



YEAR 7 ART CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Art, Craft and Design is everywhere: it is not just an expression of emotion but also a medium for communicating ideas. Art, Craft and Design education is vital to our cultures, our society, our economy and ourselves.

At Hummersknott Academy, the Art, Craft and Design curriculum aims to build on students' previous and varied experience of Art in primary school by building skills so that students have a baseline knowledge of techniques and processes. Within this we work to inspire students to be ambitious, have self-belief and nurture their creativity through personal expression and analysis of other artists' work both historical and contemporary.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Human Beings: Who am I?		Human Beings: What am I?		Human Beings: Other Cultures	
Topic	Exterior: Portraiture		Interior: Human cells		Dia de los Muertos/Day of the Dead	
Links to prior learning	Consolidation of learning from KS2, and identifying areas of need around the formal elements. Focus initially on developing control and use of materials, with creativity and experimentation (NC KS2).	Building on awareness, knowledge and skills of a range of different artists from a broad range of genres, which will help develop own style (NC KS2).	Using colour, pattern and texture on a larger scale to translate 2D ideas into 3D sculptures. From KS2 to KS3, students will be learning to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC KS2).		Using knowledge around the culture of Day of the Dead, and skills from Project 1 and 2 to develop further with areas around colour, composition, shape, tone, form and pattern (NC KS2).	
Substantive knowledge headlines	Proportions of the face, line drawing, collage, tonal work, texture through paint, scale, colour theory, A3/A4 portrait. Critical analysis of a range of artist's work from different genres.		Microscopic cell imagery as inspiration. Exploring scale, mixed media, sculptures, paper folding, paper manipulation, textiles (hand sewing). Critical analysis of a range of artist's work from different genres, including paper sculptors.		Understanding and appreciating another culture, FASE reading, composition, colour theory and balance, expressive line, mono printing, decorative ceramic tile skull. Hypothetical brief to create a banner for town centre celebrations.	
Disciplinary knowledge headlines	Exploring the basics of self portraiture through workshops: personal characteristics through illustration, study of a number of artists to explore different expressive styles of working using line, mark making, tonal section of a facial feature, texture, pattern and experimentation with a range of wet and dry materials and tools. Modelling, problem solving/creative risks and literacy.		Exploring microscopic human cells through a range of workshops. Observational studies of a range of microscopic cell images, using mixed media (dry and wet), exploded view studies, Photoshop manipulation of colour, texture, into repeat patterns. 2D work will be developed into paper folding techniques and samples and brought together onto a 3D group paper sculpture. Modelling, problem solving/creative risks and literacy.		Study main aspects of the Day of the Dead celebrations in order to meaningfully use the relevant visual information. Explore shape and pattern of Day of the Dead imagery and develop carefully considered compositions. Experimentation with paint, colour mixing and blending and developing fine motor skills. Exploration of human skeleton through drawing exercises, developing into a chalk drawing and oil pastel or paint sample inspired by the work of Jean Michel Basquiat. Mono printing exploring mark making and multi-layer prints. Modelling, problem solving/creative risks and literacy.	
Links to knowledge in future units	The knowledge and skills grounding in portraiture in Year 7 will be recalled and built on in Year 9 "Face Value" project.		Skills in handling a range of materials and processes in 2D and 3D will be recalled and built on in projects to come. Photoshop skills will continue to be developed in Year 8 and 9.		Studying another culture will allow students to develop these skills when looking at the work of other artists and cultures as they move into other projects and how this work can help to influence their own developments. Skills and knowledge in printing and clay work will be built on at a more advanced level in future projects.	
Key vocabulary	Formal elements, line, shape, form, tone, colour, pattern, texture, portrait, proportion, mood, expression, impasto, stipple, cross-hatching, mark making, palette knife, gesture, portrayal, representation, sitter.		Microscopic, abstract, mixed media, exploded view sculpture, manipulate, valley fold, mountain fold, box fold, diagonal fold, pre-creasing, score, origami.		Anatomical, mono print, composition, rule of thirds, focal point, burnish, off-set, ofrenda, alavera de azucar, cempasúchitl, ofrenda, papel picado, Neo-Expressionism, grog, slip, 45s, bisque fire, kiln.	

YEAR 8 ART CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Urban Jungle		War, Conflict and Fear		Urban Canvas	
Topic	Architecture		War		Street Art and Graffiti	
Links to prior learning	Revisiting formal elements knowledge and skills from Year 7, building on line, shape, colour, tone, pattern initially.		Colour and emotion knowledge and skills from Year 7 portraiture work.		Link to propaganda in War project and develop ideas of positive propaganda through street art.	
Substantive knowledge headlines	Collaborative work on group drawing large scale, shadow photography, digital manipulation, architects, photographers, design ideas, problem solving, 3D construction.		Propaganda- Shepard Fairey, John Keane, poster experimenting with collage and some digital work. Holocaust and developing work into 3D figures, looking at living conditions, figure drawings linked to poses in concentration camps. Develop drawings and silhouette work linked to Holocaust survivor stories. Exploration of text and colour on surface of figure to express emotion.		Study history and rise of street art, street art vs graffiti, explore a range of street artists, develop TAGS, choose theme relevant to today's society and explore associated imagery and text through a number of workshops. Small group mural to promote issue in society, link back to propaganda. Some street art work could be used to develop some of the 3D architectural work created in Project One Urban Jungle, coming full circle and refining outcomes.	
Disciplinary knowledge headlines	Exploring key aspects of architectural timeline and design styles, literacy task to inspire large scale group drawings, digital camera skills, photography skills with lighting and shadow work, Photoshop basic skills recall and developed into more advanced skills, design ideas, 3D techniques, sampling and problem solving, 3D architectural card. Modelling, problem solving/creative risks and literacy.		Exploring examples of propaganda and associated artists/movements, understand methods and use. Collage experimentation, take some work into digital samples. Study aspects of the Holocaust through survivor stories, develop mixed media drawings, proportions of the figure, figure drawings, 3D construction of figure using wire and newspaper, surface decoration techniques. Photography of 3D work. Modelling, problem solving/creative risks and literacy.		Brief overview of rise of street art, looking at key artists (e.g. Keith Haring), debate about graffiti vs street art, develop a TAG, research a theme of significance in today's society and develop a range of drawings through workshops. Develop samples in the style of a street artist and use these to develop design ideas for a mural, with a focus on positive propaganda. Modelling, problem solving/creative risks and literacy.	
Links to knowledge in future units	Some of the skills and knowledge learnt around architecture will be explored in greater technical depth at KS4 in Art and Design with the Surroundings project.		Positive propaganda to be developed in more depth in Urban Canvas project.		Some of the skills and knowledge of working expressively will be developed in greater depth in the Year 9 "Face Value" project.	
Key vocabulary	Architecture, perspective, one-point perspective, two-point perspective, vanishing point, collaborative, cityscape, urban, concertina, shadow photography, corner, sharp, square, curved, elongated, triangular, overlap, steep, narrow, pattern, facade, pavilion.		Message and meaning, scale, annotate, collage, composition, concept, conflict, contrasting colours, harmonious colours, anti-semitic, genocide, racism, prejudice, Holocaust, pastiche, propaganda, genre, morality, humility.		Graffiti, TAG, throw-up, mural, blockbuster, stencil, adusting, hip-hop, legal wall, writer, propaganda.	

YEAR 9 ART CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Face Value		GCSE Style Project		Contours of Creation	Exams
Topic	Expressive Portraiture		Individual themes to select from 3: Good Enough to Eat, Organic Forms, Surroundings, simulating GCSE structure		Individual sculpture	Exam
Links to prior learning	Build on prior knowledge of portraiture from Year 7 project Who am I? and Year 8 War, Conflict and Fear project.		Students will know how to research a theme and another artist's work to help them develop their own responses. They have experience of presenting their work creatively and should now be working towards more advanced methods. Digital techniques have been explored and will be built on.		The sculpture work will build on 3D skills explored in Year 8 and the portraiture project in Year 9, more specifically with paper manipulation.	Students will develop an exam project linked to the work they have produced during the year
Substantive knowledge headlines	Proportions of the face, grid portrait techniques, critical studies (analysis of artists' work, using knowledge to inspire own practical work), expressive mark making and colour exploration around emotions, mixed-media techniques, personal characteristics, digital manipulation, hand embroidery, slotted cardboard sculpture. Modelling, problem solving/creative risks and literacy.		Set Brief, work will be linked to creating art for the local area with some parameters given. Workshops: Photoshop, textiles, ceramics, printmaking. Modelling, problem solving/creative risks and literacy.		Observe and record vital visual information. Learning to work on a larger scale. Using a wider range of media wet and dry. Study of a range of sculptors to help develop own samples and design ideas. Sample some 3D techniques. Modelling, problem solving/creative risks and literacy.	Set exam questions/starting points. Mind map initial ideas. Planning and time management. Skills workshops. Exemplar work. Timed exam, replicating KS4 exam conditions and requirements. Modelling, problem solving/creative risks and literacy.
Disciplinary knowledge headlines	Workshops on specific techniques building knowledge and skills around portraiture and proportions. Digital skills with Photoshop and manual manipulation techniques. Cardboard sculpture techniques. Presentation techniques. Literacy activities. FASE reading. Quizzes.		Mind maps, artist research and critical studies skills, observational studies, skills workshops catering for a number of different need, design ideas, final outcome(s).		Artist references will be studied to allow students to work in different ways: Frank Stella, Andy Goldsworthy, Henry Moore, Barbara Hepworth. Large scale mixed-media drawings of objects/images. Develop colour ways. Paper manipulation. Develop design ideas for sculpture and test aspects of it.	Work will either be linked to the GCSE Style project or the Contours of Creation project and will be an extension of one. A structured process of design ideas and sampling will be explored in depth, linked to a chosen artist reference. Test and evidence final piece plans, make any adjustments. Exam planning sheet to support students in time management and resources they will need.
Links to knowledge in future units	Portraiture will be explored in KS4 projects in greater depth and with increasingly individual responses. Digital skills will be built on in KS4 projects through different themes.		This will help students to familiarise with time management and preparation methods required at KS4.		This will allow students to develop work on a larger scale using a wider range of materials. With the knowledge and skills gained will give them more autonomy when developing their exam work.	This will help students to familiarise with time management and preparation methods required at KS4.
Key vocabulary	Portraiture, self-portrait, proportion, grid drawing, scale-up, monochromatic, negative space, mark-making, emotive, contrasting colours, expression, distortion, continuous line, manual manipulation, hand embroidery		Formal elements: line, shape, tone, form, colour, pattern, texture. Media/medium, technique, abstract, style, composition, shadow, shade, shading, mark making, focal point, genre, balance, proportion, unity, annotation.		Formal elements: line, shape, tone, form, colour, pattern, texture. Media/medium, technique, abstract, style, composition, shadow, shade, shading, mark making, focal point, genre, balance, proportion, unity, annotation.	

YEAR 10 PHOTOGRAPHY CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Component One: Formal Elements		Component One: Fashion portraiture, food or sport		Component One: Individual Themes	
Theme	PROJECT ONE WORKSHOPS: Formal Elements		PROJECT TWO WORKSHOPS: Fashion portraiture, food or sport		PROJECT THREE: Individual themes.	
Topic	In Year 9 students will have followed a simplified structure of the GCSE course when working on their "GCSE Style" project. The formal elements will be revisited through the workshops but built on in more depth. Students will have been given a "30 days of summer" project to explore over the summer. Present creatively on return from summer.		Using the knowledge and skills around the use of the camera, the formal elements and visual language, build more individual responses to one of the visual areas of fashion portraiture, food or sport. The quality and depth of the work is expected to be of a higher standard than previously demonstrated.		Students choose from a range of open-ended themes which simulates what happens when they receive the ESA paper for Component Two. Students will be well-versed in the structure a project follows to meet assessment criteria. This will be developed in greater depth, over a longer period of time.	
Links to prior learning	Review 30 days of summer. Camera skills - mastering the basic functions of a DSLR camera, how to hold and manoeuvre. Rule of thirds, explore angles and viewpoints, and shutter speed. FORMAL ELEMENTS. Colour: studio photography. Symmetry: location photography. Pattern: framing with pattern. Colour project to be completed over half term holiday.		Exploring lighting, tone, colour, pattern, scale through one of the visual themes of fashion portraiture, food or sport. Magazine style photography for a fashion magazine, food magazine or sports magazine. Ghost – shutter speed, Harris shutter, Zoom bursts, Colour pops on black and white and digital montage. Create a Photobook or similar outcome around March 2026 – Yr 10 Exam.		Students will specialise in one or more of the areas of photography: portraiture, location, studio, experimental, installation, documentary, photo-journalism, moving image, fashion. Students will choose a project theme from a range to build their project on and will allow them to work in one of the specialisms. This will prepare students for the time when they start their ESA.	
Substantive knowledge headlines	Studio photography skills in the classroom. Location photography around the school site and possible other venues. Critical studies - exploring other artists' work (literacy). Building on the knowledge explored around camera and its functions, focus on composition, scale, viewpoints, depth of field and lighting initially using objects. Shoot plans, contact sheets and best photos. Presentation skills. Digital manipulation techniques and manual manipulation techniques. Sampling. Design ideas. Final outcome(s).		More advanced studio photography skills in the classroom with additional workshops to support. Location photography around the school site and possible other venues with additional workshops. Critical studies - exploring other artists' work in more depth (literacy). Building on the knowledge explored around the camera and its functions, focus on composition, scale, viewpoints, depth of field and lighting initially using objects. Shoot plans, contact sheets and best photos. Presentation skills. Digital manipulation techniques and manual manipulation techniques. Sampling. Design ideas. Final outcome(s).		Recall process for sketchbooks, shoot plans (including taking photos away from school in own time), contact sheets, best photos, photographer references, samples, design ideas. Planning and preparation for final outcome(s). Workshops will be developed and delivered around individual needs at this stage. At this point students should be working much more independently and developing very personal responses.	
Disciplinary knowledge headlines	Understanding of process involved for component one (coursework), how to meet assessment objectives, use of camera and how this can be extended as projects and work progress. Developing a range of techniques for digital and manual manipulation and ways this can be built on from project to project.		Understanding of process involved for component one (coursework), how to meet assessment objectives, use of camera and how this can be extended as projects and work progress. Developing a range of techniques for digital and manual manipulation and ways this can be built on from project to project. Level of independence should be increasing gradually.		At this point students will be able to draw on previous knowledge and skills and begin to fine tune the quality of their work. More independent decision making will take place.	
Links to knowledge in future units	Formal elements: line, shape, tone, form, colour, pattern, texture. Aperture, ISO, background, birds-eye view, blur, complimentary colours, composition, contact sheet, contrast, depth of field, exposure, exposure triangle, focal point, focus, Bokeh, foreground, leading lines, hard light, harmonious colours, high key, low key, macro, monochrome, resolution, shutter speed, soft light, symmetrical, wide angle, worms-eye view. SLR - single lens reflex. Viewfinder. PSD, JPEG.		ICM - intentional camera movement, shutter speed, ghost shutter speed, colour pop, montage, rule of thirds, cropping, framing, over exposed, under exposed, macro.		Formal elements: line, shape, tone, form, colour, pattern, texture. Aperture, ISO, background, birds-eye view, blur, complimentary colours, composition, contact sheet, contrast, depth of field, exposure, exposure triangle, focal point, focus, foreground, leading lines, hard light, harmonious colours, high key, low key, macro, monochrome, resolution, shutter speed, soft light, symmetrical, wide angle, worms-eye view. SLR - single lens reflex. Viewfinder. PSD, JPEG.	
Key vocabulary						

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Component One: Surroundings			Component One: Extended Project/Main		
Topic	PROJECT ONE/Area 1: Architecture	PROJECT ONE/Area 2: Tees Cottage Pumping Station	PROJECT ONE/Area 3: Personal Space	PROJECT TWO: INDIVIDUAL THEMES. Students choose from a range of open-ended themes which simulates what happens when they receive the ESA paper for Component Two.		
Links to prior learning	In Year 9 students will have followed a simplified structure of the GCSE course when working on their "GCSE Style" project. The formal elements will be revisited through the workshops but built on in more depth.	Students will build on their knowledge of artist references and the use and control of materials and tools previously explored. There will be an expectation that students can work more independently and make more informed choices about the way they work.	Using the knowledge and skills around the formal elements and visual language, students will make individual choices about how they interpret and explore personal space. The quality and depth of the work is expected to be of a higher standard than previously demonstrated.	Students will be well-versed in the structure a project follows to meet assessment criteria. This will be developed in greater depth, much more personally and over a longer period of time.		
Substantive knowledge headlines	Collecting visual information on site through drawings, photographs. Focus on formal elements: line, shape, form, tone, pattern, texture and colour. Photoshoot plans. Camera skills - mastering the basic functions of a DSLR camera, how to hold and manoeuvre. Observational drawings. Printmaking. Mixed media. Concertina construction. Studio photography. Artist: Ian Murphy. AQA Assessment Objectives.	Collecting visual information on site through drawings, photographs. Focus on formal elements: line, shape, form, tone, pattern, texture and colour. Photoshoot plans. Camera skills - how to capture shape, light, depth and distance. Observational drawings on a range of scale. Critical studies will allow students to work in different styles with different materials. Printmaking. Mixed media 2D piece. Clay workshops to learn to build, join and add. Critical analysis ceramicists. Final 3D glazed clay vessel. Studio photography of ceramics. Artist: Ian Murphy. AQA Assessment Objectives. 2D and 3D CLAY VESSEL OUTCOMES FOR TEES COTTAGE EXHIBITION.	Exploring personal space. Vanitas. Develop own photoshoot at home or in school and present contact sheet and best photos creatively. Observational studies large/expressive, using a wide range of media. Artist references of own choosing to inspire further developments. Critical studies of artist's work. Wide range of samples, design ideas. Final outcome(s).	Group mind mapping to share ideas collectively. individual exploration of theme (starting point), collecting visual information through secondary sources, primary sources (including planned photoshoots), observational studies critical analysis of a range of chosen artists who will help students to develop a wide range of experimental samples and design ideas. A final outcome(s) will be planned for and developed as a conclusion to the project. Encouragement to visit art galleries, museum, events to gather extra visual stimuli for their individual project.		
Disciplinary knowledge headlines	Studio photography skills in the classroom. Location photography around the school site and other local venues. Critical studies - exploring other artists' work (literacy). Shoot plans, contact sheets and best photos. Presentation skills. Focus on composition, viewpoints/angles, scale, architectural detail, depth of field and lighting. Observational studies using a range of media and scales. Reworking drawings into 3D concertina inspired by artist references. Extension: digital and manual manipulation techniques. Design ideas. Final outcome(s).	Site visit to Tees Cottage Pumping Station to collect visual source information. Photography skills specific to working on location. Shoot plans, contact sheets and best photos, presentation skills. Observational studies using a range of media and scale, looking at artists to influence style. Critical studies - exploring other artists' work (literacy). Presentation skills. Acrylic painting workshops to develop samples. Explore different approaches to creating design ideas. Planning for 2D final outcomes which will be exhibited at the site. Clay workshops exploring pinch pots, slab pots, decorative surface techniques. Ceramicist critical analysis and design ideas. Construct larger scale final clay vessel.	Photographs to be taken at home or facilitated in school, own objects can be brought in. Photography skills specific to capturing personal space - look at photographers to support. Shoot plans, contact sheets and best photos, presentation skills. Observational studies using a range of media and scale, looking at artists to influence style. Critical studies - exploring other artists' work (literacy). Presentation skills. Bespoke workshops to develop samples where new skills are needed. Explore different approaches to creating design ideas. Create final outcome(s) based on personal space. Evaluation of all three areas.	Photographs to be taken at home or facilitated in school, own objects can be brought in. Photography skills specific to capturing visual theme - look at photographers to support. Shoot plans, contact sheets and best photos, presentation skills. Observational studies using a range of media and scale, looking at artists to influence style and technique. Critical studies - exploring other artists' work (literacy). Presentation skills. Bespoke workshops to develop samples where new skills are needed. Explore different approaches to creating design ideas. Create final outcome(s) based on personal space. Evaluation of all three areas. Encourage students to visit galleries, events that link in with individual themes during the summer holidays.		
Links to knowledge in future units	Understanding of process involved for component one (coursework), how to meet assessment objectives, skills and techniques already mastered and how this can be extended as projects and work progress.			Understanding of process involved for component one (coursework), how to meet assessment objectives, skills and techniques already mastered and how this can be extended as projects and work progress. Level of independence should be increasing gradually.		
Key vocabulary	Line, shape, form, texture, pattern, colour, tone, media/medium, mixed media, technique, abstract, style, composition, highlight, shadow, shade, shading, cross-hatching, typography, negative space, impasto, field of view, focal point, perspective, depth and distance, vanishing point, perspective, rule of thirds, Single lens reflex lens (SLR), block print, mono print, press print, collagraph, burnish, etch, genre, narrative art, realism, photo-realism, installation art, conceptual, balance, proportion, unity, variety, rhythm, crop, expressive, diptych, triptych, polyptych, grog, bisqueware, greenware, kiln, wedging, ceramic glaze, oxides, firing, glazing, sgraffito, vitrify, incise, slip, modelling tool, carving tool, pinch pot, slab pot, coil pot, embellishment, couching, applique, free-machine stitch, heat transfer paper, screen print, embellishment, batik, warp, weft, armature, maquette, asymmetrical, photomontage, montage, batik, bleeding, collage.					

YEAR 11 PHOTOGRAPHY CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Component One: Individual Themes continued		Component Two: ESA (Externally Set Assignment)		Component Two: ESA (Externally Set Assignment)	
Topic	PROJECT THREE: Individual themes.		PROJECT: ESA (Externally Set Assignment)			
Links to prior learning	Students choose from a range of open-ended themes which simulates what happens when they receive the ESA paper for Component Two. Students will be well-versed in the structure a project follows to meet assessment criteria. This will be developed in greater depth, over a longer period of time.		In early January of Year 11, the ESA paper is issued from AQA. 7 questions to choose from and develop an individual response.			
Substantive knowledge headlines	Students will specialise in one or more of the areas of photography: portraiture, location, studio, experimental, installation, documentary, photo-journalism, moving image, fashion. Students will choose a project theme from a range to build their project on and will allow them to work in one of the specialisms. This will prepare students for the time when they start their ESA.		Students will be used to this format, as their extended project was designed to simulate the ESA. The time frame for the ESA is tighter, approx 10 weeks preparatory period and a 10 hour controlled assessment (exam). Students will specialise in one or more of the areas of photography: portraiture, location, studio, experimental, installation, documentary, photo-journalism, moving image, fashion. Students will be expected to work independently and explore their chosen question to the full.			
Disciplinary knowledge headlines	Recall process for sketchbooks, shoot plans (including taking photos away from school in own time), contact sheets, best photos, photographer references, samples, design ideas. Planning and preparation for final outcome(s). Workshops will be developed and delivered around individual needs at this stage, in particular around the more indepth development of design ideas. At this point students should be working much more independently and developing very personal responses.		Building on previous experience. Developing advanced studio photography skills in the classroom with additional workshops to support. Location photography around the school site and possible other venues with additional workshops. Critical studies - exploring other artists' work in more depth (literacy). Building on the knowledge explored around camera and its functions, focus on composition, scale, viewpoints, depth of field and lighting initially using objects. Shoot plans, contact sheets and best photos. Presentation skills. Digital manipulation techniques and manual manipulation techniques. Sampling. Indepth design ideas in readiness for exam. Final outcome(s). Additional skills workshops will be delivered to students where the need is identified.		10 hour Externally Set Controlled Assessment (exam) to complete planned final outcome(s). MARCH/APRIL.	
Links to knowledge in future units	At this point students will be able to draw on previous knowledge and skills and begin to fine tune the quality of their work. More independent decision making will take place.		Understanding of process involved for Component One (coursework) and replicating this for Component Two (ESA). Assessment Objectives remain the same for Component Two. Developing existing skills to a higher level and extend through additional skills workshops. Level of independence should be much greater.			
Key vocabulary	Formal elements: line, shape, tone, form, colour, pattern, texture. Aperture, ISO, background, birds-eye view, blur, complimentary colours, composition, contact sheet, contrast, depth of field, exposure, exposure triangle, focal point, focus, foreground, leading lines, hard light, harmonious colours, high key, low key, macro, monochrome, resolution, shutter speed, soft light, symmetrical, wide angle, worms-eye view. SLR - single lens reflex. Viewfinder. PSD, JPEG.		Formal elements: line, shape, tone, form, colour, pattern, texture. Aperture, ISO, background, birds-eye view, blur, complimentary colours, composition, contact sheet, contrast, depth of field, exposure, exposure triangle, focal point, focus, foreground, leading lines, hard light, harmonious colours, high key, low key, macro, monochrome, resolution, shutter speed, soft light, symmetrical, wide angle, worms-eye view. SLR - single lens reflex. Viewfinder. PSD, JPEG. ICM - intentional camera movement, shutter speed, ghost shutter speed, colour pop, montage, rule of thirds, cropping, framing, over exposed, under exposed, bokeh, macro.			

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	Component One Continued: Extended Project/Main		Component Two: ESA			
Theme						
Topic	PROJECT TWO: INDIVIDUAL THEMES. Students choose from a range of open-ended themes which simulates what happens when they receive the ESA paper for Component Two.⌘		In early January of Year 11, the ESA paper is issued from AQA. 7 questions to choose from and develop an individual response.			
Links to prior learning	Students will be well-versed in the structure a project follows to meet assessment criteria. This will be developed in greater depth, much more personally and over a longer period of time.		Students will be used to this format, as their extended project was designed to simulate the ESA. The time frame for the ESA is tighter, approx 10 weeks preparatory period and a 10 hour controlled assessment (exam). Students will specialise in one or more of the areas of Art and Design: fine art, graphic communication, textile design, three-dimensional design or photography. Students will be expected to work independently and explore their chosen question to the full.			
Substantive knowledge headlines	Group mind mapping to share ideas collectively. individual exploration of theme (starting point), collecting visual information through secondary sources, primary sources (including planned photoshoots), observational studies critical analysis of a range of chosen artists who will help students to develop a wide range of experimental samples and design ideas. A final outcome(s) will be planned for and developed as a conclusion to the project. Encouragement to visit art galleries, museum, events to gather extra visual stimuli for their individual project.		Group mind mapping to share ideas collectively upon receiving the exam paper. Students will choose their exam question and begin individual exploration of theme (starting point), collecting visual information through secondary sources, primary sources (including planned photoshoots), observational studies, critical analysis of a range of chosen artists who will help students to develop a wide range of experimental samples and design ideas. Bespoke workshops to develop samples where new skills are needed. Explore different approaches to creating design ideas. A final outcome(s) will be planned for and developed as a conclusion to the exam. This will be completed in 10 hours under exam conditions. Encouragement to visit art galleries, museum, events to gather extra visual stimuli for their individual response.		10 hour Externally Set Controlled Assessment (exam) to complete planned final outcome(s). MARCH/APRIL.	
Disciplinary knowledge headlines	Photographs to be taken at home or facilitated in school, own objects can be brought in. Photography skills specific to capturing personal space - study work of photographers to support. Shoot plans, contact sheets and best photos, presentation skills. Observational studies using a range of media and scale, looking at artists to influence style and technique. Critical studies - exploring other artists' work (literacy). Presentation skills. Bespoke workshops to develop samples where new skills are needed. Explore different approaches to creating design ideas. Create final outcome(s) based on personal space. Evaluation of all three areas. Summer holidays visit galleries, events that link in with individual themes.		Understanding of process involved for Component One (coursework) and replicating this for Component Two (ESA). Assessment Objectives remain the same for Component Two. Developing existing skills to a higher level and extend through additional skills workshops. Level of independence should be much greater.			
Links to knowledge in future units	Understanding of process involved for component one (coursework), how to meet assessment objectives, skills and techniques already mastered and how this can be extended as projects and work progress. Level of independence should be increasing gradually.		Understanding of process involved for Component One (coursework) and replicating this for Component Two (ESA). Assessment Objectives remain the same for Component Two. Developing existing skills to a higher level and extend through additional skills workshops. Level of independence should be much greater.			
Key vocabulary	Line, shape, form, texture, pattern, colour, tone, media/medium, mixed media, technique, abstract, style, composition, highlight, shadow, shade, shading, cross-hatching, typography, negative space, impasto, field of view, focal point, perspective, depth and distance, vanishing point, perspective, rule of thirds, Single lens reflex lens (SLR), block print, mono print, press print, collagraph, burnish, etch, genre, narrative art, realism, photo-realism, installation art, conceptual, balance, proportion, unity, variety, rhythm, crop, expressive, diptych, triptych, polyptych, grog, bisqueware, greenware, kiln, wedging, ceramic glaze, oxides, firing, glazing, sgraffito, vitrify, incise, slip, modelling tool, carving tool, pinch pot, slab pot, coil pot, embellishment, couching, applique, free-machine stitch, heat transfer paper, screen print, embellishment, batik, warp, weft, armature, maquette, asymmetrical, photomontage, montage, batik, bleeding, collage.					