

**KS4 Art, Craft & Design, & Photography**

**2020-21**

**Subject intent:** "Art evokes the mystery without which the world would not exist"- Rene Magritte

The Art curriculum at Royds Hall a Share MAT Academy is designed to develop student’s creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of **artists, architects, and designers**, expressing reasoned judgments that can inform their own work. Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will be taught to increase their proficiency in the handling of different materials, using a range of techniques and media, including painting, drawing in pencil and pen, collage, mixed media, photography and 3D Art. Lessons focus on improving students’ contextual knowledge, including styles and major Art movements from ancient times up to the present day. Students will learn how to draw accurately, draw in proportion, show control in a range of art techniques and adding the finer details to their work such as texture and other specialist skills. In addition, students will learn how to evaluate their own progress, and support their peers by sharing feedback on how their Art can be improved. Through our Arts and Design curriculum, Students will build their self-confidence, creativity and visual awareness. This will allow students to express themselves, and give them the confidence needed to explore and access a wide range of courses at higher education and career pathways.

**Assessment Objectives:** Although highlighted below, the AO often overlap with the different areas through the students portfolios.

**AO1: Develop ideas through investigations, demonstrating critical understanding of sources.**

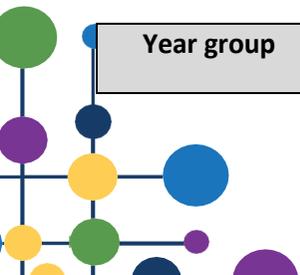
**AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.**

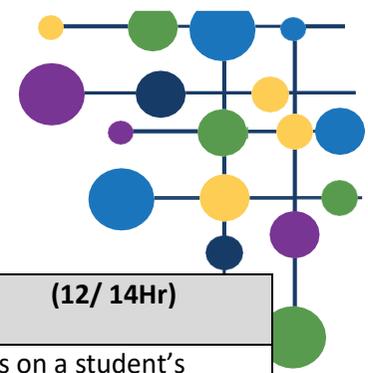
**AO3: Record ideas, observations and insights relevant to intentions as work progresses.**

**AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**

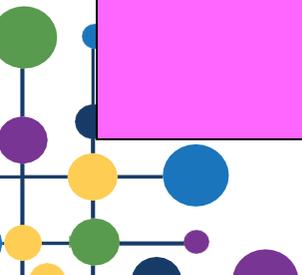
**Careers- Links to careers through Artists, crafts people, Designers & Photographers.**

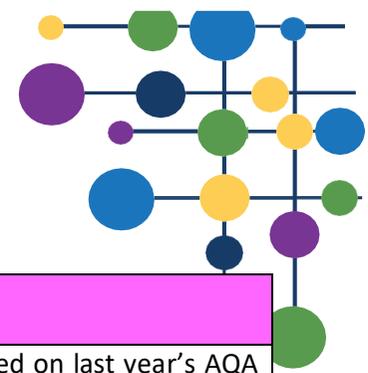
Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
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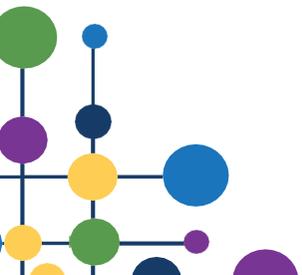


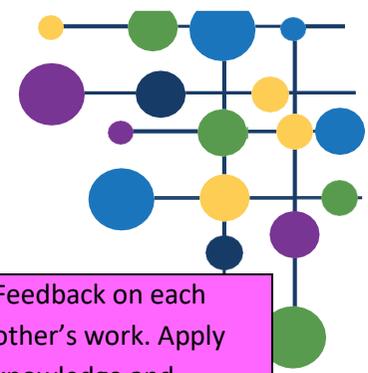
	(15/ 16 Hr)	(14/ 16 Hr)	(12/ 14 Hr)	(12/14 Hr)	(6/ 8 Hr)	(12/ 14Hr)
<b>10</b> <b>Context</b>	<p><b>Still Life</b> (Coursework) Project 1- Students will review, recap and develop their drawing skills, focusing on pencil and pen techniques to create a realistic portfolio of work. Students will research <b>appropriate Artists, crafters and designers</b>, will practise and develop skills in the style of the artists to confidently apply to final outcomes. Students will learn how to carry out primary research and take a series of photographs to use in their work. They will be guided and set deadlines of what areas need to be covered to complete their <b>portfolio with a clear journey following the steps of Research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation.</b></p>			<p><b>Identity-</b> (Coursework) Project 2- This project focuses on a student's project focusing on identity. Students will learn how to produce a portfolio of work more independently. The project is designed to guide in <b>selecting appropriate Artists but allowing the freedom to explore artists, crafters and designers</b> they think they are most interested in, and allowing the students to select what <b>techniques they are more confident in.</b> Students will learn how to carry out primary research and be guided and set deadlines of what areas need to be covered to complete their <b>portfolio with a clear journey following the steps of Research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation.</b></p>		
<b>Y10- Knowledge &amp; skills timeline</b>	<p>Realistic drawing skills focusing on line, shape and proportion.</p> <p>Development of pencil &amp; pen skills, focusing on at value &amp; texture.</p> <p><b>To research relevant Artists.</b></p> <p><b>To Analyse Artists work.</b></p>	<p>To gather relevant Primary source such as photography.</p> <p>Experimentation and development ideas and skills by taking inspiration from the Artists e.g. mixed media &amp; white pencil crayon on black paper.</p>	<p>Apply knowledge and refinement of ideas to produce high quality final piece.</p> <p>Self-evaluation of the project &amp; final piece.</p>	<p><b>To research relevant Artists.</b></p> <p><b>To Analyse Artists work.</b></p> <p>To gather relevant Primary source such as photography.</p> <p>Photoshop skills.</p> <p>Drawing from observation.</p> <p>Mono-printing</p>	<p>Combining ideas.</p> <p>Development of Art work ideas.</p> <p>3 Layer paper cut technique.</p> <p>Creating Art from a Primary source.</p> <p>Photomontage.</p> <p>Pattern.</p>	<p>Experimentation of materials and techniques.</p> <p>Refinement of ideas.</p> <p>Feedback on each other's work.</p> <p>Apply knowledge and refinement of ideas to produce high quality final piece.</p> <p>Self-evaluation of the project &amp; final piece.</p>



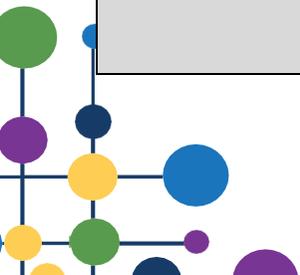


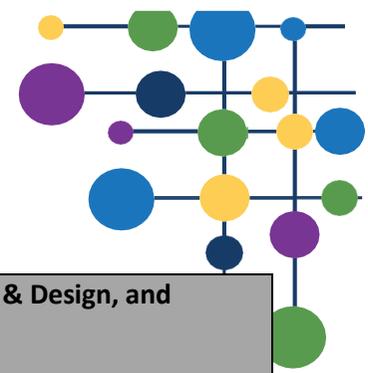
<b>Assessment</b>	<p>The teacher will mark and update their predicted grades throughout the year in line with the School Assessment calendar based on last year's AQA grade boundaries. The assessment is based on the 4 assessment objectives, 'the overall quality of their portfolio and the journey' of how students have got from their starting point-Still life &amp; Identity to their final personal response.</p> <p>Students will be provided with a Progress Diary booklet that contains the AQA Assessment objectives breakdown, a checklist of all pieces to be complete throughout the food project, and a log of where they are up to in their portfolio. The teacher will log feedback in their booklet once a half term, and RAG their work. Students will be able to tick off the elements that need completing/ improving in their Diary to independently keep track of their own progress as well as the teacher.</p>					
<b>Why?</b>	<p>This project will allow students to work more independently with a much broader project. Students will need to select their own artists and select techniques they are more confident with, which will allow them to take more ownership of their identity project. Identity has been selected as this is something the student will be able to access more confidently as it is about them. The students will be guided and set deadlines of what areas need to be covered to complete their portfolio with a clear journey following the steps of Research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation. Students will have more freedom to explore their project and guide it how they want to making it more complex from y9.</p>					
<b>Year group</b>	<b>Half term 1</b> (19/ 20 Hr)	<b>Half term 2</b> (19/ 20 Hr)	<b>Half term 3</b> (15/ 16 Hr)	<b>Half term 4</b> (17/ 18 Hr)	<b>Half term 5</b> (10 Hr)	<b>Half term 6</b> (17/18Hr)
<b>10</b> <b>Photography</b> <b>Context</b>	<p>Architecture- (Coursework) This is a whole year project. Students will be introduced to the AQA Art &amp; Design – Photography course. Students will be producing a portfolio of work, where they will start with how to use a camera correctly, along with learning what the elements of photography are. Students will study a range of Photographers and Artists that use Architecture in their work. They will learn how to use photo manipulation and take inspiration from other Artists/ photographers to create their own pieces. Students will learn how to carry out primary research and be guided and set deadlines of what areas need to be covered to complete their portfolio with a clear journey following the steps of research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation.</p>					



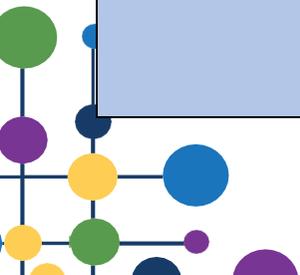


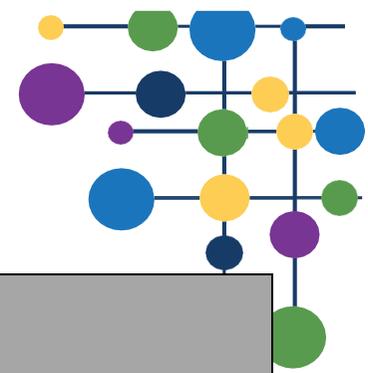
<p><b>Y10- Knowledge &amp; skills timeline</b></p>	<p>To research relevant Artists/ Photographers.</p> <p>To Analyse Artists/ Photographer's work.</p> <p>To gather relevant Primary source Photos.</p>	<p>Photoshop skills.</p> <p>Drawing from observation.</p> <p>Digital Manipulation with Pop Art style.</p> <p>Experimentation.</p>	<p>Digital Manipulation- experimentation with colour.</p> <p>Photo manipulation- Double exposure.</p> <p>Experimentation</p>	<p><b>Photo Manipulation-</b></p> <p>-Weaving</p> <p>-Cut ups</p> <p>-3D sculpture.</p> <p>- Layered paper cuts</p>	<p>Development of ideas.</p> <p>Experimentation of materials and techniques.</p> <p>Refinement of ideas.</p>	<p>Feedback on each other's work. Apply knowledge and refinement of ideas to produce high quality final piece.</p> <p>Self-evaluation of the project &amp; final piece.</p>
<p><b>Assessment</b></p>	<p>The teacher will mark and update their predicted grades throughout the year in line with the School Assessment calendar based on last year's AQA grade boundaries. The assessment is based on the 4 assessment objectives, 'the overall quality of their portfolio and the journey' of how students have got from their starting point- Architecture to their final personal response.</p> <p>Students will be provided with a Progress Diary booklet that contains the AQA Assessment objectives breakdown, a checklist of all pieces to be complete throughout the food project, and a log of where they are up to in their portfolio. The teacher will log feedback in their booklet once a half term, and RAG their work. Students will be able to tick off the elements that need completing/ improving in their Diary to independently keep track of their own progress as well as the teacher.</p>					
<p><b>Why?</b></p>	<p>This photography project will allow students the time to learn the basics about camera's and photography skills as this is not something covered in year 7 &amp; 8. Photography will be lightly introduced in the y9 Food project to give the students a flavour of all the elements of Art &amp; Design courses. The project will allow students to build confidence in their own abilities and to develop their photography skills further from what they often take with their phones. This project is step by step and students will be guided throughout their projects to show a clear journey. The order of photography skills and photo manipulation being covered is staged in order of complexity to suit the ability of the students.</p>					
<p><b>Year group</b></p>	<p><b>Half term 1</b></p> <p>(15/ 16 Hr)</p>	<p><b>Half term 2</b></p> <p>(14/ 16 Hr)</p>	<p><b>Half term 3</b></p> <p>(12/ 14 Hr)</p>	<p><b>Half term 4</b></p> <p>(12/14 Hr)</p>	<p><b>Half term 5</b></p> <p>(6/ 8 Hr)</p>	<p><b>Half term 6</b></p> <p>(12/ 14Hr)</p>



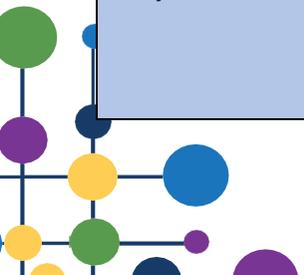


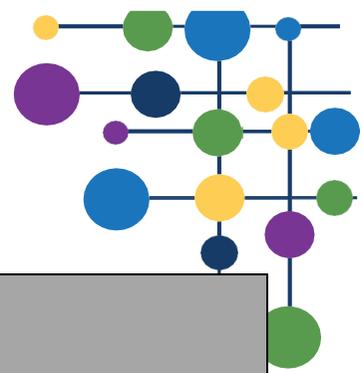
<p><b>11</b> <b>Art</b> <b>Context</b></p>	<p><b>Mock Exam/ unit 2-</b> Students will learn to be more independent and to develop their knowledge on the assessment objectives and how to show a clear journey in the topic they choose. Students will follow the same steps of Artist research, development of ideas, research through primary source photographs and pencil drawings, experiment with a range of Art techniques relevant to their research, annotation of their own Art and others, refining their ideas, producing a detailed plan for a final piece. A final piece will then be produced in a 5 hour Mock exam.</p>	<p><b>Still Life</b> (Coursework) Project 1- Students will review, recap and develop their drawing skills, focusing on pencil and pen techniques to create a realistic portfolio of work. Students will research appropriate Artists, crafters and designers, will practise and develop skills in the style of the artists to confidently apply to final outcomes. Students will learn how to carry out primary research and take a series of photographs to use in their work. They will be guided and set deadlines of what areas need to be covered to complete their portfolio with a clear journey following the steps of Research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation.</p>	<p><b>End of the AQA Art, Craft &amp; Design, and Photography course.</b></p>
<p><b>Y11 Knowledge &amp; skills timeline.</b></p>	<p>This is independent for the student to select as it depends on the Artists, crafts people &amp; Designers being researched that are relevant to the topic.</p>	<p>This is independent for the student to select as it depends on the Artists, crafts people &amp; Designers being researched.</p>	
<p><b>Photography</b> <b>Context</b></p>	<p><b>Mock Exam- unit 2-</b> Students will learn to be more independent and to develop their knowledge on the assessment objectives and how to show a clear journey in the topic they choose. Students will follow the same steps of Artist/ Photographer research, development of ideas, research through primary source photographs including at least one tonal drawing, experiment with a range of Art &amp; Photography techniques including photo-manipulation relevant to their research, annotation of their own Art and others, refining their ideas,</p>	<p><b>Kaleidoscope project unit 2-</b> Students will learn to be more independent and to develop their knowledge on the assessment objectives and how to show a clear journey in the topic they choose. Students will follow the same steps of Artist/ Photographer research, development of ideas, research through primary source photographs including at least one tonal drawing, experiment with a range of Art &amp; Photography techniques including photo-manipulation relevant to their research, annotation of their own Art and others, refining their ideas, producing a detailed plan for</p>	





	producing a detailed plan for a final piece. A final piece will then be produced in a 5 hour Mock exam.	a final piece. A final piece will then be produced to finalise the portfolio of work.	
<b>Y11 Knowledge &amp; Skills timeline</b>	This is independent for the student to select as it depends on the photographers/ Artists they select and research.	This is independent for the student to select as it depends on the Photographers/ Artists being researched.	
<b>Assessment</b>	<p>The teacher will mark and update their predicted grades throughout the year in line with the School Assessment calendar based on last year's AQA grade boundaries. The assessment is based on the 4 assessment objectives, 'the overall quality of their portfolio and the journey' of how students have got from the starting point they selected to their final personal response.</p> <p>Students will be provided with a Progress Diary booklet that contains the AQA Assessment objectives breakdown, a checklist of all pieces to be complete throughout the food project, and a log of where they are up to in their portfolio. The teacher will log feedback in their booklet once a half term, and RAG their work. Students will be able to tick off the elements that need completing/ improving in their Diary to independently keep track of their own progress as well as the teacher.</p>	<p>The teacher will mark and update their predicted grades throughout the year in line with the School Assessment calendar based on last year's AQA grade boundaries. The assessment is based on the 4 assessment objectives, 'the overall quality of their portfolio and the journey' of how students have got from the starting point they selected to their final personal response.</p> <p>Students will be provided with a Progress Diary booklet that contains the AQA Assessment objectives breakdown, a checklist of all pieces to be complete throughout the food project, and a log of where they are up to in their portfolio. The teacher will log feedback in their booklet once a half term, and RAG their work. Students will be able to tick off the elements that need completing/ improving in their Diary to independently keep track of their own progress as well as the teacher.</p>	
<b>Why?</b>	This project has been developed to be as similar as possible to the AQA externally set task. It is based on past exam questions and is the same length as the externally set task. By doing this	In response to the School closure caused by Covid-19, AQA have removed the externally set exam, and therefore will be 100% Coursework. To replace this, students will create a portfolio of work based on	





	<p>project, students will experience and feel more prepared for what to expect in the externally set task as it has a more broad range of tasks to choose from.</p>	<p>realistic drawing skills. The course will be completed by the beginning of May, ready for grading and submitted by the 31<sup>st</sup> May deadline.</p>	
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