

# *St Cuthbert Mayne School Curriculum Map 2023-2024*



## **Department: Art, Design & Photography**

### **Year 11**

#### **Department Intent and overview**

Students are encouraged to develop their creativity and ideas, and increase proficiency in their execution of a wide range of mediums, materials, techniques and processes. To give students the opportunity to develop critical understanding of artists, architects and designers, allowing for expression and reasoned judgements that inform their own personal work.

#### **Key Stage 4 Curriculum Summary**

All students engaging with GCSE art and design specifications will demonstrate the ability to: • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies use drawing skills for different needs and purposes, appropriate to the context realise personal intentions through the sustained application of the creative process

## **Autumn Term – Art & Design**

<b>Topic/Unit</b>	Manmade
<b>Knowledge (Content covered)</b>	Students are required to produce a body of work that reflects a chosen theme. Students should research a range of artists that they find inspiring that have a clear visual connection to the project chosen. After completing each research students should respond to the work through a variety of mediums and processes whilst selectively refining ideas as the project progresses. This unit should encourage students to become more independent with the direction of their project and help build skills in preparation for the exam unit set by the exam board. Students in this unit must produce a final piece that is of a substantial standard.
<b>Skills</b>	<ul style="list-style-type: none"> <li>● actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</li> <li>● develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>● become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>● develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>● develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> <li>● acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</li> <li>● develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</li> <li>● develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</li> <li>● develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</li> <li>● demonstrate safe working practices in art, craft and design</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>● AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>● AO3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>● AO4 Present a personal and meaningful response that realises intentions and</li> </ul>

	demonstrates understanding of visual language.
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>• Animator • Art teacher • Cake decorator • Fashion designer • Graphic designer • Illustrator and technical illustrator • Industrial designer • Makeup artist • Advertising Director • Billboard designer • Computer games creator • Set Design (films/ media) • Theatre production • Cartoonist • Sculptor • Art Restorer • Tattoo artist • Special effects artist • Web Developer</li> </ul>

### ***Autumn Term - Photography***

<b>Topic/Unit</b>	Coursework UNIT 2 (Responding to a chosen theme)
<b>Knowledge (Content covered)</b>	In this unit of work students are encouraged to build on previous skills and knowledge and develop a personal project linked to a chosen theme. Students will look at a wide variety of Photographers linked to their chosen theme. Students will then be encouraged to develop their own ideas linked to research they have completed. Students will take a vast amount of images and produce a whole range of hotshots that get progressively better. Students will look at ways to refine images through manual and digital manipulations. Students will conclude their project with a range of final images that may be printed through an external company for a professional outcome.
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The way sources inspire the development of ideas, relevant to photography.</li> <li>• how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements.</li> <li>• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions to photography can be communicated including the use of: <ul style="list-style-type: none"> <li>• figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation</li> <li>• visual and tactile elements such as (colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast).</li> <li>• use photographic techniques and processes, appropriate to students' personal intentions (lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes).</li> <li>• use media and materials, as appropriate to students' personal intentions.</li> </ul> </li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>• Magazine/Media</li> <li>• Architects. Architects plan and design houses, factories, office Art Directors</li> <li>• Craft and Fine Artists</li> <li>• Desktop Publishers</li> <li>• Fashion Designers</li> <li>• Film and Video Editors and Camera Operators</li> <li>• Graphic Designers</li> <li>• Industrial Designers</li> <li>• Crime Scene</li> <li>• Medical Photographer</li> <li>• Wildlife</li> <li>• Science</li> <li>• Weddings</li> <li>• Birthdays/Celebrations</li> <li>• School Photos</li> <li>• Documentary</li> </ul>

### *Spring Term – Art & Design*

<b>Topic/Unit</b>	Manmade (CONTINUED)
<b>Knowledge (Content covered)</b>	<p>Students are required to produce a body of work that reflects a chosen theme. Students should research a range of artists that they find inspiring that have a clear visual connection to the project chosen. After completing each research students should respond to the work through a variety of mediums and processes whilst selectively refining ideas as the project progresses. This unit should encourage students to become more independent with the direction of their project and help build skills in preparation for the exam unit set by the exam board. Students in this unit must produce a final piece that is of a substantial standard.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</li> <li>• develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>• become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>• develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> <li>• acquire and develop technical skills through working with a broad range of media, materials, techniques, processes</li> </ul>

	and technologies with purpose and intent • develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries • develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work • demonstrate safe working practices in art, craft and design
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>• Animator • Art teacher • Cake decorator • Fashion designer • Graphic designer • Illustrator and technical illustrator • Industrial designer • Makeup artist • Advertising Director • Billboard designer • Computer games creator • Set Design (films/ media) • Theatre production • Cartoonist • Sculptor • Art Restorer • Tattoo artist • Special effects artist • Web Developer</li> </ul>


### *Spring Term – Photography*

<b>Topic/Unit</b>	UNIT 2 (Responding to a chosen theme)
<b>Knowledge (Content covered)</b>	In this unit of work students are encouraged to build on previous skills and knowledge and develop a personal project linked to a chosen theme. Students will look at a wide variety of Photographers linked to their chosen theme. Students will then be encouraged to develop their own ideas linked to research they have completed. Students will take a vast amount of images and produce a whole range of hotshots that get progressively better. Students will look at ways to refine images through manual and digital manipulations. Students will conclude their project with a range of final images that may be printed through an external company for a professional outcome.
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The way sources inspire the development of ideas, relevant to photography.</li> <li>• how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements.</li> <li>• how ideas, themes,</li> </ul>

	<p>subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of:</p> <ul style="list-style-type: none"> <li>• figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation</li> <li>• visual and tactile elements such as (colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast).</li> <li>• use photographic techniques and processes, appropriate to students' personal intentions (lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes).</li> <li>• use media and materials, as appropriate to students' personal intentions</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li> </ul>
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>• Magazine/Media</li> <li>• Architects. Architects plan and design houses, factories, office Art Directors</li> <li>• Craft and Fine Artists</li> <li>• Desktop Publishers</li> <li>• Fashion Designers</li> <li>• Film and Video Editors and Camera Operators</li> <li>• Graphic Designers</li> <li>• Industrial Designers</li> <li>• Crime Scene</li> <li>• Medical Photographer</li> <li>• Wildlife</li> <li>• Science</li> <li>• Weddings</li> <li>• Birthdays/Celebrations</li> <li>• School Photos</li> <li>• Documentary</li> </ul>

### *Summer Term 1*

<b>Topic/Unit</b>	
<b>Knowledge (Content covered)</b>	
<b>Skills</b>	



Assessment	
Gatsby 4 (Linking curriculum learning to careers) <a href="#">GATSBY BENCHMARK 4</a>	