Alcester Academy Curriculum Planning:

Department: **ART**	**Year Group: 10**						
Term	Topic/ subject	Assessment Objectives	Knowledge acquisition	Skill building ***Intent***	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	The City	1,2,3,4	Students continue to investigate their chosen areas of the city from prior work in year 9. Many of their self-identity/personal interests investigated in KS3 are involved within these pathways. Return to the purpose of photography, what makes a good composition and photography genres. How is the City captured through photography?	Research skills, looking at areas of focus within the city and adding to any information/guidance provided by staff. The use of a variety of materials and processes. Using resources independently to establish areas of direction.	**Literacy** Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Students delve deeper into topical/political/social themes and links to their chosen investigations. **Social** - Study of chosen areas of the city. Investigation of social characteristics and issues and how these are covered e.g. graffiti etc. This allows students to investigate equality, for example looking at Lady Pink who highlights gender pay gaps in business. **Cultural** – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	Creation of research pieces, focusing upon chosen aspects of the city. Use of mixed media to challenge skills with physical manipulations and presentational skills. Independent photography can drive these areas to support physical pieces and to also support the works of their chosen photographers.	**Support** - TA support if needed. Support with presentational skills. **Challenge** Introduction of more advanced written content and annotation. Higher level of Photoshop use.
Autumn 2	The City	1,2,3,4	As above. Students are encouraged in the use of their own photography. Links to other artists and photographers made.	Research skills, reading into chosen areas of focus and adding to any information/advice gained from staff. The use of a variety of materials and processes if investigating physical photo edits. Links to the work of other artists and photographers to support ideas and developments.	**Literacy** Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus.	Study pieces, annotation and final outcomes. AfL through verbal and targeted written comments, prompting responses to drive next steps.	**Challenge for most able e.g. increase in scale, the use of a more complex technique with Photoshop.** **Introduction of EDUQAS Creative content/statement sheets which allow the students to reflect upon any decisions made within the**

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			All developments are personalised and teachers work with individuals to guide, stretch and challenge	Study pieces using the characteristics of chosen photographers' styles as focus. These drive final outcomes at different stages of the project.	**Social** - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work? WHY did he/she create it? **Cultural** – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.		**portfolio developments over time.**
Spring 1	The City	1,2,3,4	Final outcomes produced at appropriate stages of the project during this half term. Each point is **personalised** and links with the student's portfolio. Students continue developing their pathways following AfL and other intervention/guidance from staff and peers.	As above	**Literacy** Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. **Challenge for most able continues.** **Numeracy** Use of scale and proportion. **Challenge for most able.** **Social** - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work?		

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					Cultural – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.		
Spring 2	The City	1,2,3,4	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions.	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent are added to and links heightened.	Final outcomes at various stages. These are personalised to the student to be appropriate in order to drive next ideas forward or finalise a particular focus area.	**Support** - TA support if needed. **Challenge** - larger scale pieces, introduction of more challenging media e.g. acrylics on canvas/MDF.
Summer 1	The City	1,2,3,4	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions. **Extension task** Students are encouraged to investigate how COVID has affected their city focus e.g. the effects upon sport, music travel etc.	Research skills to investigate current affairs and build knowledge of their chosen subject matter. New approaches, photographer links and study drawings.	**Literacy** Use of key words and vocabulary. Annotation to show knowledge of the next steps. COVID research and knowledge of current affairs.. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. **Challenge for most able continues.** **Numeracy** Use of scale and proportion. **Challenge for most able.** **Social** - Study of chosen areas of the city and its COVID effects. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work?	Study pages and drawings. Some photography introduced to meet A.O 1.	**Support** - TA support if needed. **Challenge** - More complex subject matter, supported with more challenging statements of intent.
Summer 2	The City	1,2,3,4	Development pieces and follow-up research can also be investigated to strengthen project intentions and	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their own	Annotation to show knowledge of city and COVID characteristics. Responses to written staff and/or peer feedback.		Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for final piece/exam requirements.

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			knowledge of chosen COVID links.	artist ideologies and also investigate intentions for year 11.	Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.		