

ART C MAP

ART & PHOTOGRAPHY CURRICULUM INTENT

The Rodillian Academy art department aims to create a visually stimulating environment that will inspire our student's enthusiasm for art and design.

We offer a broad and varied curriculum with the goal to be both engaging and challenging to pupils of all abilities.

Our students are given the opportunity to study and create art for different purposes, from observation and imagination, to illustrate, to create a mood or atmosphere, and for emotional expression.

To ensure progress over time our students practise, re visit, and embed the key skills of recording, drawing from observation, making links with other artists, developing their own ideas, and refining their work, applying a range of materials and techniques. In photography, pupils record through planning photoshoots and taking photographs, as well as developing technical photography skills such as lighting and composition. They refine and edit photographs using digital manipulation and mixed media techniques.

They develop their own ideas with reference to other photographers and photographic genres.

The foundation of the art curriculum is focussed on the formal elements: colour, line and texture, tone and form, shape and pattern. Short term skills building workshops are followed by increasing the time scale of our schemes of learning, so that students can engage in more depth. Working towards open ended project briefs that offer greater opportunity for independent creativity.

We strive to develop resilience, and an open mind set, so that our pupils are increasingly able to pursue their own lines of investigation and self-directed study. Empowering them to create artwork that realises personal and meaningful intentions.



ART and PHOTOGRAPHY CURRICULUM IMPLEMENTATION

KS3 Year 7 Art 1 lesson a week

Three-part baseline project

Criteria

- Observational drawing. Human eye.
- Ability to make links with other artists. Surrealism
- Ability to generate creative ideas. Surreal eye design

Series of skills building workshops focussing on the formal elements.

- Line/mark making and texture.
- Tone and form.
- Shape and pattern
- Colour

Scheme of learning to practise, re visit, and embed practical and theoretical knowledge

- RECORDING: Drawing from observation
 - DEVELOPING: Making links with other artists. Developing ideas
 - REFINING: Experimenting with a range of materials and techniques
 - PRESENTING: Planning and creating final outcomes
 - Starting Point/Theme: ORGANIC/MECHANIC
- Assessment. Bronze. Silver. Gold Resilience grade

KS3 Year 8 Art 1 lesson a week

Three-part baseline project

Criteria

- Observational drawing. Human skull.
- Ability to make links with other artists. Zentangle patterns
- Ability to generate creative ideas. Zentangle skull design

Longer term schemes of learning to practise, re visit, and embed practical and theoretical knowledge

- RECORDING: Drawing from observation
- DEVELOPING: Making links with other artists. Developing ideas
- REFINING: Experimenting with a range of materials and techniques
- PRESENTING: Planning and creating final outcomes
- Starting Point/Themes:
 1. ART FROM AROUND THE WORLD
 2. POPULAR CULTURE
 3. LANDSCAPE/CITYSCAPE

Assessment. Bronze. Silver. Gold Resilience Grade

KS3 Year 9. Art and/or Photography 2 lessons a week

ART

Three-part baseline project

Criteria.

- Observational drawing. Crushed drinks can.
- Ability to make links with other artists. Pop Art
- Ability to generate creative ideas. Pop Art can design

Longer term schemes of learning, leading to increasingly open-ended project briefs
Practise, re visit, and embed practical and theoretical knowledge

- RECORDING: Drawing from observation
- DEVELOPING: Making links with other artists. Developing ideas
- REFINING: Experimenting with a range of materials and techniques
- PRESENTING: Planning and creating final outcomes
- Starting Point/Themes:
 1. SURREALISM
 2. PORTRAITURE/WHAT'S INSIDE YOUR HEAD?
 3. ANIMALS
 4. SOCIAL ISSUES

Assessment. Bronze. Silver. Gold Resilience Grade.

PHOTOGRAPHY

Series of skills building workshops to practise, re visit, and embed practical and theoretical knowledge

- RECORDING: Planning photoshoots and taking photographs
- DEVELOPING: Making links with other photographers. Developing ideas
- REFINING: Editing photographs. Digital manipulation. Photoshop. Mixed media techniques
- PRESENTING: Planning and creating final outcomes

Assessment. Bronze. Silver. Gold Resilience grade.



ART and PHOTOGRAPHY CURRICULUM IMPLEMENTATION

AQA Art, Craft and Design GCSE

Component 1. Portfolio. 60% of GCSE grade
Sustained Project. Explicit coverage of all 4 AD's. Words & Images. Typography. Illustration. Digital art.
Selected further work. Natural Form. Fine Art and Photography.
Component 2 Externally set assignment. 40% of GCSE grade
Students respond to a chosen starting point from externally set assignment paper, evidencing coverage of all four assessment objectives.
AD1: DEVELOP ideas through investigations, demonstrating critical understanding of sources.
AD2: REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AD3: RECORD ideas, observations and insights relevant to intentions as work progresses.
AD4: PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Graded GCSE 1 to 9

AQA A Level Fine Art

1. Skills building workshops. Transition to advanced level
2. Pupils select a starting point from the previous year's Component 2 externally set assignment and create evidence for each assessment objective.
3. Pupils begin Personal Investigation 60% of A Level grade
Produce a portfolio of work in response to an idea, issue, concept or theme of the candidates own choosing.
AD1: DEVELOP ideas through investigations, demonstrating critical understanding of sources.
AD2: REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AD3: RECORD ideas, observations and insights relevant to intentions as work progresses.
AD4: PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Graded A Level U to A*

AQA A Level Fine Art

Component 1. Personal Investigation. 60% of A Level grade
Produce a portfolio of work in response to an idea, issue, concept or theme of the candidates own choosing. Including 1000-to-3000-word essay

Component 2 Externally set assignment. 40% of A Level grade
Students respond to chosen starting point from externally set assignment paper evidencing coverage of all four assessment objectives.
AD1: DEVELOP ideas through investigations, demonstrating critical understanding of sources.
AD2: REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AD3: RECORD ideas, observations and insights relevant to intentions as work progresses.
AD4: PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Graded A Level U to A*

KS4 Year 10 and 11

Art or Photography GCSE in a year
6 lessons a week

KS5 Year 12

Art and/or Photography A Level
6 lessons a week

KS5 Year 13

Art and/or Photography A Level
6 lessons a week

AQA Photography GCSE

Component 1. Portfolio. 60% of GCSE grade
Sustained Project. Explicit coverage of all 4 AD's. Surrealism.
Selected further work. Technical Photography.
Component 2 Externally set assignment. 40% of GCSE grade
Students respond to chosen starting point from externally set assignment paper, evidencing coverage of all four assessment objectives.
AD1: DEVELOP ideas through investigations, demonstrating critical understanding of sources.
AD2: REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AD3: RECORD ideas, observations and insights relevant to intentions as work progresses.
AD4: PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Graded GCSE 1 to 9

AQA A Level Photography

1. Skills building workshops. Transition to advanced level
2. Pupils to select a starting point from the previous year's Component 2 externally set assignment and create evidence for each assessment objective.
3. Pupils begin Personal Investigation. 60% of A Level grade
Produce a portfolio of work in response to an idea, issue, concept or theme of the candidates own choosing.
AD1: DEVELOP ideas through investigations, demonstrating critical understanding of sources.
AD2: REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AD3: RECORD ideas, observations and insights relevant to intentions as work progresses.
AD4: PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Graded A Level U to A*

AQA A Level Photography

Component 1. Personal Investigation. 60% of A Level grade
Produce a portfolio of work in response to an idea, issue, concept or theme of the candidates own choosing. Including 1000-to-3000-word essay

Component 2 Externally set assignment. 40% of A Level grade
Students respond to chosen starting point from externally set assignment paper, evidencing coverage of all four assessment objectives.
AD1: DEVELOP ideas through investigations, demonstrating critical understanding of sources.
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Graded A Level U to A*