

Art, Craft, Design and Photography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Abstraction: Science / Particles. (2D Mixed Media).</b> <i>Approximately: 14 Hours</i></p> <ol style="list-style-type: none"> <li>Manual dexterity, fine and gross motor skills, brush control.</li> <li>Colour science. What is colour? There is no such thing as colour in nature.</li> <li>Colour mixing and colour matching.</li> <li>Colour theory – colour wheel.</li> <li>Primary / Secondary / Tertiary Colour.</li> <li>Complimentary colour and after image.</li> <li>Harmonious colour. Blue/yellow, yellow/red, red/blue.</li> <li>The use of colour and black to make shades.</li> <li>The use of colour and white to make tints.</li> <li>The use of colour and water to dilute to create tints on a white ground.</li> <li>The use of black and white to make tones.</li> <li>The difference between translucency and transparency.</li> <li>Application of colour through mark-making.</li> <li>Impasto (Paste) and Fresco (New, Wet).</li> <li>Optical mixing.</li> <li>Mixed media.</li> <li>Layering of materials.</li> <li>‘Weight’ of colour and composition.</li> <li>Composition Rules. Rule of thirds, Balancing Elements...</li> </ol> <p><i>Critical and Historical Study of other artist’s work.</i></p> <p><b>Careers Awareness:</b> Textiles. Fashion. Gaming Design. Story boarding. Animation. Interior Design. Exhibition Design...</p> <p><b>Employability Skills.</b> Creative Learning: Generate ideas, explore, ask questions, extend thinking, question assumptions, experiment, adapt.</p>	<p><b>Painting: Still Life. (2D Painting).</b> <i>Approximately: 13 Hours</i></p> <ol style="list-style-type: none"> <li>Drawing line, shape, structure.</li> <li>Quality of line, direction, surface tension and weight.</li> <li>One-point, two-point and three-point perspective.</li> <li>Estimating, measuring skills and evaluating proportion through comparison.</li> <li>Identifying the impact of light on form.</li> <li>The difference between shape and form.</li> <li>Tonal drawing.</li> <li>The difference between colour and tone and its application in recording form.</li> <li>Localized and reflected colour.</li> <li>Brush control.</li> <li>Accuracy and refining.</li> <li>2D &gt; 3D Translation.</li> <li>Final study from observation.</li> </ol> <p><i>Critical and Historical Study of other artist’s work.</i></p> <p><b>Careers Awareness:</b> Graphic Design. Illustration. Advertising. Photography. Marketing. Publishing. Signage. Film. TV.</p> <p><b>Employability Skills.</b> Reflective Learning: Assess progress, set goals, consider success criteria, review, be open and positive, evaluate, communicate.</p>			<p><b>Issues Based Work: Narrative Images (This could be 2D or 3D).</b> <i>Approximately: 10-13 Hours</i></p> <ol style="list-style-type: none"> <li>Visual analysis of other artist’s work/s.</li> <li>What questions to ask when interpreting artwork.</li> <li>Evaluating the influence of a wider contextual history.</li> <li>Presenting personal research and recording skills.</li> <li>How to synthesize ideas.</li> <li>How to developing an idea?</li> <li>Oracy – developing visual and verbal communication.</li> <li>Production of final artwork.</li> <li>Collaborative group working skills.</li> <li>How to evaluate and connect personal outcomes with the work of the artist.</li> </ol> <p><i>Critical and Historical Study of other artist’s work.</i></p> <p><b>Careers Awareness:</b> Product Design. Architecture. Landscape Design. Engineering...</p> <p><b>Employability Skills.</b> Independent Learning: Identify questions, research, explore issues, evaluate different perspectives, influences, reasoned arguments and evidence.</p>	
Year 8	<p><b>Self Image. (2D Form)</b> <i>Approximately: 14 Hours</i></p>		<p><b>Made and natural objects, Constructed spaces and natural environments. (3D Form)</b> <i>Approximately: 13 Hours</i></p>		<p><b>Focus on Non Western Art and Artifacts: (2D/3D Mixed media)</b> <i>Approximately: 10-13 Hours</i></p>	

	<ol style="list-style-type: none"> <li>1. Observational drawing from primary and secondary sources.</li> <li>2. Looking, analysing and your inner voice. What questions do you ask?</li> <li>3. Measuring methods and estimating distances.</li> <li>4. Scaling up and down.</li> <li>5. Accuracy and refinement.</li> <li>6. Grid technique.</li> <li>7. Trace and transfer.</li> <li>8. Using a schematic structure. Line of symmetry, proportion.</li> <li>9. Thinking and drawing using a schematic methodology.</li> <li>10. Viewpoint and asymmetry.</li> <li>11. Profile shapes.</li> <li>12. Safe use of cutting mats, knives and scissors.</li> <li>13. Comparing critical, historical and contextual information.</li> <li>14. How do you do personal research.</li> <li>15. How do you synthesize information meaningfully and creatively?</li> <li>16. Layering mixed media.</li> <li>17. Selecting, simplifying and abstracting.</li> <li>18. Formulating concepts of beauty and aesthetics.</li> </ol> <p><i>Critical and Historical Study of other artist's work.</i></p> <p><b>Careers Awareness:</b> Graphic Design. Illustration. Advertising. Photography. Marketing. Publishing. Signage. Film/TV. Special /Visual Effects. Make-up.</p> <p><b>Employability Skills.</b> Self-Management: Challenge, responsibility, flexibility, initiative, commitment, perseverance, organize, prioritize, anticipate, manage risks, embrace change, manage emotions.</p>	<ol style="list-style-type: none"> <li>1. 2D Design into 3D Making.</li> <li>2. Observational drawing and visual analysis. Drawing to record, investigate, explore and inform.</li> <li>3. Sculptural drawing. Thinking three dimensionally.</li> <li>4. Turning personal research into critical study.</li> <li>5. How to synthesize information in design?</li> <li>6. What is the difference between sculptural drawing and design?</li> <li>7. Use of mixed Media.</li> <li>8. Using wet/dry materials for purpose.</li> <li>9. How to work with the unique qualities of a plastic medium – Clay.</li> <li>10. Layering and blending with clay.</li> <li>11. Three dimensional abstraction of shape and form.</li> <li>12. Applying texture to a three dimensional surface.</li> <li>13. What are the essential differences between reduction and carving – addition and modelling.</li> <li>14. What is the difference between joining and fixing?</li> <li>15. How to resolve the tension between decoration and function in 3D design?</li> <li>16. The use of pattern / repeat / structure in 3D work.</li> </ol> <p><i>Critical and Historical Study of other artist's work.</i></p> <p><b>Careers Awareness:</b> Furniture Design. Product Design. Architecture. Taxidermy. Surgery. Car Design. Archaeology. Engineering. Pottery. Ceramics. Glass.</p> <p><b>Employability Skills.</b> Creative Learning: Generate ideas, explore, ask questions, extend thinking, question assumptions, experiment, adapt.</p>	<ol style="list-style-type: none"> <li>1. Understanding the context to artefacts from around the world.</li> <li>2. How to interpret contemporary responses to culture and heritage. What questions to ask?</li> <li>3. How to contribute successfully in group working. Consider PLTs.</li> <li>4. Ways of interpreting Symbolism. What questions to ask?</li> <li>5. What questions to ask when selecting media appropriately.</li> <li>6. How to experiment and what does it mean to take visual risks.</li> <li>7. How to develop a mixed media response? Consideration of purpose, appropriateness.</li> <li>8. Layering materials and its relevance to meaning.</li> <li>9. Skills to decode narrative in contemporary art.</li> <li>10. Oracy. Skills in talking about art. Inferring and forming hypothesis based on detailed observation, critical thinking, reflective analysis and evaluation.</li> </ol> <p><i>Critical and Historical Study of other artist's work.</i></p> <p><b>Careers Awareness:</b> Props maker. Stage Design. Model maker. Architecture. Animation. Film.</p> <p><b>Employability Skills.</b> Effective Participation: Interpret. Contextualise. Discuss issues, resolve questions, plan practical steps, identify improvements, share, influence others, negotiate, compromise, advocate.</p>
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<p>Year 9</p>	<p><b>Inside and out. 3D Design Working from an object/s chosen for their contrasts of visual elements inside and out, explore the development of work in the following order.</b>  <i>Approximately: 14 Hours</i></p> <ol style="list-style-type: none"> <li>1. Reduction carving (Soap) vs addition and modelling.</li> <li>2. Interpreting orthographic projections.</li> <li>3. Thinking orthographically when interpreting space and form in drawing.</li> <li>4. Flat card construction.</li> <li>5. Positive and negative space.</li> <li>6. Casting.</li> <li>7. Armatures and construction.</li> <li>8. 3D Maquette into 2D drawing. Working in reverse.</li> <li>9. Investigative drawing made from personal sculptures.</li> <li>10. Analysis of critical studies related to the student outcomes.</li> </ol> <p><i>Critical and Historical Study of other artist's work.</i>  <b>Careers Awareness:</b> Furniture Design. Product Design. Architecture. Taxidermy. Surgery. Car Design. Archaeology. Engineering. Potter. Ceramicist. Glass.  <b>Employability Skills.</b> Creative Learning: Generating ideas, explore, ask questions, extend thinking, question assumptions, experiment, adapt.</p>	<p><b>Shape and Abstraction. Printing silhouettes, motifs or letter forms. Still life (2D Drawing, painting, mixed media)</b>  <i>Approximately: 13 Hours</i></p> <ol style="list-style-type: none"> <li>1. Semiotics. Shape and communication.</li> <li>2. Logos. Text / criteria for font selection, leading, size, spacing and kerning.</li> <li>3. Understanding graphic presentation principles.</li> <li>4. Mono printing.</li> <li>5. Rubbings.</li> <li>6. Relief printing and reduction printing. Collagraph, lino, etching.</li> <li>7. Exploration of registration and offsetting.</li> <li>8. Symmetry and mirroring.</li> <li>9. Positive and negative.</li> <li>10. Stencil.</li> <li>11. Trace and transfer.</li> <li>12. Printing and value. How to edition and price a print.</li> </ol> <p><i>Critical and Historical Study of other artist's work.</i>  <b>Careers Awareness:</b> Graphic Design. Web Design. Packaging. Sign Design. Illustration. Advertising. Marketing. Publishing.  <b>Employability Skills.</b> Independent Learning: Identify questions, research, explore issues, evaluate different perspectives, influences, reasoned arguments and evidence.</p>	<p><b>Propaganda and juxtaposition. Borders, boundaries and frontiers. (2D Print making)</b>  <i>Approximately: 10-13 Hours</i></p> <ol style="list-style-type: none"> <li>1. Message and viewpoint.</li> <li>2. Visual argument. Contrast and juxtaposition.</li> <li>3. Appropriation of images and copyright.</li> <li>4. Interpreting layered meaning.</li> <li>5. Applying visual narrative and story's.</li> <li>6. Clarity and ambiguity. Visual suggestion.</li> <li>7. Economic value.</li> <li>8. How and where to use stencilling.</li> <li>9. How does colour separation work? 'Ben Day' technique as an example. Links with optical mixing.</li> <li>10. Mixed Media.</li> <li>11. Text and Image.</li> </ol> <p><i>Critical and Historical Study of other artist's work.</i>  <b>Careers Awareness:</b> Story Boarding. Editorial illustration. Caricature. Theatre. Advertising.  <b>Employability Skills.</b> Team Working: Collaborate, Manage discussions, adapt behaviour, demonstrate fairness and responsibility, support.</p>
<p>Year 10 Art and Design</p>	<p><b>Thematic / Genre approaches, building on prior knowledge, interests and skills strengths of cohort. 2D, 3D processes, print making, painting, mixed media, craft / design, and use of photographic image making in art.</b>  <i>Approximately: 75 Hours</i></p> <ol style="list-style-type: none"> <li>1. Drawing from first hand and secondary sources.</li> <li>2. Draftmanship, geometry and perspective in drawing.</li> <li>3. Approaches to drawing to develop ideas, compositions and to communicate.</li> <li>4. Recognising, appreciating and applying outcomes of experimental processes.</li> <li>5. Developing a personal approach to a theme through the investigating and exploration of critical / historical references.</li> </ol>	<p><b>Component 1: Portfolio 60% of Final Grade. Self-negotiated response to thematic title. i.e. 'Structures'.</b>  <b>June 10<sup>th</sup> – Jan 10<sup>th</sup></b>  <i>Approximately: 65 Hours</i></p> <ol style="list-style-type: none"> <li>1. Word definitions and vocabulary.</li> <li>2. Defining the theme.</li> <li>3. Investigation / exploration of critical historical references.</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Use of written and visual mind maps.</li> <li>7. Independent artists research skills.</li> <li>8. Communicating knowledge and understanding through oracy.</li> <li>9. Making evaluations and comparison.</li> <li>10. Testing visual communication for clarity of idea and impact.</li> <li>11. Working on a variety of scales and grounds.</li> <li>12. Resolving a final image/s.</li> </ol>	<ol style="list-style-type: none"> <li>4. Mind maps and writing a statement of intent.</li> <li>5. Diagnostic understanding of the assessment criteria.</li> <li>6. Independent artists research skills.</li> <li>7. Appropriating and making informed, intelligent cultural connections.</li> <li>8. Contextualising a personal response in social history and contemporary society.</li> <li>9. Drawing from first hand and secondary sources.</li> <li>10. Draftmanship, geometry and perspective in drawing.</li> <li>11. Approaches to drawing to develop ideas, compositions and to communicate.</li> </ol>	
<p>Year 11 Art and Design</p>	<ol style="list-style-type: none"> <li>12. Recognising, appreciating and applying outcomes of experimental processes.</li> <li>13. Independent artists research skills.</li> <li>14. Communicating knowledge and understanding through oracy.</li> <li>15. Making evaluations and comparison.</li> <li>16. Testing visual communication for clarity of idea and impact.</li> <li>17. Working on a variety of scales and grounds.</li> <li>18. Resolving a final image/s.</li> </ol> <p><b>Coaching around the 10-hour Controlled Assessment Exam. Mid December.</b></p> <ol style="list-style-type: none"> <li>19. Preparedness.</li> <li>20. Pace and timing.</li> <li>21. Making decisions</li> <li>22. Refining work within the constraints of time.</li> <li>23. Making practical compromises.</li> <li>24. Selection and resolution of work.</li> </ol>	<p><b>Component 2: Externally Set Assignment. 40% of Final Grade. Self-negotiated response to thematic title. i.e. 'Structures'.</b>  <b>June 14<sup>th</sup> – March 19<sup>th</sup></b>  <i>Approximately: 30 Hours</i></p> <ol style="list-style-type: none"> <li>1. Word definitions and vocabulary.</li> <li>2. Defining the theme.</li> <li>3. Investigation / exploration of critical historical references.</li> <li>4. Mind maps and writing a statement of intent.</li> <li>5. Diagnostic understanding of the assessment criteria.</li> <li>6. Independent artists research skills.</li> <li>7. Appropriating and making informed, intelligent cultural connections.</li> <li>8. Contextualising a personal response in social history and contemporary society.</li> <li>9. Drawing from first hand and secondary sources.</li> <li>10. Draftmanship, geometry and perspective in drawing.</li> <li>11. Approaches to drawing to develop ideas, compositions and to communicate.</li> <li>12. Recognising, appreciating and applying outcomes of experimental processes.</li> <li>13. Independent artists research skills.</li> <li>14. Communicating knowledge and understanding through oracy.</li> <li>15. Making evaluations and comparison.</li> </ol>	

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<p>Year 10 Photography</p>	<p><b>Consideration of light sensitive media. How the eye works vs how the camera works? Photography and notions of truth. Rules, limitations and opportunities.</b></p> <p><i>Approximately: 75 Hours</i></p> <ul style="list-style-type: none"> <li>• How a camera works</li> <li>• Light drawings</li> <li>• Photograms</li> <li>• The first photographs / Pin hole photography</li> <li>• Positive / Negative printing</li> <li>• Loading and shooting a roll of film</li> <li>• Film Processing and contact sheet <ul style="list-style-type: none"> <li>• Dilutions and processing times</li> <li>• Push processing</li> <li>• ISO and negative contrast</li> </ul> </li> <li>• Printing from film <ul style="list-style-type: none"> <li>• Test strips</li> <li>• Impact of F Stop on exposure times</li> <li>• Impact of F Stop on contrast</li> <li>• Dodging and burning</li> </ul> </li> <li>• Composition / How to hold a camera <ul style="list-style-type: none"> <li>• Rule of Thirds</li> <li>• Using the viewfinder</li> <li>• Using live view on LCD screen</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shutter Speed and sequence <ul style="list-style-type: none"> <li>• Multiple shutter</li> <li>• Moving object</li> <li>• Camera on tripod</li> <li>• Layering and editing</li> </ul> </li> <li>• Panorama <ul style="list-style-type: none"> <li>• Analysis of Sam Taylor Wood '9 Revolutionary seconds'</li> <li>• Analysis of Jan Dibbetts</li> </ul> </li> <li>• Use of Photoshop to stitch images together <ul style="list-style-type: none"> <li>• Resizing images</li> <li>• Aligning images</li> <li>• Rescaling</li> <li>• Use of exposure</li> <li>• Use of lightness and contrast</li> </ul> </li> <li>• Use of layering</li> <li>• Use of erasers</li> <li>• Field of vision <ul style="list-style-type: none"> <li>• Analysis of Chip Simons</li> <li>• Relationship to how the eye works</li> <li>• Focal points</li> <li>• Peripheral vision</li> </ul> </li> <li>• Joiners <ul style="list-style-type: none"> <li>• Analysis of Hockney Joiners and Cubism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Thematic Portraits: Cucher, Lassry, Wolkenstein. <ul style="list-style-type: none"> <li>• Selection</li> <li>• Lasso</li> <li>• Feather</li> <li>• Translucency</li> <li>• Mirror and symmetry</li> <li>• Cloning</li> <li>• Airbrush</li> </ul> </li> <li>• Figure distortion: Stein, Taylor-Wood, Kellett. <ul style="list-style-type: none"> <li>• Layering</li> <li>• Distortion</li> <li>• Layer manipulation</li> <li>• Cloning</li> <li>• Airbrush</li> </ul> </li> <li>• 3D Photography <ul style="list-style-type: none"> <li>• Colour separation</li> </ul> </li> <li>• Snooker ball <ul style="list-style-type: none"> <li>• Image creation</li> <li>• Understanding shape and form</li> <li>• Selection</li> <li>• Layering</li> <li>• Lasso</li> <li>• Feather</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Golden Section</li> <li>• How to upload your photographs. <ul style="list-style-type: none"> <li>• Create a contact sheet</li> <li>• Labelling a contact sheet with camera settings</li> <li>• Print images</li> </ul> </li> <li>• Image Resolution. <ul style="list-style-type: none"> <li>• Image size/resolution in camera</li> <li>• Image size and memory in computer and impact on processing speed</li> <li>• Image size and image quality</li> <li>• Image size and printing</li> <li>• Selecting image size appropriately for the intended output. i.e. Web, Video, Print, IPOD...</li> <li>• Image size and editing</li> <li>• Cropping in Photoshop and editing</li> <li>• Methods of saving work digitally i.e. JPEG, PDF...</li> <li>• Confusion between pixilation and ISO noise.</li> </ul> </li> <li>• Effects of Film Speed <ul style="list-style-type: none"> <li>• Recording in different lighting conditions</li> <li>• Impact of film speed on image quality</li> </ul> </li> <li>• Composition <ul style="list-style-type: none"> <li>• Word association</li> <li>• Cropping</li> <li>• Viewpoint</li> </ul> </li> <li>• Digital Aperture <ul style="list-style-type: none"> <li>• Depth of field</li> <li>• Focal point</li> </ul> </li> <li>• Digital Shutter Speed <ul style="list-style-type: none"> <li>• Recording movement</li> <li>• Moving object</li> <li>• Moving camera</li> </ul> </li> <li>• Shutter Speed and Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Photoshop to stitch images together</li> <li>• Resizing images</li> <li>• Aligning images</li> <li>• Rescaling</li> <li>• Use of exposure</li> <li>• Use of lightness and contrast</li> <li>• Use of layering</li> <li>• Use of erasers</li> <li>• Consideration of viewpoint</li> <li>• Hannah Hoch. Dada</li> <li>• Image and Text. Neville Brody and Graphic rules. <ul style="list-style-type: none"> <li>• Use of the text tool. Manipulating font.</li> <li>• Kerning and Leading.</li> <li>• Rasterizing Font into image layer.</li> <li>• Manipulating text as image.</li> <li>• Layering and integrating text with image.</li> <li>• Implications of visual grammar in balancing aesthetic application of letter shapes. Balancing line, shape, colour, tone, texture.</li> </ul> </li> <li>• Inverting, negative, mirroring.</li> </ul>	<ul style="list-style-type: none"> <li>• Translucency</li> <li>• Airbrush</li> <li>• Metamorphosis – Two objects <ul style="list-style-type: none"> <li>• Understanding shape and form</li> <li>• Equal use of light on cloned objects</li> <li>• Selection</li> <li>• Layering</li> <li>• Lasso</li> <li>• Feather</li> <li>• Translucency</li> <li>• Mirror and symmetry</li> <li>• Cloning</li> <li>• Airbrush</li> </ul> </li> </ul> <p><b>Component 1: Portfolio 60% of Final Grade. Self-negotiated response to thematic title. i.e. 'Structures'.</b>  <b>June 10<sup>th</sup> – Jan 10<sup>th</sup></b>  <i>Approximately: 65 Hours</i></p> <ol style="list-style-type: none"> <li>1. Word definitions and vocabulary.</li> <li>2. Defining the theme.</li> <li>3. Investigation / exploration of critical historical references.</li> <li>4. Mind maps and writing a statement of intent.</li> <li>5. Diagnostic understanding of the assessment criteria.</li> <li>6. Independent artists research skills.</li> <li>7. Appropriating and making informed, intelligent cultural connections.</li> <li>8. Contextualising a personal response in social history and contemporary society.</li> </ol>
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	<ul style="list-style-type: none"> <li>• Shutter Speed</li> <li>• Moving object panning camera</li> <li>• Moving object static camera</li> </ul>		
Year 11 Photography	<ol style="list-style-type: none"> <li>9. Recognising and exploiting potential.</li> <li>10. Communicating knowledge and understanding through oracy.</li> <li>11. Applying camera and lighting technique for effect.</li> <li>12. Exploring editing technique for effect.</li> <li>13. Making evaluation and comparison.</li> <li>14. Establishing a criterion for selection.</li> <li>15. Annotating contact sheets to communicate knowledge, understanding and meaning.</li> <li>16. Testing visual communication for clarity and impact.</li> <li>17. Resolving a final image/s.</li> </ol> <p><b>Coaching around the 10-hour Controlled Assessment Exam. Mid December.</b></p> <ol style="list-style-type: none"> <li>18. Preparedness.</li> <li>19. Pace and timing.</li> <li>20. Making decisions</li> <li>21. Refining work within the constraints of time.</li> <li>22. Making practical compromises.</li> <li>23. Selection and resolution of work.</li> </ol>	<p><b>Component 2: Externally Set Assignment. 40% of Final Grade. Self-negotiated response to thematic title. i.e. 'Structures'.</b>  <b>June 14<sup>th</sup> – March 19<sup>th</sup></b>  <i>Approximately: 30 Hours</i></p> <ol style="list-style-type: none"> <li>1. Word definitions and vocabulary.</li> <li>2. Defining the theme.</li> <li>3. Investigation / exploration of critical historical references.</li> <li>4. Mind maps and writing a statement of intent.</li> <li>5. Diagnostic understanding of the assessment criteria.</li> <li>6. Independent artists research skills.</li> <li>7. Appropriating and making informed, intelligent cultural connections.</li> <li>8. Contextualising a personal response in social history and contemporary society.</li> <li>9. Recognising and exploiting potential.</li> <li>10. Communicating knowledge and understanding through oracy.</li> <li>11. Applying camera and lighting technique for effect.</li> <li>12. Exploring editing technique for effect.</li> <li>13. Making evaluation and comparison.</li> <li>14. Establishing a criterion for selection.</li> <li>15. Annotating contact sheets to communicate knowledge, understanding and meaning.</li> <li>16. Testing visual communication for clarity and impact.</li> <li>17. Resolving a final image/s.</li> </ol> <p><b>Final 10 Hour Exam. Penultimate week of Spring Term (Mid March)</b></p>	
Year 12 Art	<p><b>Component 1: Portfolio 60% of Final Grade. Self-negotiated response to thematic title. i.e. 'Structures'.</b>  <b>June 10<sup>th</sup> – Jan 10<sup>th</sup></b>  <i>Approximately: 81 Hours</i></p> <ol style="list-style-type: none"> <li>1. Word definitions and vocabulary.</li> <li>2. Defining the theme.</li> <li>3. Investigation / exploration of critical historical references.</li> </ol>	<p><b>Component 2: Externally Set Assignment. 40% of Final Grade. Negotiated response to Exam Questions.</b>  <b>June 14<sup>th</sup> – March 19<sup>th</sup></b>  <i>Approximately: 45 Hours</i></p> <ol style="list-style-type: none"> <li>1. Word definitions and vocabulary.</li> <li>2. Defining the theme.</li> <li>3. Investigation / exploration of critical historical references.</li> <li>4. Mind maps and writing a statement of intent.</li> <li>5. Diagnostic understanding of the assessment criteria.</li> </ol>	<p><b>Yr 12 Art and Design Briefing for Yr 13 Component 1 60% of A2 Qualification.</b></p> <p><i>Approximately: 117 Hours</i></p> <p><b>Exploration of essay focus.</b></p>

	<ol style="list-style-type: none"> <li>4. Mind maps and writing a statement of intent.</li> <li>5. Diagnostic understanding of the assessment criteria.</li> <li>6. Independent artists research skills.</li> <li>7. Appropriating and making informed, intelligent cultural connections.</li> <li>8. Contextualising a personal response in social history and contemporary society.</li> <li>9. Drawing from first hand and secondary sources.</li> <li>10. Draftmanship, geometry and perspective in drawing.</li> <li>11. Approaches to drawing to develop ideas, compositions and to communicate.</li> <li>12.</li> </ol>	<ol style="list-style-type: none"> <li>6. Independent artists research skills.</li> <li>7. Appropriating and making informed, intelligent cultural connections.</li> <li>8. Contextualising a personal response in social history and contemporary society.</li> <li>9. Drawing from first hand and secondary sources.</li> <li>10. Draftmanship, geometry and perspective in drawing.</li> <li>11. Approaches to drawing to develop ideas, compositions and to communicate.</li> <li>12. Recognising, appreciating and applying outcomes of experimental processes.</li> <li>13. Independent artists research skills.</li> <li>14. Communicating knowledge and understanding through oracy.</li> <li>15. Making evaluations and comparison.</li> <li>16. Testing visual communication for clarity of idea and impact.</li> <li>17. Working on a variety of scales and grounds.</li> </ol>		
Year 12 Photography	<p><b>Yr 12 Photography Component 1 60% of Grade.</b> <i>Approximately: 81 Hours</i></p> <p><b>'Object and Resonance' A 4-week brief</b> exploring light sensitive materials. Photograms, layering, scanning, manipulation, re-imaging in the dark room, manual exploration, meaning and visual inference.</p> <p><b>'Object and Beauty' A 4-week brief</b> exploring artificial and ambient lighting. The use of improvised filters, layering and High Dynamic Range. HDR.</p>	<p><b>'Object and Utility' A 4-week brief</b> exploring transience, ambient lighting, anticipation and visual alertness, the decisive moment, responsibility, the frame, fly on the wall and reportage, image within image, sequence and interaction.</p> <p><b>'Object and Utility' A 6-week brief</b> to extend and develop an avenue of inquiry from the first three projects. Exploration of the following: Application, appropriateness, discernment and subtly, refinement, repetition, reflection, connections, editing.</p>	<p><b>Yr 12 Photography Component 2 40% of Grade.</b> <i>Approximately: 45 Hours</i></p> <p>Responding to the exam question.</p>	<p><b>Yr 12 Photography Briefing for Yr 13 Component 1 60% of A2 Qualification.</b></p> <p><i>Approximately: 117 Hours</i></p> <p><b>Exploration of essay focus.</b></p>



Year 13 Art	<b>Component 1 60% of A2 Qualification.</b> <i>Approximately: 117 Hours</i>  <b>50% Practical Work</b> <b>50% Written Study (1000-3000 Words)</b>	<b>Component 2 40% of A2 Qualification.</b> <i>Approximately: 45 Hours</i>  <b>Responding to the Exam Questions.</b>	
Year 13 Photography	<b>Component 1 60% of A2 Qualification.</b> <i>Approximately: 117 Hours</i>  <b>50% Practical Work</b> <b>50% Written Study (1000-3000 Words)</b>	<b>Component 2 40% of A2 Qualification.</b> <i>Approximately: 45 Hours</i>  <b>Responding to the Exam Questions.</b>	

Careers link can be anything associated with **employability skills\*** as well as developing **careers awareness**

\*e.g. developing students' **self-management**, **team working skills**, **problem solving skills**, **communication skills** (for example, letter writing)