

Art and Design / Photography KS4 & 5 + BW College

2023-2024

Art BTEC I Level 1 Award (first years)

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Options groups	KS4	Year 10	<p>A2: Developing a Personal progression plan</p> <p>Benefits and purpose of developing a progression plan</p> <ul style="list-style-type: none"> • Gives direction and focus to short-term and long-term goals. • Sets out the key steps to achieve progression goal. • Allows for discussion with others, e.g. tutors, parents, peers. • Gives time for reflection on what is achievable and realistic. <p>Finding out about progression opportunities</p> <ul style="list-style-type: none"> • Progression opportunities such as to further learning, work or apprenticeships. • Local sources of information about potential progression routes such as colleges, careers fairs. • Sources of advice and guidance for progression. • Tutor advice. • Careers advice. • Entry requirements such as baseline entry qualifications, an entry interview, portfolio. <p>Setting a progression goal</p> <ul style="list-style-type: none"> • Matching own skills and behaviours with progression goals. • Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets. • Using research findings to identify the requirements to meet goals. • Setting a progression goal to work towards. <p>Identifying the skills and behaviours needed to meet progression goal</p> <ul style="list-style-type: none"> • Skills needed to meet progression goal: <ul style="list-style-type: none"> o transferable skills, e.g. communication, working with others, problem solving o employability skills, e.g. IT skills, being able to drive. • Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy. • Qualifications needed for progression, e.g. level of English and maths. <p>Reviewing own skills and behaviours against progression goal</p> <ul style="list-style-type: none"> • Carrying out a self-audit of skills and behaviours using past experience of education and learning. • Gathering feedback from others about own strengths and areas for improvement. • Attitudes and behaviours needed for progression. <p>Creating a progression plan</p> <p>To include:</p>		<p>AD12: Creating Prints</p> <p>Printmaking materials, tools and equipment</p> <ul style="list-style-type: none"> • Materials: printing inks, paint, string, hessian, scrim, glue, card, paper, tracing paper, fabric, found textures. • Tools and equipment: rollers, presses, blocks, screens, printing beds, drying racks, cutting tools, brushes and mark making implements. • Awareness of good working practices, health and safety, care of tools and equipment. <p>Planning and designing prints</p> <ul style="list-style-type: none"> • Block printing such as hands, potatoes, leaves, feathers. • Stencils. • Mark-making printing such as monoprinting. • String print, glue prints, mixed media. • Dry point, linocut, easy-carve. • Exploring artists' work using given themes, exploring primary and secondary research. • Demonstrating good working practices, health and safety, care of tools and equipment. <p>Producing prints</p> <ul style="list-style-type: none"> • Using formal elements, including line, tone, colour, shape, pattern, texture, in a set or given theme. • Producing printmaking ideas, designs and sketches. • Exploring printing techniques using different printing methods and materials. • Developing work in different scales, on a range of papers, plastics or fabrics using repeated patterns. • Presenting work in sketchbooks, folders or produced portfolios to showcase printed samples. • Annotating and labelling work produced. <p>Transferable skills</p> <ul style="list-style-type: none"> • Review and improve own performance: refine ideas and designs for printmaking work, self-review identifying errors and areas for improvement, using peer review and tutor feedback. • Planning: designs, selecting printing method to use. 		<p>Art workshops</p> <p>The Level 1 Award learners will have completed their two units by Summer term 2 and have the opportunity to engage in art workshops alongside the Certificate learners who will be completing their AD6 unit. These workshops will be skills based, focussing on the learners exploring a range of materials and becoming more confident within both 2D and 3D artwork.</p>	
		Year 11						The Nook



Long Term Curriculum Map

			<ul style="list-style-type: none"> • short-term and long-term progression goals • identification of key activities needed to move towards the progression goal • key actions to improve skills and behaviours • key milestones to achieve goal, e.g. interview dates, application deadlines • realistic timelines to meet goal. 		
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Art BTEC I Level 1 Certificate (second years)

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Options groups	KS4	Year 10	A1: Being Organised		AD12: Creating Prints		AD6: Creating a 3D art Object	
		Year 11	Techniques to improve organisation Learners will practise skills and techniques to improve their organisation over a period of time before final assessment. <ul style="list-style-type: none"> • Time-management techniques: <ul style="list-style-type: none"> o produce daily or weekly to-do lists or action plans to meet deadlines o prioritise tasks o create a checklist of tasks that need to be completed, reviewing it regularly o consider how long each task might take o use free calendar software to keep timings of lessons and work o allow a little extra time in case longer is spent on one task than expected o foresee problems and plan ways to overcome them o review priorities. • Organisational techniques: <ul style="list-style-type: none"> o ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets o use organisational stationery such as folders, dividers, highlighters o set up and manage a filing system of work and emails to allow for quick and easy access o use alerts on phones and other digital devices o use project plans and spreadsheets for organisation and budgeting • Planners to organise time: <ul style="list-style-type: none"> o different types of planner such as wall planners, calendars, electronic and/or online planners o using them daily, weekly or monthly o keeping them updated and reviewing the priorities. • Review own time-management and organisational skills through identifying: <ul style="list-style-type: none"> o strengths and weaknesses of techniques used o why some techniques worked better than others o ways to improve own time management and organisation. 		Printmaking materials, tools and equipment <ul style="list-style-type: none"> • Materials: printing inks, paint, string, hessian, scrim, glue, card, paper, tracing paper, fabric, found textures. • Tools and equipment: rollers, presses, blocks, screens, printing beds, drying racks, cutting tools, brushes and mark making implements. • Awareness of good working practices, health and safety, care of tools and equipment. Planning and designing prints <ul style="list-style-type: none"> • Block printing such as hands, potatoes, leaves, feathers. • Stencils. • Mark-making printing such as monoprinting. • String print, glue prints, mixed media. • Dry point, linocut, easy-carve. • Exploring artists' work using given themes, exploring primary and secondary research. • Demonstrating good working practices, health and safety, care of tools and equipment. Producing prints <ul style="list-style-type: none"> • Using formal elements, including line, tone, colour, shape, pattern, texture, in a set or given theme. • Producing printmaking ideas, designs and sketches. • Exploring printing techniques using different printing methods and materials. • Developing work in different scales, on a range of papers, plastics or fabrics using repeated patterns. • Presenting work in sketchbooks, folders or produced portfolios to showcase printed samples. • Annotating and labelling work produced. Transferable skills <ul style="list-style-type: none"> • Review and improve own performance: refine ideas and designs for printmaking work, self-review identifying errors and areas for improvement, using peer review and tutor feedback. • Planning: designs, selecting printing method to use. 		Exploring 3D materials, techniques and processes <ul style="list-style-type: none"> • Formal elements, including line, tone, colour, shape, pattern, texture, and scale. • Different methods for joining, shaping and constructing from materials or found objects. • Decorative formats, e.g. surface decoration, collage, modelling, casting, moulding, clay, setting plaster. • Use of tools and equipment, e.g. hammers, saws, soldering irons, craft knives, stapler, clay tools, kiln, potter wheel, sewing and knitting needles, scissors, shears, sewing machines, vacuum former, 3D printers, laser cutters. • Manage own health and safety with considerations for others in practical environment, following procedures. • 3D objects, e.g. sculpture, jewellery, product design, ceramics, textiles, furniture. Research skills for 3D objects <ul style="list-style-type: none"> • Investigate and research ideas from artists' work, primary and secondary sources, or given starting point. • Generate ideas based on primary and secondary research, work of artists, designers and craftspeople, or given starting point. • Use research to justify ideas for the object/shape/size. Selecting 3D materials, techniques and processes <ul style="list-style-type: none"> • Materials, e.g. thick card, metals, plastics, wood, plaster, soap, wax blocks, found objects, thin card, papier mâché, modroc, wire, clay, latex, textiles, foam, scrap materials, string and tape. • Produce maquettes and objects. • Justify material choices and application to creation of 3D art object. • Produce planning pages, exploring ideas for 3D objects, including records of materials, techniques, tools, processes used, images of test samples, maquettes and design pages. 	
	KS4	The Nook						



Long Term Curriculum Map

Photography GCSE year 1

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Options groups	KS4	Year 10	<p>Introduction to the course and the camera</p> <p>Skills based unit to introduce students to the basics of Photography, they should be able to apply this knowledge to future projects.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Work with increasing independence and develop the skills to be critical and reflective thinkers • Use their imagination to create original photographs • Take risks and learn from their mistakes while working on the tasks set out in this scheme of work • Build and develop skills in a broad range of techniques, process and technologies • Develop knowledge and an understanding of various past and present photographers • Develop self-confidence, resilience, perseverance, self-discipline and commitment <p>Students given the opportunity to:</p> <ul style="list-style-type: none"> • Explore the key buttons and controls of a DSLR camera • Research the history of the camera • Develop subject specific terminology through a terminology research booklet • Understand that the ISO setting effects the overall picture quality • When it is appropriate to use a tripod • That you can adjust the resolution of your images depending on what you wish to use the final photograph for • That lowering the aperture setting achieves less depth of field and visa versa • That the higher the shutter speed setting the quicker the shutter will be thus achieving a 'freeze frame' effect and visa versa • Through the use of panning you can achieve a blurred background and sharp subject • To use different composition rules when taking photographs • Using the formal elements in photography can enhance the visual appeal of the end photograph • To experiment with 'wrong' photographs and that this can sometimes create right photographs. <p>Objectives/ OUTCOMES:</p> <p>Students will use this introductory project as a chance to begin their portfolio showcasing a basic knowledge of photography and the camera. They explore features of the</p>	<p>Alphabet photography project</p> <p>Aims: Using Letters as a starting point and the work of Professional Artist Sir Peter Blake as inspiration; students will be introduced to the key techniques of Digital Photography. By the end of Spring Term 2 Students will demonstrate an interpretative response to imagery using digital photography. They will be required to demonstrate achievement in Photography through a response to the four groups of requirements as specified in the GCSE Specification:</p> <p>Visual recording; Understanding contexts in art, craft and design; Practical development; Realising intentions, allowing sufficient range and scope for development.</p> <p>In responding to the Photography activities, students will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. They must demonstrate skills in:</p> <ul style="list-style-type: none"> • Visual analysis through exploring imaging techniques such as rules of thirds composition; focusing, zooming, balance; formal elements; framing & cropping. • Experimenting with media, processes and techniques; • Abstracting, designing, illustrating, documenting. <p>Students will show the development of their intentions, through the use of processes and media chosen:</p> <ul style="list-style-type: none"> • Camera equipment, format and lenses; • Digital manipulation of images (image scanning, use of digital cameras, photoshop); • Photo montage, story grams. <p>Objectives/ OUTCOMES:</p> <ul style="list-style-type: none"> ▪ Students will complete a small body of work that covers the 4 assessment criteria of the GCSE Art and Design course. <p>This project will provide a starting point for skill required for UNIT 1 of the GCSE course, worth 60% of GCSE Grade.</p>	<p>Macro / Alive project</p> <p>Aims:</p> <ul style="list-style-type: none"> - Work with increasing independence and develop the skills to be critical and reflective thinkers - Use their imagination to create original photographs - Take risks and learn from their mistakes while working on the tasks set out in this scheme of work - Build on and develop skills in a range of techniques, process and technologies - Develop knowledge and an understanding of various past and present photographers - Develop self-confidence, resilience, perseverance, self-discipline and commitment <p>Students given the opportunity to:</p> <ul style="list-style-type: none"> - To critically analyse the work of Slinkachu, Brian McCarty and PES • When planning a photo shoot to consider all the elements that may effect the shoot • To effectively vary the composition of their shots to create creative and interesting outcomes • How to annotate a contact sheet to effectively express ideas and thoughts • To use digital software to edit and improve their original photographs • To use a storyboard to plan a short stop motion movie, such as thumbnail sketches and notes • To critically evaluate their work highlighting positives and areas for improvement <p>Objectives/ OUTCOMES:</p> <ul style="list-style-type: none"> ▪ Students will complete a small body of work that covers the 4 assessment criteria of the GCSE Art and Design course. <p>This project will provide a starting point for skill required for UNIT 1 of the GCSE course, worth 60% of GCSE Grade.</p> <ul style="list-style-type: none"> ▪ This project will encourage students to experiment with the basic skills of photography and introduce them to the analysis of an image. <p>The tasks will develop students' observational skills to meet the KS4 expectations of observational recording from first hand.</p>			
		Year 11				The Nook		



Long Term Curriculum Map

			<p>DSLR camera and showcase their understanding through creative presentation of labelling a camera. They study the development of the camera over the years, and display this as a timeline in their portfolio.</p> <p>A vital tool kit they create for themselves is their terminology booklet which introduces them to the subject specific terminology, allows them to research these words/phrases and they create a booklet which can be used throughout the 2 year course in support of their own annotation of their work for A03.</p>	<ul style="list-style-type: none"> This project will encourage students to experiment with the basic skills of photography and introduce them to the analysis of an image. The tasks will develop students' observational skills to meet the KS4 expectations of observational recording from first hand. Student will be introduced to the expectations for controlled conditions at KS4. Students will complete a portfolio that demonstrates their development of images and how they took them. 	<ul style="list-style-type: none"> Student will be introduced to the expectations for controlled conditions at KS4. Students will complete a portfolio that demonstrates their development of images and how they took them.
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Photography GCSE year 2

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Options groups	KS4	Year 10	Portfolio refinement – 60% of overall mark		Externally set exam – 40% of overall mark			
		Year 11	Students are welcomed back to their second year of the GCSE, and have the opportunity to enhance their portfolio (worth 60% of overall mark) by responding to feedback and refining / completing outstanding work. This will be an opportunity to extend their alphabet project / macro project and include additional artists work or annotation. They will be able to increase their overall grade across all 4 assessment objectives throughout Autumn Term as they work back into their portfolio work.		Aims: To strengthen the use of a wide range of photography and lens based media techniques including fine art materials. Having the choice of approx 7 different themes as starting points students will produce independent portfolios of work using their choice of media and starting point. They will select only one starting point from 7 themes. Expectations of this exam are that students are to complete a body of work that will support evidence of Assessment Objectives 1-3; followed by a 10 hour Timed Test where students will produce a final outcome that will cover assessment objective 4. Students may use work from year 10 to support work during the preparation period, however they will be expected to produce work of a higher quality and with greater maturity now that they have refined practical skills and idea development in year 11. Observational photography work must show more confidence and independence, with a greater importance on first hand sources. Students should try to visit art in the community and observe artworks first hand, that explore similar themes, using their context and approaches as inspiration for their own work.			
	KS4	The Nook	<p>Learners can utilise this time to include an additional final piece from one of their previous projects to enhance their AO4 marks which tend to be lower at this stage within the course. This opportunity can be through a MOCK exam where they will be put through a practice run of a timed final piece, experiencing what is to come later in the year when they enter their exam project.</p> <p>If all work and annotations are complete there is an extension project which could enhance A02 as it involves further experimentation of images called 'Strange and Distorted'</p> <p><u>During this project they will explore:</u></p> <p>A range of photographers, designers and artists who have created distorted images, collage, computer and hand editing methods, shutter speeds, mixed media photographs, pattern, double exposure and joiners.</p>		<p>Objectives:</p> <ul style="list-style-type: none"> Students should improve and complete a body of work that covers the 4 assessment criteria of the GCSE Art and Design course. This project will provide evidence for Their externally set exam which is worth 40% of GCSE Grade. Students' work should include use of a wide range of materials and processes both in their portfolio and refined in their final outcome. Their portfolio should include analysis of a wide range of photographer artists to provide evidence of contextual and cultural understanding in Art and Design. Practical tasks will develop students' observational skills to meet the KS4 expectations of observational photographic work and emphasize the importance of first hand. Student will be expected to work under CONTROLLED CONDITIONS at KS4 and complete a timed test for their final exam. 			

Photography (Art) BTEC @ College

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BW College	Post 16	BVC A	A2: Developing a Personal progression plan		AD7: Presenting an image using a camera			
		BVC N + R	<p>Benefits and purpose of developing a progression plan</p> <ul style="list-style-type: none"> Gives direction and focus to short-term and long-term goals. Sets out the key steps to achieve progression goal. Allows for discussion with others, e.g. tutors, parents, peers. Gives time for reflection on what is achievable and realistic. 		<p>Using cameras and equipment</p> <ul style="list-style-type: none"> Handling and care of equipment, e.g. holding a camera steadily, using a neck strap, ensuring battery is charged. Working processes and composition techniques. Composing shots and selecting the 'right' shot. 			



Long Term Curriculum Map

			<p>Finding out about progression opportunities</p> <ul style="list-style-type: none"> • Progression opportunities such as to further learning, work or apprenticeships. • Local sources of information about potential progression routes such as colleges, careers fairs. • Sources of advice and guidance for progression. • Tutor advice. • Careers advice. • Entry requirements such as baseline entry qualifications, an entry interview, portfolio. <p>Setting a progression goal</p> <ul style="list-style-type: none"> • Matching own skills and behaviours with progression goals. • Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets. • Using research findings to identify the requirements to meet goals. • Setting a progression goal to work towards. <p>Identifying the skills and behaviours needed to meet progression goal</p> <ul style="list-style-type: none"> • Skills needed to meet progression goal: <ul style="list-style-type: none"> o transferable skills, e.g. communication, working with others, problem solving o employability skills, e.g. IT skills, being able to drive. • Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy. • Qualifications needed for progression, e.g. level of English and maths. <p>Reviewing own skills and behaviours against progression goal</p> <ul style="list-style-type: none"> • Carrying out a self-audit of skills and behaviours using past experience of education and learning. • Gathering feedback from others about own strengths and areas for improvement. • Attitudes and behaviours needed for progression. <p>Creating a progression plan</p> <p>To include:</p> <ul style="list-style-type: none"> • short-term and long-term progression goals • identification of key activities needed to move towards the progression goal • key actions to improve skills and behaviours • key milestones to achieve goal, e.g. interview dates, application deadlines • realistic timelines to meet goal. 	<ul style="list-style-type: none"> • Taking photographs that record sufficient detail, e.g. are not blurred, are well-exposed and are well-framed. • File sizes and resolution needed for different purposes, e.g. JPEG, TIFF, GIF; saving and backing up. • Editing images for best results, e.g. enhancing the subject, cropping unnecessary details, choosing the best image. • Working processes with natural and artificial light, e.g. hard and soft daylight, artificial light sources. <p>Using photography in different contexts</p> <ul style="list-style-type: none"> • Working with adults or children. • Working with others, e.g. as a photographic assistant, as a video team, with an editor. <p>Creating a portfolio</p> <ul style="list-style-type: none"> • Selecting photographs in response to a brief or theme from a range of shots. • Laying out and framing selected photographs. • Use of colours, borders and other related portfolio composition. • Annotating and making comments to support the brief. <p>Problem solving and communicating photographic images</p> <ul style="list-style-type: none"> • Setting out the steps needed to organise images for a specified purpose, e.g. a photo story, as a document of an event, to record an object. • Types of visual information to communicate, e.g. subject matter, detail, contrast. • Sharing photographs, e.g. photo-sharing websites, blogs. • Taking photographs for different purposes.
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