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| **Bishopton Long Term KS4 Curriculum Overview** | | | | | | | | | | | | |
| **Subject:** | | **Art and Photograppjh** | | | | **Teacher** | | **ALLY TOKAT** | | | | |
| **LTP option 1**  **Or LTP option 2** | | **If it is deemed that the pupil has met the requirements of ALL THE AO’s and would achieve their predicted grade then entry may be made after the first year of study (LTP option 1) then, if appropriate grade is achieved then the student will have the opportunity to move on to another Art based GCSE, which will follow the same pattern of learning as the previous cycle.**  **If it is deemed that the pupil needs more time to met the requirements of all the AO’s to achieve their predicted grade then the course may be continued over the 2 years.** | | | | | | | | | | |
| **Cycle 1**  **(Year 1 of option)** | **TERM** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **WHAT ARE WE LEARNING ABOUT?** | COURSEWORK  Written and visual research and analysis of artists relating to theme  Creating art in the style of artists  Exploring appropriate media | | COURSEWORK  Exploring appropriate media  Refining ideas and links to artists  Planning to realise own intentions  Evaluating work | | COURSEWORK/EXAM  Refining ideas towards final piece  Written and visual research and analysis of artists relating to theme  Creating art in the style of artists  Exploring appropriate media | | EXAM  Exploring appropriate media  Refining ideas and links to artists  Planning to realise own intentions  Evaluating work | | EXAM  Refining ideas towards final piece  Sit exam- 10hrs | | COURSEWORK FOR Next option (art cash code)  Supporting work for component 1- Photography portfolio  Skills based work- introduction to photo editing software. |
| **ASSESSMENT OBJECTIVES** | AO1, AO2, AO3 | | AO2, AO3, AO4 | | AO4/ AO1, AO2, AO3 | | AO2, AO3, AO4 | | AO4 | | AO1, AO2, AO3 |
| **PATHWAY/POST 16** | **Leading towards GCSE** | **Leading towards GCSE** | | **Leading towards GCSE** | | **Leading towards GCSE** | | **Leading towards GCSE** | | **Leading towards GCSE** | |
| Students may opt to continue Art, Craft and Design education through A levels in Art, Photography, Graphics, Ceramics, Textiles or Architecture.  SRC, Bede’s collage, Middlesbrough college and Hartlepool collage all offer a variety of courses related to the arts  These courses can lead to a range of jobs in the creative sector such as film and screen, fashion, web design, graphics, interior design, photography, make up, advertising and many more. | | | | | | | | | | |
| **Cycle 2**  **(Year 2 of option)** | **TERM** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **WHAT ARE WE LEARNING ABOUT?** | COURSEWORK  Written and visual research and analysis of artists relating to theme  Creating art in the style of artists  Exploring appropriate media | | COURSEWORK  Exploring appropriate media  Refining ideas and links to artists  Planning to realise own intentions  Evaluating work | | COURSEWORK /EXAM  Refining ideas towards final piece  Written and visual research and analysis of artists relating to theme  Creating art in the style of artists  Exploring appropriate media | | EXAM  Exploring appropriate media  Refining ideas and links to artists  Planning to realise own intentions  Evaluating work | | EXAM  Refining ideas towards final piece  Sit exam- 10hrs | |  |
| **ASSESSMENT OBJECTIVES** | AO1, AO2, AO3 | | AO2, AO3, AO4 | | AO4/ AO1, AO2, AO3 | | AO2, AO3, AO4 | | AO4 | |  |
| **PATHWAY/POST 16** | **Leading towards GCSE** | | **Leading towards GCSE** | | **Leading towards GCSE** | | **Leading towards GCSE**  **College courses- CCAD/ SRC etc** | | **Leading towards GCSE**  **College courses- CCAD/ SRC etc** | |  |
| Students may opt to continue Art, Craft and Design education through A levels in Art, Photography, Graphics, Ceramics, Textiles or Architecture.  SRC, Bede’s collage, Middlesbrough college and Hartlepool collage all offer a variety of courses related to the arts  These courses can lead to a range of jobs in the creative sector such as film and screen, fashion, web design, graphics, interior design, photography, make up, advertising and many more. | | | | | | | | | | |

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| **The core aims of the Key Stage 4 Art and Photography Curriculum are to encourage learners to:** | **AQA Art and Photography Assessment Objectives:** |
| * To allow students to develop the skills to explore, create and communicate their own ideas. * To develop knowledge, understanding and skills relevant to either Art or Photography * Allow students to explore a range of practical, critical and contextual studies. * Provide students the opportunity to work in any medium or combination of media. * To develop a skills based approach to creating work | * 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. |
| **All schemes of learning are tailored the National Curriculum requirements for Art and Photography and the new GCSE specification/BTEC specification/VCTC specification requirements for Art and Photography. These are:** | |
| **AQA SPECIFICATION FOR BOTH ART AND PHOTOGRAPHY**  Component 1: Portfolio  A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study  Each student must select and present a portfolio representative of their course of study. The portfolio must include both:   1. **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2. **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student’s specific role in any group work undertaken.   Component 2: Externally set assignment  AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title.  The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.  The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.  Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of [drawing activity](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Drawing_1_2_1) and [written annotation](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Written_annotation_1_2_2). | |
| **Promoting Reading:** | |
| * Artist research- online, books, fact sheets * Analysing artists work * Annotation examples- identifying descriptive language | |
| **Assessment:** | |
| * Each scheme of learning will conclude with a formal assessment focused on students progress towards the execution of the four AQA AO’s. * The assessments and marking criteria will be modelled on GCSE/BTEC/VCTC frameworks and the school’s data entry policies. * Formative assessment will take place continuously with either written or verbal feedback. * Students will be involved in a Progress Review meeting with their teacher at the end of each term. | |