

Quality of Education: Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.



| SUBJECT: Photography CURRICULUM PROGRESSION PATHWAYS | | CL: FCA | 2021- | |
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| KS3 (Level 1) | KS4 (Level 2) | KS5 (Level 3) | Further Education and training | Careers |
| <p>6 week rotations</p> <p>Y7 Art 2D- Portraiture Students will develop a range of drawing skills to develop their portraiture. Students will develop their use of specific media including paints, monoprinting and oil pastels.</p> <p>Greater depth and understanding about key artists. Knowledge of how we safely use materials and why we select them.</p> <p>Y7 Art 3D- The Built Environment Design and drawing skills. 3D Art Architecture and the Built Environment. Students will explore a range of artistic and architectural styles and respond to these using a range of drawing and construction skills including card and clay.</p> <p>Greater depth and understanding about key artists. Knowledge of how we safely use materials and why we select them. Knowledge of how architecture informs society and vice versa.</p> <p>Y7 Textiles- Environmental Wall Hanging Sewing skills which include printing for textiles, stitching, applique, tying knots, threading needles, pinning, sewing on buttons. Drawing skills which include observational drawing and surface pattern design.</p> <p>Greater depth and understanding about textile artists and fashion designers. Knowledge of how we safely use materials and why we select them.</p> | <p>Y9 Photography Skills building</p> <p>Knowledge: The History of photography will inform their understanding of artists and movements. Personal investigation into specific photographers to inform their ideas. Development of personal work through contextual understanding and understanding artistic vocabulary.</p> <p>Skills: A broad range of Photography processes and techniques are explored within the theme 'The Formal Elements'. Students will apply their skills and knowledge by creating their own outcomes, demonstrating a greater level of proficiency.</p> <p>Y10 Photography</p> <p>Component 1 Personal Investigation:</p> <p>Knowledge: Students will develop ideas through investigations informed by selecting and critically analysing sources.</p> <p>Skills: Students will refine their ideas as work progresses through experimenting with media, materials, techniques and processes. They will</p> | <p>Y12 Art, Craft & Design</p> <p><i>Zeitgeist</i></p> <p>Knowledge: This specification requires students to demonstrate their knowledge and understanding through the practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Skills: Students will develop a broad range of skills through a workshop style project that will last the whole of the first term.</p> <p>Students will develop their own personal path that will continue to refine skills and realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Personal Study - extended writing research project.</p> <p>Y13 Art, Craft & Design</p> <p><i>Beautiful Mundane</i></p> <p>Component 1</p> | <p>There is a range of vocational qualifications (such as BTECs, NVQ/SVQs, and diplomas) linked to art, such as:</p> <ul style="list-style-type: none"> ● graphic design ● fashion styling ● art and design ● printmaking ● media ● photography <p>Apprenticeships There are a number of apprenticeships that link to an interest in art, such as:</p> <ul style="list-style-type: none"> ● theatre lighting technician ● trainee technical graphic design assistant ● florist ● garden designer ● fashion designer | <p>The creative and cultural Arts industries express and reflect the importance of creativity and culture in our society. All around us artists create the world we inhabit, and contribute to a thriving and important industry which has a vast range of exciting career options and choices. These can include working in Fine Art, Fashion Design, Graphic Design, or Architecture, for example, as well as many other possible creative Art & Design jobs and careers.</p> |

Core knowledge and skills mapped across the curriculum

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| <p>Y8 Art- Still Life Drawing skills including observational drawing, speed drawing. Observational tonal work using both graphite and colour pencils. Printmaking skills with a focus on intaglio and relief printing processes culminating in a good quality etching. Greater depth and understanding about key artists. Knowledge of how we safely use materials and why we select them.</p> <p>Y8 Photography- Landscapes A sense of composition and clear, focussed landscape photography. An introduction to the DSLR camera. Collage and compositional skills. Greater depth and understanding about key artists. Knowledge of how we safely use materials and why we select them. Knowledge of how photography has developed past and present.</p> <p>Y8 Textiles- Worry Monsters To be able to carry out a range of textile techniques and design for a specific purpose. Cutting skills: using paper and fabric scissors safely. Greater depth and understanding about key textile artists/cultures to develop ideas and understanding. Knowledge of how we safely use materials and why we select them. Knowledge of how textiles are used past and present. Developing stitch, appliques and fabric manipulation skills. 3D textile product construction.</p> | <p>record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as the work progresses. Visual language will be appropriately used in their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies.</p> <p>Y11 Photography</p> <p>Component 1 Personal Investigation:</p> <p>Knowledge: Students will develop ideas through investigations informed by selecting and critically analysing sources.</p> <p>Skills: Students will refine their ideas as work progresses through experimenting with media, materials, techniques and processes. They will record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as the work progresses. Visual language will be appropriately used in their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies.</p> | <p>Personal Investigation:</p> <p>Knowledge: This specification requires students to demonstrate their knowledge and understanding through the practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Students will develop their own personal path that will continue to refine skills and realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> | <p>A level Art students can go on to study on a range of Art & Design foundation and degree courses, nationally and internationally, and train in their area of specialisation, before going on to become an Artist, Designer, Architect, or Arts Professional in a broad variety of specialist areas.</p> | <p>A strong Art training can also develop highly valuable transferable skills, including creative ideas development, problem-solving, contextual interpretation, and visual communication, as well as organisational, presentation, and team-working skills.</p> |
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