanding of pattern	To develop ability to apply texture and pattern to a drawing	To develop ability to apply texture and pattern to a drawing	DIRT – Tone, texture and pattern	To develop knowledge of colour theory	To develop knowledge of colour theory To develop ability to practically apply colour theory to your own work.
Cycle 2							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)
Cycle 3								Assessment Weeks					
	- To explore the work of Niki de St-Phalle and link	To complete artist research	To produce and artist copy of Niki de St-	To produce and artist copy of Niki de St-	To experiment using mixed media technique to	To experiment using mixed	To complete cycle assessment	To begin to produce a hybrid animal using similar	To continue to produce a hybrid animal using similar	To develop final Niki de St-Phalle Hybrid animal piece	To develop final Niki de St-Phalle Hybrid animal piece	-To develop final Niki de St-Phalle Hybrid piece using	-To develop final Niki de St-Phalle hybrid piece using

it to the formal elements. To produce a research page about the artist	page on Niki de St-Phalle	Phalle's artwork using shape and proportion	Phalle's artwork by applying colour and pattern to your drawing	produce patterns	media technique to produce patterns	techniques to Niki de St-Phalle	techniques to Niki de St-Phalle	using mixed media (pencil crayons – rubbings to create pattern)	using mixed media (watercolours or wax resist)	mixed media (oil pastels – wax resist + scratching into)	mixed media (Pencil crayons, watercolours, oil pastels) - To develop some calligraphy to link you work to the artists style further
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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
Cycle 1	Induction						Assessment Weeks						
	To recap the formal elements To understand Health and safety in the classroom	To develop ability to use construction drawing to achieve facial features	To continue to develop construction drawing To introduce tone to enhance the shapes moving into form	To continue to develop construction drawing To introduce tone to enhance the shapes moving into form	DIRT – shape and form facial features	To develop ability to produce facial features using mixed media (ink- charcoal – pen)	To develop ability to produce facial features using mixed media (varied backgrounds – coloured paper, book pages...)	To develop an artist research page on Francis bacon	To develop an artist research page on Francis bacon	To develop continuous line sketches based on the work of Francis Bacon	To create an artist copy using mixed media and composition techniques	To create an artist copy using mixed media and composition techniques	To create an artist copy using mixed media and composition techniques
Cycle 2							Assessment Weeks						
	To understand health and safety in art To begin to develop an understanding of Street Art	To experiment with different materials and understand the value of stencils	To develop production of own stencil ideas	DIRT on Stencil work To reflect and improve on Stenciling	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 Knowledge to date	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
Cycle 3							Assessment Weeks						
	To understand health and safety in art To begin to develop an understanding of Natural Forms	To experiment with different materials and understand the value of tonal drawing	To develop colour blending using pencils	DIRT on colour work To reflect and improve on blending	To recap knowledge of colour values To develop ability to accurately blend between	To develop understanding of watercolours	Practice assessment on Natural Forms/ formal elements Knowledge to date	– DIRT on assessment To complete adding pen to water colour experimentation	To experiment developing 3D work	To experiment developing 3D work	To create a final piece background using water colours	To create a final piece foreground using pen/ pastels/ colours	To complete final piece including 3D elements

colours using
oil pastels



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

Annotations of 8 visual elements A03	Lesson 2 – Continue to develop research To develop drawing skills using photo-shoot storyboard A01 – A03	photography skills in the style of McCurry A02-A03			assessment A01-A02 – A03	Written and practical –		annotations of Rankin photographs A03	skills in the style of Tomas Cambas photo – shoot A02 - A03		skills in the style of nick Miners photo –shoot A02 - A03	Lesson 2 – To develop annotations of Miners photographs A03
Assessment Weeks												
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 and processes To develop Photoshop skills To develop layering and opacity through experimentation A02	Lesson 1 To develop experimentation skills using varied techniques and 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 A01+ 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 and 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	Lesson 1 – To develop experimentation skills using varied techniques and 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	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 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

A03

photo-shoot
A03

detail materials
techniques and
processes A03

Lesson 2 – To
develop your
ability to
annotate
experimental
images

To be able to
describe in
detail materials
techniques and
processes A03



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	
Cycle 1	Induction						Assessment Weeks							
	Lesson 1 Health and safety To produce artist research Alana Dee Haynes A01	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 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 still life and portraiture A02	Lesson 1 To develop ability to present and annotate images A03 Lesson 2 To develop practical skills by taking photographs linked 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 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 develop digital techniques on Photoshop A02 Lesson 2 To develop ability to present and annotate images A03	Lesson 1+2
							Assessment Weeks							
Cycle 2	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 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 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	Lesson 1 – DIRT on experiments To reflect on work To be able to improve on particular area Lesson 2 – To develop linking to	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	Lesson 1 – To develop understanding of how to take photographs for experimentations To develop ability to portray an artists style To use knowledge of photography skills and rules to capture interesting and	Lesson 1 – Practical and written tasks – practice assessment – focus on A02 Lesson 2 – Practical and written tasks – practice assessment – focus on A02	Lesson 1 – work on practice assessment and annotations To reflect on work To be able to improve on particular area A03 Lesson 2 – To develop	Lesson 1 – To develop understanding of how to effectively research an artist/photographer To develop artist research for Tish Murtha To develop ability to map out intentions through the use of storyboards	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 1 – To develop annotation skills linking to experimentation edits To use key terminology and structure within annotations A03	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	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	



Lesson 2 – To develop understanding of how to effectively research an artist/photographer To develop artist research for Martin Parr A01	A01 – A03 Lesson 2 – To develop understanding of how to take photographs for experimentations To develop ability to portray an artists style To use knowledge of photography skills and rules to capture interesting and purposeful images A02 – A03	cropping and colour theory To develop ability to portray an artist's style A02	experimentation edits To use key terminology and structure within annotations A03	understanding of how to effectively research an artist/photographer To develop artist research for Tina Barney To develop ability to map out intentions through the use of storyboards A01 – A03	purposeful images A02 – A03 Lesson 2 – assessment prep To develop understanding of how to take photographs for experimentations 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		understanding of how to effectively research an artist/photographer To develop artist research for Tish Murtha A01	A01 – A03 Lesson 2 – To develop understanding of how to take photographs for experimentations 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 2 – To develop ability to experiment with materials techniques and processes To develop ability to experiment in the style of the artist (digital) A02	Lesson 2 – Introduction to final piece 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	different artists explored A04 Lesson 2 – 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	different artists explored A04 Lesson 2 – 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
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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	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	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	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	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	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	Lesson 1 – Practical and written tasks – practice assessment – focus on A02 Lesson 2 – To develop understanding of how to effectively use physical edits Woven images work	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.
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understanding of how to effectively use physical edits Complete Emulsion and tape transfer A01 & 2	Complete sewing work A01 – A03	effectively use physical edits Painting on to work Complete painting work A01 – A03	To use key terminology and structure within annotations A03	Complete fragmented images work A01 – A03	Complete montage images work A01 – A03	A01 – A03							
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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
Cycle 1	Induction						Assessment Weeks						
	Lesson 1 Health and safety To produce mind map around 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 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
	Lesson 2 To continue to produce a mind map for natural world A01		Lesson 2 To develop ability to experiment in a similar style to the artist A02										
Cycle 2							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

Cycle 3

										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							

