

Art and Design

Curriculum & Rubric Map Overview

2025-2026

Year 7



The table below details the skills and knowledge students will be covering each half term in Art and Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Knowledge and skills that will be covered during this year.</p> <p>(Grouped by GCSE assessment objectives)</p> <p>Research: Colour theory Artist research pages</p> <p>Develop: Use of a range of media throughout the year (pencil, pen, watercolour, inks, oil pastel). Explore variety of techniques (printmaking, tracing, measuring, grid drawing).</p> <p>Record: Recording activities such as tonal mark making, observational drawings, copies of artist's work. Using tracing. Grid method.</p> <p>Present: Final pieces. Journey in sketchbook.</p>	<p>Induction</p> <ul style="list-style-type: none"> Conduct a baseline assessment to evaluate students' observational drawing skills, with a focus on the use of line, shape, and tone. Introduce students to effective sketchbook use and presentation in Art and Design. Develop familiarity with the formal elements of art, including line, shape, tone, texture, pattern, colour, form, and space. Apply tonal mark making strategies to render three-dimensional shapes with depth and realism. Introduce the fundamentals of colour theory through practical painting exercises. Students will learn key terminology including primary, secondary, tertiary, complementary, harmonious, warm, and cool colours. Investigate Holi 'The Festival of Colour' Reinforce subject-specific vocabulary and terminology to support critical discussion and written analysis of artwork. <p>Under the Sea</p> <ul style="list-style-type: none"> Develop a further understanding of effective sketchbook use and appropriate presentation of artwork. Practice observational drawing skills through structured activities. Apply principles of repetition and pattern to develop compositions. Experiment with colour layering techniques Critically analyse existing artworks through both drawing and written annotation. Understanding how art expresses mood and emotion Investigate how to draw inspiration from established artists, focusing on the works of Tracy Verdugo and Marian Johansen Elis. Review and refine ideas as they progress in practical work. Explore paint techniques and combinations of media/materials. Learn and apply poly-block printing techniques inspired by the project theme. Create a larger scale final-outcome influenced by techniques and processes explored. Realise intentions in response to the theme 'Under the Sea'. Critical written evaluation of own work identifying strengths and areas for personal development. 				<p>Day of the Dead</p> <ul style="list-style-type: none"> Continue to develop understanding of effective sketchbook use. Tonal drawing skills to create greater depth and realism. Apply the grid drawing technique to improve drawing accuracy. Explore hatching and crosshatching methods to build texture and tonal variation. Introduce typography in execution of sketchbook titles. Build on experience in watercolour painting, with emphasis on colour mixing and appropriate paint consistency. Experiment with a variety of media, including inks and oil pastels, to explore techniques and surface effects. Learn and apply mono printing and press printing techniques. Investigate the cultural significance and historical origins of the Day of the Dead (Día de los Muertos). Research the life and work of Frida Kahlo, examining how her personal experiences and heritage influenced her art. Analyse the work of contemporary artists inspired by the Day of the Dead, exploring how traditional motifs are reinterpreted in modern visual contexts and apply to own work. 	
Assessments	Project assessed against AOs at end. knowledge and drawing completed as ITERATIVE ASSESSMENT 1	Project assessed against AOs at end. Knowledge and shell sketch as ITERATIVE ASSESSMENT 2			Project assessed against AOs at end. Painting of sugar skull completed as MASTERS ASSESSMENT	

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Year 8



The table below details the skills and knowledge students will be covering each half term in Art and Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Knowledge and skills that will be covered during this year.</p> <p>(Grouped by GCSE assessment objectives)</p> <p>Research: Conducting Artist research.</p> <p>Develop: Use of a range of media throughout the year (pen, paint, oil pastel). Explore variety of techniques such as relief modelling, clay modelling, printmaking, template making, collage, photography.</p> <p>Record: Recording activities such as observational drawings. Copies of artist's work. Quick sketching for ideas. Use of own photography.</p> <p>Present: Final pieces. Journey in sketchbook.</p>	<p>Architecture</p> <ul style="list-style-type: none"> Develop a further understanding of effective sketchbook use and appropriate presentation of artwork. Investigate architecture from around the world and it's cultural significance. Explore symmetry, detail, shape and form through drawing Taj Mahal. Applying tone to shapes to create 3-dimensional form. Experiment with tonal pastels exploring scale and blending techniques. Critical analysis of Brazilian artist Andre Miranda investigating his techniques. Developing abstract patterns influenced by shapes in architecture. Reviewing and refining designs to develop into lino print block. Developing awareness of health and safety in the art room when using sharp tools. Developing visual literacy skills, making connections with the work of contemporary artists – Christian Ruhn (digital photographic manipulation) Peeta (mural artist) Developing craft skills, transferring design and carving a lino block. Understanding the process of relief print production. Creating a range of experimental print outcomes exploring multiple repetition and composition. Critical written evaluation of own work identifying strengths and areas for personal development. Explore artists' techniques using a variety of media, including pen and wash, hatching and cross-hatching, watercolour, pencil crayon, and graphite. Further develop these explorations through the use of collage and mono printing within a mixed media context in response to work of Lucy Jones 			<p>African Mask</p> <ul style="list-style-type: none"> Continue to develop effective use of sketchbooks, with a focus presentation of ideas, research, and creative development in Art and Design. Explore the historical and cultural significance of African masks, examining their symbolic meanings, traditional uses, and regional variations. Introduce Zentangle drawing as a method for developing intricate patterns and enhancing fine motor skills and concentration. Apply principles of symmetry and measurement to accurately analyse mask designs. Develop skills in using oil pastels, focusing on blending and colour mixing to produce detailed observational studies of African masks. Study the influence of African masks on the work of Pablo Picasso, particularly in relation to the development of Cubism. Use paint as a sketching medium to explore expressive mark making and rapid visualisation. Examine the work of contemporary artists such as Kimmy Cantrell, analysing how traditional African aesthetics are reinterpreted in modern contexts. Investigate collage as a creative process for layering texture, colour, and form in mixed media compositions. Use quick sketching techniques to generate and refine design ideas efficiently. Explore relief card modelling to create dimensional mask forms and experiment with structure and layering. Introduce simple clay modelling using the slab technique to construct three-dimensional interpretations of mask designs. Critical written evaluation of own work identifying strengths and areas for personal development. 		
Assessments	<p>Iterative assessment 1 – shape rendering task using soft pastels and written evaluation. Iterative assessment 2- knowledge and sketch task.</p>			<p>Project assessed against AOs at end. Final outcome as MASTERS assessment</p>		



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Year 9

The table below details the skills and knowledge students will be covering each half term in Art and Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Knowledge and skills that will be covered during this year.</p> <p>(Grouped by GCSE assessment objectives)</p> <p>Research: Mind mapping. Conducting Artist research</p> <p>Develop: Experimenting using of a range of media throughout the year Explore variety of techniques such as mono printing, collage, pen and wash, printing, surface textures, pattern repeat, 3D paper model-making.</p> <p>Record: Recording activities such as observational drawings. Copies of artist's work. Design development.</p> <p>Present: Final pieces. Journey in sketchbook.</p>	<p>Culture and Diversity</p> <ul style="list-style-type: none"> • Exploring how art can help us understand and celebrate diversity through looking at self and others. • Create visual mindmaps and moodboards exploring key concepts. • Research Mexican Alebrije and the connection to cultural and religious heritage • Gathering visual and written information about Alebrijes and developing presentation skills in sketchbooks. • Identifying the colours and patterns that reflect the natural elements of fire, earth, water and wind. • Exploring animation (Disney Coco) and reinforcing understanding about the relevance of Alebrije culturally. • Creating original designs influenced by research that reflect the character and personality of people around us. • Communicate development of ideas through written annotation. • Explore model making techniques – papier mache/foil • Review and refine 3D craft making techniques • Apply colour and pattern to Alebrije model considering original design and earth elements. • Critical written evaluation of own work identifying strengths and areas for personal development. 			<p>Urban Art</p> <ul style="list-style-type: none"> • Exploring how urban art can convey messages that reflects society in today's world. • Research the work of graffiti artist Banksy to develop understanding of the purpose and context of his work. • Debate whether graffiti is art or vandalism and learn to respect other viewpoints. • Exploring site specific art and creating designs in response to Boneyard Project. • Research Shepherd Fairey, his influences and political motivations • Developing presentation skills in sketchbook, responding to the work of other artists • Developing written analytical skills and opinions about the work of other artists. • Experimenting with graffiti style typography conveying a positive message. • Review and refining ideas demonstrating written evaluation skills. • Expanding the concept of 'street art' and how the narrative often reflects social issues that impact on young people's lives. • Experimenting with scale and materials to create a larger scale piece of artwork. • Understanding stencil techniques and processes to reflect graffiti artist work • Critical evaluation of own work and areas for personal development. 		
Assessments						

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Year 10



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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Induction Project (Part of the NEA portfolio) Theme - Autobiography</p> <ul style="list-style-type: none"> Introduce the GCSE Art and Design course, outlining the Assessment Objectives (AOs) and overall course structure. Demonstrate effective methods for presenting artist research within the GCSE sketchbook. The artists looked at will inspire: <ul style="list-style-type: none"> Use of photography as a tool for recording observations and generating primary source imagery. Development of observational drawing skills through both drawing from life and working from photographic references. Building of foundational skills in drawing and painting techniques. Exploration of printmaking processes. Learning and apply basic clay techniques for three-dimensional work. Implement high-quality annotations to support and contextualize visual outcomes. Begin to understand how to use the Assessment Objectives as a framework for self-guided progress throughout the Non-Exam Assessment (NEA). Realisation of final outcomes in response to thematic project. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. 				<p>Main Project (Remainder of the NEA Portfolio) <i>Specific skills covered will be dependent on student choices. Students will be set a project based on a title/theme from a past ESA paper. The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of three relevant artists to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore scale, composition, visual combinations, and idea development. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes and evaluating progress. Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. 	
Assessments	Tracking of AO1 and 3 throughout.				Tracking of AO1-4 throughout.	

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Year 11



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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
Knowledge and skills that will be covered during this half term. AO1 - Research AO2 - Refine AO3 - Record AO4 - Present	Main Project (Continued) <i>Specific skills covered will be dependent on student choices. The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.</i> <i>Continue to:</i> <ul style="list-style-type: none"> Conduct in-depth research on a minimum of three relevant artists to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore scale, composition, visual combinations, and idea modification etc. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. 		Externally Set Assignment (Exam) <i>Specific skills covered will be dependent on student choices. Students will select a title from the exam board Externally Set Assignment (ESA) released at the beginning of January. The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress</i> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of two relevant artists to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore scale, composition, visual combinations, and idea modification etc. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or “happy accidents.” Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Complete their creative journey before arriving at their final piece decisions. Final piece will be completed during the 10 hrs of supervised time. 		
	Assessments Tracking of AO1-4 throughout.		Assessments Tracking of AO1-4 throughout.		

3D Design

Curriculum & Rubric Map Overview

2025-2026

Year 10



The table below details the skills and knowledge students will be covering each half term in 3D Design.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Tem 4	Half Term 5	Half Term 6
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Induction Project (Part of the NEA portfolio)</p> <ul style="list-style-type: none"> Introduce the GCSE 3D Design course, outlining the Assessment Objectives (AOs) and overall course structure. Demonstrate effective methods for presenting artist/designer research within the GCSE digital portfolio. Gathering visual information in response to the theme of Birdboxes/Structures - mind maps and moodboards. Research existing products and designs analysing form, function and purpose. The artists/designers looked at will inspire: <ul style="list-style-type: none"> Development of 3-dimensional drawing skills through observation of shape, form and rendering techniques. Recording from primary and secondary sources Drawing for design development purposes including CAD software Exploration of 3D modelling techniques using a variety of materials. Recording technical skills using timbers, joints, card and clay. Implement high-quality annotations to support and contextualize visual outcomes. Begin to understand how to use the Assessment Objectives as a framework for self-guided progress throughout the Non-Exam Assessment (NEA). 				<p>Main Project (Remainder of the NEA Portfolio)</p> <p><i>Specific skills covered will be dependent on student choices. Students will be set a project based on a title/theme from a past ESA paper. The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction – Theme ‘Places and Spaces’ Conduct in-depth research on a minimum of three relevant artists/designers to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of media and techniques, using designer/artist/architecture inspiration to explore ideas in 2D and 3 dimensions. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative material combinations, testing and prototypes Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain well organised digital portfolio with visuals and detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. 	
Assessments	Tracking of AO1-4 throughout.				Tracking of AO1-4 throughout.	

3D Design

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Year 11



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Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Main Project (Continued) <i>Specific skills covered will be dependent on student choices. The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.</i></p> <p><i>Continue to:</i> Theme – Places and Spaces</p> <ul style="list-style-type: none"> Experiment with a wide range of media and techniques, using designer/artist/architecture inspiration to explore ideas in 2D and 3 dimensions. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative material combinations, testing and prototypes Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain well organised digital portfolio with visuals and detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Plan towards making a final outcome that reflects the prior planning and project theme. Evaluate final outcome and reflect on realisation of intentions. 		<p>Externally Set Assignment (Exam) <i>Specific skills covered will be dependent on student choices. Students will select a title from the exam board Externally Set Assignment (ESA) released at the beginning of January. The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and visual moodboard and ideas to establish a clear direction. Conduct in-depth research on a minimum of two relevant artists/designers to inform and inspire personal project development. Experiment with a wide range of media/materials and techniques/processes, using designer and existing products/case studies inspiration to explore ideas in 2D and 3 dimensions. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative material combinations, testing and prototypes Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain well organised digital portfolio with visuals and detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Plan towards making a final outcome that reflects the prior planning and project theme. Complete their creative journey before arriving at their final piece decisions. Final piece will be completed during the 10 hours of supervised time. Evaluate final outcome and reflect on realisation of intentions during 10 hours of supervised time. 		
Assessments	Tracking of AO1-4 throughout.		Tracking of AO1-4 throughout.		

Textiles Art

Curriculum & Rubric Map Overview

2025-2026

Year 10



The table below details the skills and knowledge students will be covering each half term in Textiles Art.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Induction Project (Part of the NEA portfolio)</p> <p>Theme - Autobiography</p> <ul style="list-style-type: none"> Introduce the GCSE Textiles Art course, outlining the Assessment Objectives (AOs) and overall course structure. Demonstrate effective methods for presenting artist research within the GCSE sketchbook. The artists/designers looked at will inspire: <ul style="list-style-type: none"> Use of photography as a tool for recording observations and generating primary source imagery. Development of observational drawing skills through both drawing from life and working from photographic references. Building of foundational skills in drawing and painting techniques. Exploration of Textiles techniques using sewing machine, applique, quilting, machine embroidery, slash and stitch. Implement high-quality annotations to support and contextualize visual outcomes. Begin to understand how to use the Assessment Objectives as a framework for self-guided progress throughout the Non-Exam Assessment (NEA). 		<p>Main Project (Remainder of the NEA Portfolio)</p> <p><i>Specific skills covered will be dependent on student choices.</i> <i>Students will be set a project based on a title/theme from a past ESA paper.</i> <i>The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i></p> <p><i>Theme – Under the Sea</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of three relevant textiles artists/designers to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of textile materials and techniques, using artist and visual inspiration to explore ideas. Exploration of Textiles techniques including fabric manipulation, printmaking and surface decoration. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or “happy accidents.” Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development in sketchbooks Design and plan for a final Textiles outcome inspired by previous research and techniques 			
Assessments	Tracking of AO1 and 3 throughout.		Tracking of AO1-4 throughout.			

Textiles Art

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Year 11



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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Main Project (Continued) <i>Specific skills covered will be dependent on student choices. The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.</i></p> <p><i>Theme – Under the Sea</i></p> <ul style="list-style-type: none"> Experiment with a wide range of textile materials and techniques, using artist and visual inspiration to explore ideas. Exploration of Textiles techniques including fabric manipulation, printmaking and surface decoration. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or experimental combinations of innovative materials. Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development in sketchbooks Design and plan for a final Textiles outcome inspired by previous research and techniques In depth written evaluation of outcome reflecting on realisation of intentions. 		<p>Externally Set Assignment (Exam) <i>Specific skills covered will be dependent on student choices. Students will select a title from the exam board Externally Set Assignment (ESA) released at the beginning of January The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of two relevant artists/designers to inform and inspire personal project development. Capture own photographs or source appropriate secondary imagery to guide the project in a personal and meaningful way. Experiment with a wide range of media and techniques, using artist and photographic inspiration to explore ideas. Continuously refine ideas throughout the experimental phase, working toward a clear vision for the final piece. Embrace creative risk-taking, allowing for unexpected outcomes and learning from mistakes or “happy accidents.” Develop the ability to assess when to move on from a piece or when to invest more time, based on the evolving creative journey. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Complete their creative journey before arriving at their final piece decisions. Final piece will be completed during the 10 hrs of supervised time. 		
Assessments	Tracking of AO1-4 throughout.		Tracking of AO1-4 throughout.		

Photography

Curriculum & Rubric Map Overview

2025-2026

Year 10



The table below details the skills and knowledge students will be covering each half term in Photography.

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Pod 1 (Part of the NEA portfolio) Ways of Seeing</p> <ul style="list-style-type: none"> Introduce the GCSE Photography course, outlining the Assessment Objectives (AOs) and overall course structure. Introduction to Photography: Understanding the 12 compositional rules of photography -rule of thirds, leading lines, framing, depth of field etc. Looking at the work of photographers and/or artists presenting research with written visual analysis. Planning photoshoots, presentation on contact sheets. Presentation of collections of photographs using cropping and compositional skills. Introduction to editing skills using Photopea and Canva. Maintain well organised digital portfolio with visuals and detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Begin to understand how to use the Assessment Objectives as a framework for self-guided progress throughout the Non-Exam Assessment (NEA). 		<p>Pod 2 (Part of the NEA portfolio) Light and Line</p> <ul style="list-style-type: none"> Looking at the work of photographers and/or artists presenting research with written visual analysis. Planning photoshoots, presentation on contact sheets. Studio photoshoots exploring lighting, viewpoint and abstract form. Understanding the technical functions of the DSLR camera Understanding the principles of the Exposure Triangle – ISO, Shutter Speed, Depth of Field. Exploring Timelapse/Timeslice photography Editing landscape photographs using Photopea software. Experimenting with physical manipulation using landscape photographs. Studio photoshoot exploring light bounce, translucence and reflections (Editorial photoshoot) Research into photograms and Cyanotypes Light reactive non-camera based photography techniques, digital and physical. Maintain well organised digital portfolio with visuals and detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. 		<p>Main Project (Remainder of the NEA Portfolio) <i>Specific skills covered will be dependent on student choices.</i> <i>Students will be set a project based on a title/theme from a past ESA paper.</i> <i>The AOs are interwoven throughout, students will be taught to understand them, self-assess and use them to facilitate independent progress</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and ideas to establish a clear direction. Conduct in-depth research on a minimum of three relevant photographers/artists/designers to inform and inspire personal project development. Planning shoots and taking purposeful photographs to document ideas and progress. Mastery of camera settings (manual mode, exposure triangle) Use of lighting (natural, studio, artificial) Experimentation with: <ul style="list-style-type: none"> Digital editing (Photopea, Canva) Physical manipulation - Mixed media (collage, layering, sewing) Zine making Exploring different presentation formats in their digital portfolios NEA submission must include an element of drawing – planning, surface decoration, studio set up, digital. Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. 		
Assessments	Tracking of AO1 – 4 throughout.				Tracking of AO1-4 throughout.		

Photography

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Year 11



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Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
<p>Knowledge and skills that will be covered during this half term.</p> <p>AO1 - Research AO2 - Refine AO3 - Record AO4 - Present</p>	<p>Main Project (Continued) <i>Specific skills covered will be dependent on student choices. The AOs are interwoven throughout, students will continue to be taught to understand them, self-assess and use them to facilitate independent progress.</i></p> <p><i>Continue to:</i></p> <ul style="list-style-type: none"> Conduct in-depth research on a minimum of three relevant photographers/artists/designers to inform and inspire personal project development. Planning shoots and taking purposeful photographs to document ideas and progress. Mastery of camera settings (manual mode, exposure triangle) Use of lighting (natural, studio, artificial) Experimentation with: <ul style="list-style-type: none"> Digital editing (Photopea, Canva) Physical manipulation - Mixed media (collage, layering, sewing) Zine making Exploring different presentation formats in their digital portfolios Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Design and plan for a final photographic outcome inspired by previous research and techniques In depth written evaluation of outcome reflecting on realisation of intentions. 		<p>Externally Set Assignment (Exam) <i>Specific skills covered will be dependent on student choices. Students will select a title from the exam board Externally Set Assignment (ESA) released at the beginning of January. The AOs are interwoven throughout; students will use them to self-assess and facilitate independent progress</i></p> <ul style="list-style-type: none"> Begin the creative process by mind mapping initial thoughts and visual moodboard ideas to establish a clear direction. Conduct in-depth research on a minimum of three relevant photographers/artists/designers to inform and inspire personal project development. Planning photoshoots and taking purposeful photographs to document ideas in response to chosen theme Mastery of camera settings (manual mode, exposure triangle) Presentation on contact sheets must show selection and review. ESA submission must include an element of drawing – planning, surface decoration, studio set up, digital. Documentation of use of lighting (natural, studio, artificial) Consideration of technical settings relative to photographic equipment/devices selected to record imagery. Experimentation with: <ul style="list-style-type: none"> Digital editing (Photopea, Canva) Physical Manipulation -Mixed media (collage, layering, hand-colouring) Maintain detailed annotation throughout the project, documenting processes, decisions, and reflections to create a narrative of personal artistic development. Design and plan for a final photographic outcome inspired by previous research and techniques Final outcomes will be completed during the 10 hours of supervised time 		
Assessments	Tracking of AO1-4 throughout.		Tracking of AO1-4 throughout.		