Alcester Academy Curriculum Planning - Assessment in Photography

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	**What**: Drawing and Colour **How**: Create and vary the use of tone through changes in pressure of shading. Blending colours and changing scale, focusing upon chosen sections. **Most able** are introduced to complementary colours to overlay on completed work. **When**: Levelling of work at week 6.	**What:** Surrealism **How:** Investigating the art movement, its origins and prominent artists. Investigating hybrids within Salvador Dali's work. Exploring combinations of natural and man-made forms. **Most able/GCSE potential** are encouraged to include more detailed written knowledge to pages. **When:** End of Autumn 1	**What:** Conflict **How:** Investigating the definition of conflict and its impact upon society. Students create title and research pages to introduce the project and their knowledge, using a variety of media and processes. **When:** End of Autumn 1	**What:** **How:** **When:**	**What:** **How:** **When:**
Autumn 2	**What**: Natural Forms, the work of artists. **How**: Observational drawings using prior knowledge and skills to represent form. **Most able** are encouraged to work on a larger scale for challenge.	**What:** Hybrids within Surrealism **How:** Merging forms together, focusing upon surface quality, pattern and contours. Decision regarding the hybrid's environment and its characteristics.	**What:** Conflict - drawing **How:** Students create biro drawings using their knowledge of a chosen conflict and a city affected by it, combining imagery and architecture from that	**What:** **How:** **When:**	**What:** **How:** **When:**

	The research of natural form artists, primarily Georgia O'Keeffe. The presentation of research page, showing knowledge of the artists' styles. Written appreciation to strengthen knowledge gained. **When**: End of Autumn 2	Use of a range of media and scale. **Most able/GCSE potential** are steered towards more focused observational study drawings, investigating surface qualities. **When:** End of Autumn 2	time and present day. They investigate composition, layering, transparency, scale and tone. **When:** End of Autumn 2		
Spring 1	**What**: Final outcomes **How:** Students create final compositions, bringing together their own images of skulls and shells and linking their work to two natural form artists. Students are assessed on their knowledge of artists' techniques and how these feature within their compositions through the use of layout, colour and media. **Most able** are encouraged to work on a more challenging surface e.g. MDF or ply wood. **When**: End of Spring 1 (or earlier if appropriate)	**What:** Study of composition. **How:** Study of composition and layers of distance within final outcome designs. Students consider the environment from last term and design a piece which incorporates the hybrid(s) previously explored. The work of Salvador Dali also linked. Final outcomes started. **Most able/GCSE potential** are encouraged to work on a larger scale and/or more challenging surface e.g. canvas or wood. **When:** End of Spring 2	**What:** Conflict – artist links and monuments **How:** Artists are introduced and students select an artist or photographer connected to either the conflict or city featuring within their biro drawing. They focus upon the characteristics of the artist's style and his/her intentions when presenting the piece. To support this, learners investigate a monument to support previous work. They are encouraged to	**What:** **How:** **When:**	**What:** **How:** **When:**

			single out angles and any symbolism to show greater knowledge. **Most able** are steered to statues with more challenging facial detail. **When:** End of Spring 2		
Spring 2	**What:** Pop Art **How:** Students explore the art movement, why it started and became so popular. They investigate its characteristics as a style of art and use a variety of media and processes to demonstrate this knowledge. **Most able** are moved to larger development portrait work based on pieces by Roy Lichtenstein. **When:** End of Spring 2	**What:** Final outcomes/pieces **How:** Students develop pieces, focusing upon appropriate media and layout with layers of distance to create depth. **Most able/GCSE potential students** are asked to include at least four layers of distance. **When:** End of Spring 2 (or earlier if appropriate)	**What:** As above **How:** **When:**	**What:** **How:** **When:**	**What:** **How:** **When:**
Summer 1	**What:** Artist links and self-identity **How:** Students draw parallels between the work of targeted imagery of the Pop Artists e.g. celebrities and brand names. They explore themselves and their	**What:** Cubism **How:** Students explore the cubist movement, its disciplines and prominent artists. They investigate distortion and the illusion of movement within painting.	**What:** **How:** **When:**	**What:** **How:** **When:**	**What:** **How:** **When:**

	families/pets/hobbies/favourite celebrities etc to begin designing a response to the project. **Most able** – use of Adobe Photoshop to introduce image manipulation. **When:** End of Summer 1	Students develop studies and artist knowledge, using a range of media and processes, including photography and self-identity. **When:** Summer 2			
Summer 2	**What:** Final Pop Art Piece **How:** Prior knowledge of the movement and themselves culminate into a final outcome/piece. Students use appropriate media, woring from their own photography (where appropriate) to link to their chosen artist(s) of choice, following their chosen pathway in response to the self-identity brief. **Most able** are encouraged to work on a larger scale and target portrait-based responses to introduce challenge. **When:** End of Summer 2	**What:** Final outcomes **How:** Students select a personalised image and transpose it into a cubist style using prior knowledge of the work of either: Georges Braque, Juan Gris or Umberto Boccioni. **Most able/next year's GCSE students** are requested to work on a larger scale with a portrait based outcome. **When:** End of Summer 2	**What:** **How:** **When:**	**What:** **How:** **When:**	**What:** **How:** **When:**