

### KS4

| Term    | 1  | 2 | 3   | 4  | 5  | 6  |
|---------|--|---|---|--|--|--|
| Year 10 | <b>Skills project</b><br><b>Concertina of skills</b>   |   | <b>Surrealism</b><br>Research and development   | <b>Surrealism</b> Develop<br>and Explore   | <b>Surrealism</b> Develop<br>and Explore   | <b>Surrealism</b> Develop<br>and Explore   |
|         | <b>Observational drawing-</b> Students will photograph and draw a range of objects and then develop a response using a variety of scales, surfaces and media.<br><b>Printmaking-</b> Students will use photographs to learn mono, dry point and lino printmaking techniques to develop a personal response.<br><b>Painting-</b> Students will photograph and draw a range of objects and then develop a response using a variety media including watercolour, gouache and acrylic studies. |   | Students refine their Drawing and analytical skills through investigations, experimentation and development of ideas using Salvador Dali and Rene Magritte as a reference   | Students learn how to generate responses to a theme, refining their outcomes to create a personal and meaning full response to Surrealism                  | Students are introduced to an independent element of the project called 'Face to Face' where Student learn about the proportions of the face and how to draw a tonal self-portrait from a range of experimental photographs. | Students develop meaningful responses to their self-portrait using 4 chosen artists media, materials, techniques and processes, reviewing and refining ideas as work develops. |
|         | <b>SKILLS:</b> Artist Analysis, Line, tone, Shape, colour, pattern, composition, texture, observational drawing, photography, illustration<br><b>Media:</b> Pencil, Biro, Carbon Paper transfer, Oil pastel transfer, dry point and Mono printing, lino cutting, collage, watercolour, acrylic, gouache  |   | <b>Skills:</b> Grid drawing, scale, proportion, Artist analysis Using primary and secondary images, Consolidations of wet and dry media skills, Presentation of work in our sketchbook pencil,<br><b>Media:</b> Pencil, col gouache | <b>Skills:</b> Consolidation of Artist analysis, observational drawing skills and wet/dry media skills. Presentation of work. <b>Media:</b> Student choice |  |  |
|         | EXPLORE DEVELOP<br>RECOD   |   | EXPLORE DEVELOP<br>RECORD   | DEVELOP<br>RECORD PRESENT  | EXPLORE DEVELOP<br>RECORD PRESENT  | DEVELOP<br>RECORD PRESENT  |



| Term           | 1   | 2   | 3   | 4   | 5   | 6 |
|----------------|---|---|---|---|---|---|
| <b>Year 11</b> | <b>Surrealism</b><br>Development of personal response   | <b>Surrealism</b> Final Major Outcome   | <b>Component 2-</b> Externally Set task Develop   | <b>Component 2-</b> Externally Set task Explore             | <b>Component 2- Exam</b><br>Prep & Exam Present |   |
|                | <b>Face to face:</b> Students independently develop their own ideas to the surrealism theme. Through further investigation and experimentation students will create a personal and meaningful response. | Student will refine and develop their response through further experimentation with media and techniques. They will also learn about composition, scale and presentation. | Students must produce Preparatory studies that show students' development of ideas and progress through their work.<br><br>Students develop and explore ideas, research primary and contextual sources and experiment with media, materials, techniques and processes | Students must produce a personal response to the ESA theme. |   |   |
|                | <b>Skills:</b> Consolidation of Artist analysis, observational drawing skills and wet/dry media skills. Presentation of work.<br><b>Media:</b> Student choice   |   |   |   |   |   |
|                | EXPLORE DEVELOP<br>RECORD PRESENT   | DEVELOP<br>RECORD PRESENT   | EXPLORE DEVELOP<br>RECORD PRESENT   | DEVELOP<br>RECORD PRESENT                                   |   |   |



### KS5

| Term    | 1  | 2  | 3   | 4  | 5  | 6   |
|---------|--|--|---|--|--|---|
| Year 12 | <b>Jamie Reid- Punk to Present</b>   | <b>Start of Formal UNIT 1 Coursework (60%)</b>   | <b>Response to Artists and development of ideas</b>   | <b>Response to Artists and development of ideas</b>  | <b>Response to Artists and development of ideas</b>  | <b>Response to Artists and development of ideas</b>   |
|         | Students respond to the Artist and graphic designer Jamie Reid in this politically charged and provocative project. Students explore subversive ways to tell a political message whilst developing their skills in observational drawing, printmaking and collage.       | Introduction to personal, independent project. Research themes and ideas Independent application of current skills. Artist 1 research- <b>dry media</b> . Artist information pages transcripts, photoshoots Personal response to Artist 1. Basic Photoshop workshops | Artist 2 research- <b>Wet media</b> . Artist information pages transcripts, photoshoots. Personal response to Artist 2. Basic Photoshop workshops | Process and technique experiments responding to Artist 1 & 2. Refine and experiment personal responses. Final Outcomes for Artist 1 & 2. Basic Photoshop workshops | Artist 3 research – <b>free search</b> , transcripts. Personal response using Photoshoots, exploration of processes and techniques, experiments responding to Artist 3. Outcome for Artist 3. Basic Photoshop workshops. | Artist 4 research – <b>free search</b> , transcripts. Personal response using Photoshoots, exploration of processes and techniques, experiments responding to Artist 4. Outcome for Artist 4. Basic Photoshop workshops |
|         | <b>Skills:</b> Grid drawing, scale, proportion, Artist analysis Using primary images, Consolidations of wet and dry media skills, Presentation of work in sketchbook <b>Media:</b> Drawing, Printmaking, Acrylic paint and contextual studies. Basic Photoshop workshops | <b>Skills:</b> Grid drawing, scale, proportion, Artist analysis Using primary and secondary images, Consolidations of wet and dry media skills, Presentation of work in sketchbook <b>Media:</b> Pencil, colour pencil, gouache                                      |   |  |  |   |
|         | EXPLORE<br>RECORD  | DEVELOP  |   | EXPLORE<br>RECORD  | DEVELOP<br>PRESENT   |   |

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|---------|--|--|---|---|---|---|
| Year 13 | <b>Development of personal response</b>  | <b>Final Major Outcome</b>   | <b>Component 2 Externally Set task</b>  | <b>Component 2- Externally Set task</b>   | <b>Component 2- Exam Prep &amp; Exam</b>  |   |
|         | Process and technique experiments relating to personal response to theme. Final idea formulation. Development of Major Final Outcome to theme. | Completion of Unit 1 showing strength in all assessment areas (AO1, AO2, AO3 & AO4). Completion of Final Major Piece (+10hrs). | ESA EXAM Unit 2 begins (FEB 1st). Artist 1 & 2 research. Process and technique experiments responding to Artist 1. Refine and experiment. Outcome for Artist 1 & 2. | Development of final outcome for ESA EXAM Unit 2. Trials and experiments with media. Trials and experiments with compositions. Mini outcomes and experiments. | ESA EXAM Unit 2 EXAM (15 hours). Completion of UNIT 1 covering all Assessment objectives. |   |
|         |  |  | <b>Skills:</b> Consolidation of Artist analysis, observational drawing skills and wet/dry media skills. Presentation of work. <b>Media:</b> Student choice          |   |   |   |
|         | EXPLORE DEVELOP<br>RECORD  | DEVELOP<br>RECORD PRESENT  | EXPLORE DEVELOP<br>RECORD PRESENT   | DEVELOP<br>RECORD PRESENT   | DEVELOP<br>RECORD PRESENT   |   |

Each project aims to develop students' ability to **generate** and **develop ideas** for their practical work and to build **contextual understanding**, from either a self-selected or teacher-negotiated focus. With an emphasis on building **technical skill** through **explore and experimenting** with different types of media, processes and techniques, students will **develop and refine** ideas supported by **contextual research**, and **critical reflection**. A student's ability to **understand their own work and justify their ideas** can be developed through practical **visual analysis and annotation** resulting in a **personal portfolio of practical work** that explores all the key concepts of photography.

- **Explore** ideas through investigations, demonstrating critical understanding of sources (AO1)
- **Develop** and refine ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)
- **Record** ideas, observations and insights relevant to intentions as work progresses (AO3)
- **Present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).