

Art and Design Curriculum map

| | Year 7 | | Year 7 | | Year 7 | |
|--------------------------------|--|--|--|---|--|---|
| | Unit 1A | Unit 1B | Unit 1C | Unit 1D | Unit 1E | Unit 1F |
| Content <i>Topic titles</i> | KS2 Revisiting skills (compulsory) (6 weeks) | Formal Elements (compulsory) (6 weeks) | Wedgwood Ceramics(extension SOW either DT or Art) | KS2 Revisiting skills Food and Cooking | KS2 Revisiting skills Mondrian Jewellery Box (DT) | KS2 Revisiting skills Vivienne Westwood Jewellery Pouch |
| Baseline | (KS2 knowledge) | Baseline data on prior knowledge | Baseline data on Ceramics | Pre-test (KS2 knowledge) | Pre -test (KS2 Knowledge) | (KS3 knowledge)Pre-test (Running Baseline assessment) |
| Knowledge | Revisit skills KS2- the visual elements <ul style="list-style-type: none"> Spots and Dots artist focus:- Yayoi Kusama Formal elements (shape, line, tone, colour, pattern, texture, composition and form) and use of Clay(clay pumpkin of Yayoi Kusama) | KS3 development <ul style="list-style-type: none"> Making of ceramics wares Colour wheel + mixing colour Still life drawing and painting from observation Artist study: Ben Nicholson (British) Artist Study: Paul Cezanne (French) | <ul style="list-style-type: none"> History of Wedgewood and ceramics, including information up to present day Techniques of handbuilding and slip cast clay making of ceramics wares | <ul style="list-style-type: none"> Food Origin and seasonality Personal Hygiene and Food safety Principles of the Eatwell guide Hygienically clearing the workstation The functions of equipment/tools The 8 tips for healthy eating Nutrients, sources and functions Food Processing and techniques Knowledge of key temperatures and storage of food products Heat Transfer and effects on Food Develop skills with equipment and processes Adapt and follow recipes Sensory Evaluation /peer review | <ul style="list-style-type: none"> Writing task - What I did in DT in Primary School -Design Brief Product comparison on ACCESSFM Health and safety; Risk assessment Material Properties - timber and textiles Piet Mondrian and De Stijl Cut List Isometric and Perspective Drawing, planning my cover Calculating waste as a % Computer-aided design Using a Tenon Saw Properties of materials (mostly timbers, textiles and metals) Abrasives and adhesives Surface treatments and finishes | <ul style="list-style-type: none"> The '70's and Vivienne Westwood Sewing techniques - running, back and blanket Creating My Design Cutting my fabric Sewing my pouch Applique Finishing my work Simple evaluation template <ul style="list-style-type: none"> Punk Rock Teddy Bear (Aspiration unit) <ul style="list-style-type: none"> The '70's and Vivienne Westwood Sewing techniques - running, back and blanket Creating My Design Cutting my fabric Sewing my pouch Applique (HAPS) Finishing my work Simple evaluation template |
| Core skills | <ul style="list-style-type: none"> (KS2) Using a range of materials, techniques and processes. Drawing and mark making with a range of materials and use them to record and explore ideas as well as review and revisit ideas. The Visual Elements - Colour, pattern, texture, line, shape, form, space. Drawing from observation and your imagination. Have an understanding about how artists, craft makers and designers | <ul style="list-style-type: none"> Colour mixing Creating colour wheel Tertiary and monochromatic Warm and cool colours Tonal range in pencil Continuous line drawing Mark-making and patterns Draw from observation still life peppers Draw wine bottles | <ul style="list-style-type: none"> Use a range of techniques, hand building and slip cast methods. Different clay bodies Making vases and cups Mixing plaster paris Creating relief sculptures Increase their proficiency in the handling of different materials | <ul style="list-style-type: none"> Equipment and basic tool use Major knife skills Food Measurements and weighing Prepare and cook savoury and sweet dishes | <ul style="list-style-type: none"> Applying health and safety Belt sander use Gluing/fixing/clamps Manual and electric sanding Templating Use of pillar drill Finishing techniques Initials, monograms and lettering Tinker cad and Sketch up ½ and 3 perspective drawing | <ul style="list-style-type: none"> Prototype Design ideas Sewing techniques- seed, satin, chain, blanket, running and back Fabric cutting Threading Sew your seam Facial features Applying health and safety |



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| | create their work and how it can influence your own work. | <ul style="list-style-type: none">• Cubism period influenced Ben Nicholson relief drawings and paintings• Paul Cezanne Pot of Ginger and fruits• Use a range of techniques to record their observations as a basis for exploring their ideas• Increase their proficiency in the handling of different materials• Using artist influences for colours and styles | | | | |
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Year 8

| | Year 8 | | Year 8 | | Year 8 | |
|-------------------------|---|---|---|--|---|---|
| | Unit 2A | Unit 2B | Unit 2C | Unit 2D | Unit 2E | Unit 2F |
| Content Topic titles | Architecture | Architects and Designers | Diet and Health | Diet and Health | Chairs | A-Maze-Ing |
| Knowledge | <ul style="list-style-type: none"> Periods, styles and major movements in architecture and design 2D and 3D Perspective drawings 3D Model making | <ul style="list-style-type: none"> Artist study: Camille Walala Artist study: Zaha Hadid Architect study: Richard Rogers (British-Italian) | <ul style="list-style-type: none"> Recap Health and safety Food Hygiene principles Recap The Eatwell guide and 8 Tips for healthy eating Understand main sources and functions of Energy and Nutrients Benefits of Hydration and consequences of dehydration Adapt and follow recipe to prepare savoury dishes Source healthy choice of ingredients to cook a range of sweet and savoury dishes) | <ul style="list-style-type: none"> Develop and demonstrate a wider range of food skills and techniques Understand Food Labelling and implication on health Sensory Evaluation and Peer review Apply knowledge of food science Use literacy and numeracy skills in real-life scenarios | <ul style="list-style-type: none"> Design Brief History of the Chair Frank Gehry - What can Cardboard Do? (material properties, forces and stresses) Isometric and Orthographic drawing Design Specification Designs (1 and 2) - peer vote Craft Knife/Glue Gun Safety Making my maquette Testing and Evaluation | <ul style="list-style-type: none"> Design brief, pre-test Coordinates Creating my path, working out percentages Isometric Drawing, colour Design specification Materials and tools - MDF, hacksaw, tri-square, steel rule, belt sander Beginning our prototypes Working on our prototypes Painting - control Computer-aided design Testing and evaluating against the brief and specification |
| Core skills | <ul style="list-style-type: none"> 1/2/3 point perspective Isometric/ Freehand Ideation Drawing buildings | <ul style="list-style-type: none"> Drawings Motifs Patterns Scale Colours digital work | <ul style="list-style-type: none"> Using the hob (frying, boiling and simmering). Proficient equipment skills such as knife, hob, oven. | <ul style="list-style-type: none"> Understand Food Labels To calculate the nutritional content information for a recipe | <ul style="list-style-type: none"> Design Brief/User/client needs Sketches/ design ideas Making and cutting prototypes | <ul style="list-style-type: none"> Design brief CAD Using a range of tools ACCESS FM H&S Material properties Specification |

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| | <ul style="list-style-type: none">• Model making | | <ul style="list-style-type: none">• Knowledge and use of appropriate equipment for baking and cooking | <ul style="list-style-type: none">• Healthy selection of ingredients• Process of gelatinisation in sauce making• Recipe modification | <ul style="list-style-type: none">• Review and analysing product• Using different material properties• Using specification and design brief• Using designer to influence design ideas on A3 paper• Evaluation | <ul style="list-style-type: none">• Evaluation• Testing |
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Year 9

| | Year 9 | | Year 9 | | Year 9 | |
|-------------------------|--|--|---|---|--|---|
| | Unit 3A | Unit 3B | Unit 3C | Unit 3D | Unit 3E | Unit 3F |
| Content Topic titles | Cultural Concept/ Historical/ Ancient and Modern styles | Cultural Concept/ Historical/ Ancient and Modern styles | Making Choices | Making Choices (Part two) | Steady Hand Game | My Flag |
| Knowledge | <ul style="list-style-type: none"> • Portraiture drawing • Grid method • African Mask/ ancient histories • Artist Study: Yinka Shonibare (African British) (ATL) • Artist study: William Morris and Kehinde Wiley (flowers and patterns) | <ul style="list-style-type: none"> • Portraiture • Painting • Artist study: Black British (windrush)/ African American/ British | <ul style="list-style-type: none"> • Principles of food hygiene and safety • Principles of the Eatwell guide • The 8 tips for healthy eating • Explain energy and how needs change through life • Nutrients, sources and functions • Adapt and follow recipes | <ul style="list-style-type: none"> • Cook complex dishes • Develop and demonstrate a wider range of food skills and techniques • Factor about food and drink choice • Iterative process of planning and making • apply knowledge of food science • use literacy and numeracy skills in real-life scenarios • track progress • Food investigation | <ul style="list-style-type: none"> • Childrens' toys • Specification • Electronics 1 - theory • Electronics 2 - safety • Designing your path • Electronics 3 - wiring • Constructing base • Electronics 4 - finishing • Pilar drill and belt sander • Sanding and painting base • Testing against the specification and Brief | <ul style="list-style-type: none"> • Who am I • What do flags mean? • Signs and signifiers • My designs • Beginning my flag - applique stitch • Working on my flag • Finishing and evaluating |
| Core skills | <ul style="list-style-type: none"> • Students making African masks using artist influence • Motifs • Patterns and fabrics • Cutting materials • Collage | <ul style="list-style-type: none"> • Taking photos • analysing photos • first hand drawing • Painting • Drawing | <ul style="list-style-type: none"> • Selecting healthy choice of ingredients in cooking a range of dishes • Knife skills and using the hob (frying, boiling and simmering) to Investigate dietary needs of children and young people • Food allergens, food intolerance and religious /cultural needs • principles of food hygiene and safety handling and cooking raw meat, • Food traceability, food certification and assurance schemes | <ul style="list-style-type: none"> • Investigate H&S requirements for selling food at a festival • cooking raw meat/poultry/fish • To create a practical plan for the preparation and cooking of a recipe-kit dish to be made • to appraise and evaluate their learning journey • Investigation and food design • Sensory Evaluation and peer review of cooked dishes | <ul style="list-style-type: none"> • Writing a brief • Electronics • Dexterity • Using tools and machinery • Health and safety • Reflecting on own work | <ul style="list-style-type: none"> • Use of fabric • Graphic design • Sewing • Different types of stitching • Design ideas • Evaluation of product • Learn about what is a product Designer/ textile designer • Producing garment |

Year 10 Art curriculum

| | Year 10 Autumn | | Year 10 Spring | | Year 10 Summer | |
|---|--|--|--|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Content Topic titles | Landscapes and coastal towns | Landscapes and coastal towns | Landscapes and coastal towns | Landscapes and coastal towns | Landscapes and coastal towns | Landscapes and coastal towns |
| Knowledge | Design brief developing ideas critical understanding and visual sources record ideas and observations develop a personal meaningful response annotations assessment objectives | Design brief developing ideas critical understanding and visual sources record ideas and observations develop a personal meaningful response annotations assessment objectives | Design brief developing ideas critical understanding and visual sources record ideas and observations develop a personal meaningful response annotations assessment objectives | Design brief developing ideas critical understanding and visual sources record ideas and observations develop a personal meaningful response annotations assessment objectives | Design brief developing ideas critical understanding and visual sources record ideas and observations develop a personal meaningful response annotations assessment objectives | Design brief developing ideas critical understanding and visual sources record ideas and observations develop a personal meaningful response annotations assessment objectives final pieces |
| Core skills | Title page-presentation Mindmap pencil drawing pen drawing artist study-Karl Blossfeldt | mono printing lino printing porcelain /clay black and white photography artist- Georgia O'Keeffe | 3D chicken wire digital imaging photoshop plaster paris watercolour large scale painting | independent materials 2D/3D independent artist study | developing final pieces use paint use dry media use wet media use 3D materials annotations | developing final pieces use paint use dry media use wet media use 3D materials annotations |
| What is being revisited? | Line,tone, shape, pattern, colour, composition, form and texture A01, A02, A03 | Line,tone, shape, pattern, colour, composition, form and texture A01, A02, A03 | Line,tone, shape, pattern, colour, composition, form and texture A01, A02, A03 | Line,tone, shape, pattern, colour, composition, form and texture A01, A02, A03 | Line,tone, shape, pattern, colour, composition, form and texture A01, A02, A03 | Line,tone, shape, pattern, colour, composition, form and texture A01, A02, A03 |
| Careers opportunities (if any) | Post-16 routes - A Level creative subjects, sculpture, set design, maker, craftworker, artist | Post-16 routes - A Level creative subjects, sculpture, set design, maker, craftworker, artist | Post-16 routes - A Level creative subjects, sculpture, set design, maker, craftworker, artist | Post-16 routes - A Level creative subjects, sculpture, set design, maker, craftworker, artist | Post-16 routes - A Level creative subjects, sculpture, set design, maker, craftworker, artist | Post-16 routes - A Level creative subjects, sculpture, set design, maker, craftworker, artist |
| Homework | Sketchbook development | Sketchbook development | Sketchbook development | Sketchbook development | Sketchbook development | Sketchbook development |
| Assessment | Peer, verbal and visual feedback AP1 ,AP2, AP3 and AP4 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 and AP4 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 and AP4 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 and AP4 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 and AP4 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 and AP4 weekly book look |
| Curriculum enhancement opportunities | workshops, artists videos and gallery visits Highlight artistic practice in PAWL newsletter | | | | | |

Year 10 Design Technology Curriculum

| Content Topic titles | Year 10 Autumn | | Year 10 Spring | | Year 10 Summer | |
|-------------------------|--|--|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Desk Lamp | Desk Lamp | Desk Lamp | Marble Run | Material Matters | NEA |
| Knowledge | <ul style="list-style-type: none"> Design Briefs 1st and 2nd hand data Product Analysis The Work of Others Working with Timber - shaping, abrading, adhering Hard, soft and manufactured timbers Drawing in Isometric Drawing in Perspective Drawing in Orthographic Drawing in Freehand | <ul style="list-style-type: none"> Generating ideas for products Model making Industry, enterprise and sustainable manufacture Thermoset and Thermoform Polymers Computer-aided design and manufacture | <ul style="list-style-type: none"> Electricity - theory Electricity - practice Systems approach to design Where Energy Comes from How we store electricity Planning manufacture Manufacturing a product Evaluating a product | <ul style="list-style-type: none"> Movements - linear etc levers cams and followers linkages - magnitude and direction gears and gear trains Pulleys and belts Mechanical Advantage Creating a marble run from card (modelling) The work of others - James Dyson | <ul style="list-style-type: none"> Categorisation of ferrous, non-ferrous or alloy Extraction to usage of metals Stock forms and sizes Improving functionality, surface treatments and finishes Working with metals Recapping other materials (timbers, polymers, paper and board, textiles) Modern materials Smart materials Technical textiles Composite materials Forces and Stresses | <ul style="list-style-type: none"> Section A - Mindmap Section A - Client Profile Section A - Mood Board Section A - Product Analysis |
| Core skills | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating |

Design technology Year 11

| | Year 11 Autumn | | Year 11 Spring | | |
|-------------------------|--|--|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
| Content Topic titles | NEA | NEA | NEA | Designing and making principles | Exam preparation |
| Knowledge | <ul style="list-style-type: none"> Design Brief and Specification Generating Design Ideas (drawing and CAD) Developing Design Ideas (Modelling). | <ul style="list-style-type: none"> Developing Design Ideas (modelling) 2 Developing Design Ideas (CAD) Developing Design Ideas - drawing and orthographic Manufacturing Specification Realising Design Ideas 1 - Material Investigation | <ul style="list-style-type: none"> Manufacture in workshop (4 weeks) Presenting section E Evaluation - testing questionnaire | <ul style="list-style-type: none"> Primary and secondary data; design strategies; communicating design ideas and working on feedback; Selecting the right material; tolerances and waste material management; Selecting appropriate tools Note-taking, revision skills, preparation for exams; responding to a brief; isometric, Orthographic and perspective drawing; Applying a treatment/finish to a product | <ul style="list-style-type: none"> Tailored to the exam paper Past papers Practice questions Practical experiments/tests with materials Metals - everything needed for section B |
| Core skills | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating | <ul style="list-style-type: none"> Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating |

Year 11 Art curriculum

| | Year 11 Autumn | | Year 11 Spring | | Year11 Summer | |
|-------------------------|---|--|---|--|---|--------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Content Topic titles | Human forms /sculpture/ abstract art storytelling | Human forms and Cass Sculpture Foundation/ abstract art storytelling | Human forms and Cass Sculpture Foundation/ abstract art storytelling & AQA exam brief and timed test | Human forms and Cass Sculpture Foundation) /abstract art storytelling & AQA exam brief and timed test | Human forms and Cass Sculpture Foundation and AQA exam paper & AQA exam brief and timed test | AQA exam brief and timed test |
| Knowledge | <ul style="list-style-type: none"> • Understanding concepts of heads within human form • exploring figurativism/heads • Contemporary sculpture • representation of people • site-specific • Record ideas and experiences • Experimenting materials • Artists study • Visual language | <ul style="list-style-type: none"> • Exploring figurativism/heads • contemporary sculpture • Develop understanding of Cass sculpture • Representation of people • objects or places • Record ideas and experiences • Experimenting materials • Artists study • Visual language • Sustainable sculpture • Challenge misconceptions • Developing ideas | | | | |

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| <p>Core skills</p> | <p>(Sculpture Head) - Short project Artist Study- Marc Quinn Artist Study- Giacometti Artist Study- Auguste Rodin Annotations Independent artist study First-hand experience of drawing sculpture heads Making prototypes of heads 3D materials Design ideas & Annotations Independent study</p> | <p>Sculpture Head + Cass Sculpture Foundation Website study Artist Study- Olaf Brenning, Song Ta, Conrad Shawcross Anisha Kapoor, Frank Stella (abstract artist) Object drawings Design ideas with objects onto a Plinth Plenary Sketches/drawings/paintings or printing Annotations</p> | <p>Sculpture Head + Cass Sculpture Foundation Developing own ideas sketches/prototypes 3D materials Photography Use clay Use wire Use paper pulp Use chicken wire Use collage Use plaster paris Annotations</p> | <p>Sculpture Head + Cass Sculpture Foundation Scale up prototypes Annotations Creating design ideas from first hand experience Use clay Use wire Use paper pulp Use chicken wire Use collage Use plaster paris</p> | <p>Sculpture Head +Cass Sculpture Foundation <i>Building or forming final Piece of sculpture</i> Annotations Completing sketchbook Finish final piece Presentation Use plaster paris Use chicken wire Use wire Use clay Use paper pulp</p> | |
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Year 12 A Level Art and Design

| Content <i>Topic titles</i> | Year 12 Autumn | | Year 12 Spring | | Year 12 Summer | |
|--------------------------------|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | New Beginnings | New Beginnings | New Beginnings | New Beginnings | New Beginnings | New Beginnings |
| Knowledge | <ul style="list-style-type: none"> Investigation into an idea Independent finished outcomes Critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Site,museum or gallery work Sketchbook and presentation skills Assessment objectives | <ul style="list-style-type: none"> Investigation into an idea Independent finished outcomes Critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Site,museum or gallery work Sketchbook and presentation skills Assessment objectives | <ul style="list-style-type: none"> Investigation into an idea Independent finished outcomes Critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Site,museum or gallery work Sketchbook and presentation skills Assessment objectives | <ul style="list-style-type: none"> Investigation into an idea Independent finished outcomes Critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Site,museum or gallery work Sketchbook and presentation skills Assessment objectives | <ul style="list-style-type: none"> Investigation into an idea Independent finished outcomes Critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Site,museum or gallery work Sketchbook and presentation skills Assessment objectives | <ul style="list-style-type: none"> Investigation into an idea Independent finished outcomes Critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Site,museum or gallery work Sketchbook and presentation skills Assessment objectives |
| Core skills | <ul style="list-style-type: none"> First hand drawings and paintings Use photography Use variety of materials in 2D and 3D 8 Artist studies Quick notes/extended writing Large scale artworks Gallery styles pieces Sketchbook and presentation skills | <ul style="list-style-type: none"> First hand drawings and paintings Use photography Use variety of materials in 2D and 3D 8 Artist studies Quick notes/extended writing Large scale artworks Gallery styles pieces Sketchbook and presentation skills | <ul style="list-style-type: none"> First hand drawings and paintings Use photography Use variety of materials in 2D and 3D 8 Artist studies Quick notes/extended writing Large scale artworks Gallery styles pieces Sketchbook and presentation skills | <ul style="list-style-type: none"> First hand drawings and paintings Use photography Use variety of materials in 2D and 3D 8 Artist studies Quick notes/extended writing Large scale artworks Gallery styles pieces Sketchbook and presentation skills | <ul style="list-style-type: none"> First hand drawings and paintings Use photography Use variety of materials in 2D and 3D 8 Artist studies Quick notes/extended writing Large scale artworks Gallery styles pieces Sketchbook and presentation skills | <ul style="list-style-type: none"> First hand drawings and paintings Use photography Use variety of materials in 2D and 3D 8 Artist studies Quick notes/extended writing Large scale artworks Gallery styles pieces Sketchbook and presentation skills |

Year 13 A Level and Design

| | Year 13 Autumn | | Year 13 Spring | | Year 13 Summer | |
|--------------------------------|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Content <i>Topic titles</i> | Personal Investigation and written assignment 1000-3000 words | Personal Investigation and written assignment 1000-3000 words | Personal Investigation and written assignment 1000-3000 words & AQA timed Test | Personal Investigation and written assignment 1000-3000 words & AQA timed Test | Personal Investigation and written assignment 1000-3000 words & AQA timed Test | AQA timed Test |
| Knowledge | <ul style="list-style-type: none"> Investigation into an idea critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Assessment objectives Application of different materials First hand experiences | <ul style="list-style-type: none"> Investigation into an idea critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Assessment objectives Application of different materials First hand experiences | <ul style="list-style-type: none"> Investigation into an idea critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Assessment objectives Application of different materials First hand experiences | <ul style="list-style-type: none"> Investigation into an idea critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Assessment objectives Application of different materials First hand experiences | <ul style="list-style-type: none"> Investigation into an idea critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Assessment objectives Application of different materials First hand experiences | <ul style="list-style-type: none"> Investigation into an idea critical/contextual studies Contemporary artists, photographers, designers , architects or craftspeople Quick notes and extended writing clearly Assessment objectives Application of different materials First hand experiences |
| Core skills | <ul style="list-style-type: none"> First hand drawing and painting Use of different art materials 3D materials Large scale artworks Annotations 8 artist studies Sketchbook presentation Developing ideas Gallery style pieces | <ul style="list-style-type: none"> First hand drawing and painting Use of different art materials 3D materials Large scale artworks Annotations 8 artist studies Sketchbook presentation Developing ideas Gallery style pieces | <ul style="list-style-type: none"> First hand drawing and painting Use of different art materials 3D materials Large scale artworks Annotations 8 artist studies Sketchbook presentation Developing ideas Gallery style pieces | <ul style="list-style-type: none"> First hand drawing and painting Use of different art materials 3D materials Large scale artworks Annotations 8 artist studies Sketchbook presentation Developing ideas Gallery style pieces | <ul style="list-style-type: none"> First hand drawing and painting Use of different art materials 3D materials Large scale artworks Annotations 8 artist studies Sketchbook presentation Developing ideas Gallery style pieces | <ul style="list-style-type: none"> First hand drawing and painting Use of different art materials 3D materials Large scale artworks Annotations 8 artist studies Sketchbook presentation Developing ideas Gallery style pieces |

Year 13 A Level Photography (2024)

| | Year 13 Autumn | | Year 13 Spring | | Year 13 Summer | |
|--------------------------------------|---|---|---|---|--|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Content <i>Topic titles</i> | Personal Investigation and written assignment 1000-3000 words | Personal Investigation and written assignment 1000-3000 words | Personal Investigation and written assignment 1000-3000 words & AQA timed Test | Personal Investigation and written assignment 1000-3000 words & AQA timed Test | Personal Investigation and written assignment 1000-3000 words & AQA timed Test | n/a |
| Knowledge | investigation into an idea critical/contextual studies contemporary artists, photographers, designers , architects or craftspeople quick notes and extended writing clearly assessment objectives different genres different photography techniques storytelling | investigation into an idea critical/contextual studies contemporary artists, photographers, designers , architects or craftspeople quick notes and extended writing clearly assessment objectives different genres different photography techniques storytelling | investigation into an idea critical/contextual studies contemporary artists, photographers, designers , architects or craftspeople quick notes and extended writing clearly assessment objectives different genres different photography techniques storytelling | investigation into an idea critical/contextual studies contemporary artists, photographers, designers , architects or craftspeople quick notes and extended writing clearly assessment objectives different genres different photography techniques storytelling | finalising idea critical/contextual studies contemporary artists, photographers, designers , architects or craftspeople quick notes and extended writing clearly assessment objectives different genres different photography techniques storytelling | n/a |
| Core skills | presentation and sketchbook black and white photography colour photography scanography lighting photoshop digital imaging annotations evidence of drawing contact sheets study of photographers moving image-video/animation sound colour printing taking lots of photos storyboard | presentation and sketchbook black and white photography colour photography scanography lighting photoshop digital imaging annotations evidence of drawing contact sheets study of photographers moving image-video/animation sound colour printing taking lots of photos storyboard | presentation and sketchbook black and white photography colour photography scanography lighting photoshop digital imaging annotations evidence of drawing contact sheets study of photographers moving image-video/animation sound colour printing taking lots of photos storyboard | presentation and sketchbook black and white photography colour photography scanography lighting photoshop digital imaging annotations evidence of drawing contact sheets study of photographers moving image-video/animation sound colour printing taking lots of photos storyboard | presentation and sketchbook black and white photography colour photography scanography lighting photoshop digital imaging annotations evidence of drawing contact sheets study of photographers moving image-video/animation sound colour printing final idea presentation | n/a |
| What is being revisited? | Line,tone, shape, pattern, colour, composition, form and texture A01,A02,A03 | Line,tone, shape, pattern, colour, composition, form and texture A01,A02,A03 | Line,tone, shape, pattern, colour, composition, form and texture A01,A02,A03 | Line,tone, shape, pattern, colour, composition, form and texture A01,A02,A03 | Line,tone, shape, pattern, colour, composition, form and texture A01,A02,A03 | n/a |
| Homework | Sketchbook development | Sketchbook development | Sketchbook development | Sketchbook development | Sketchbook development | |
| Careers opportunities (if any) | photography, moving image, film/television | photography, moving image, film/television | photography, moving image, film/television | photography, moving image, film/television | photography, moving image, film/television | n/a |
| Assessments | Peer, verbal and visual feedback AP1 ,AP2, AP3 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 weekly book look | Peer, verbal and visual feedback AP1 ,AP2, AP3 weekly book look | Peer, verbal and visual feedback Exam period internal and external moderation weekly book look | n/a |
| Curriculum enhancement opportunities | Highlight artistic practice in PAWL newsletter gallery trips, videos, talks | | | | | |