

St Cuthbert Mayne School Curriculum Map



Department: Art, Design & Photography

Year 10

Department Intent and overview

Students are encouraged to develop their creativity and ideas, and increase proficiency in their execution of a wide range of mediums, materials, techniques and processes. To give students the opportunity to develop critical understanding of artists, architects and designers, allowing for expression and reasoned judgements that inform their own personal work.

Key Stage 4 Curriculum Summary

All students engaging with GCSE art and design specifications will demonstrate the ability to: • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies use drawing skills for different needs and purposes, appropriate to the context realise personal intentions through the sustained application of the creative process

Autumn Term – Art & Design

Topic/Unit	Natural Forms
Knowledge (Content covered)	An introduction to Art GCSE and the 'Natural Forms/Surfaces' unit. In this section students are informed of the expectation of a GCSE course and the shape and structure of what the GCSE program entails. Students will start with looking at the assessment objectives and how each can be met/ what evidence they will need to present. Students in this section will produce a baseline drawing assessment and begin a series of 'skills' that reflect a range of basic art techniques. Students are expected to produce a range of recording in different mediums. Students will also look at other ways to record ideas through personal reflective annotations.
Skills	• become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • demonstrate safe working practices in art, craft and design
Assessment	• 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.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Animator • Art teacher • Fashion designer • Graphic designer • Illustrator and technical illustrator • Sculptor • Art Restorer • Tattoo artist

Spring Term – Art & Design

Topic/Unit	Natural Forms (Exploring Mediums, techniques and Processes + Mini Book)
Knowledge (Content covered)	This section of the unit is divided into 2. The first part is a continuation from Natural Forms looking at a range of printing methods and creating stencils. Students will also explore how to use Photoshop filters to alter an image and finish with a large oil pastel piece that is A3 or bigger. The second section allows students to explore a range of materials and techniques further by producing a small A5 sketchbook that is experimental. This small book is normally in response to a school trip. The tasks identified here do not have to be completed in the same way and students are encouraged to fill the book after a range of 'workshop style' lessons have been delivered.
Skills	• become proficient in drawing, painting, sculpture and other art, craft and design techniques • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media, including painting • to increase their proficiency in the handling of different materials
Assessment	• 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
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Art teacher • Graphic designer • Illustrator and technical illustrator • Industrial designer • Sculptor • Art Restorer

Spring Term – Photography

Topic/Unit	Architecture
Knowledge (Content covered)	This section of the course is broken into two options. (Subject teacher to decide which best suits the needs of the students/ group). Option one students will respond to a range of Photographers and produce their own imagery that reflects the work of the photographer looked at. In option 2 students will explore a mini project looking at Texture, Lines, Shape, Colour, Contrast and outcomes. Both options are designed to build on skills and encourage students to find interesting ways to respond to a word, brief or photographer. It is advised that students complete this task in a separate small book where they can record their findings and apply personal reflective comments about the process/ technique.
Skills	• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. • image manipulation, close up, and imaginative interpretation • visual and tactile elements such as (colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast). • use photographic techniques and processes, appropriate to students' personal intentions (lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes). • use media and materials, as appropriate to students' personal intentions.
Assessment	• 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.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Magazine/Media • Architects. Architects plan and design houses, factories, office Art Directors • Graphic Designers • Documentary

Topic/Unit	Architecture
Knowledge (Content covered)	An introduction to Photography GCSE and the 'Architecture' unit. In this section students are informed of the expectation of a GCSE course and the shape and structure of what the GCSE program entails. Students will start with looking at the assessment objectives and how each can be met/ what evidence they will need to present. Students in this section will be introduced to Photoshop and how to use the program effectively. Students will be shown how to take photographs and produce contact sheet from these. Students will look at a contemporary photographer and produce a range of responses to the work looked at. It is advised a resource gathering trip is planned to enable students to collect a range of interesting Architecture images - this can be local.
Skills	• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of: • figurative and non-figurative forms, image manipulation, close up, and imaginative interpretations. • visual and tactile elements such as (colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast). • use media and materials, as appropriate to students' personal intentions.
Assessment	• 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.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Magazine/Media • Architects. Architects plan and design houses, factories, office Art Directors • Graphic Designers • Documentary

Summer Term – Art & Design

Topic/Unit	Manmade - Start
Knowledge (Content covered)	Students are required to produce a body of work that reflects a chosen theme. Students should research a range of artists that they find inspiring that have a clear visual connection to the project chosen. After completing each research students should respond to the work through a variety of mediums and processes whilst selectively refining ideas as the project progresses. This unit should encourage students to become more independent with the direction of their project and help build skills in preparation for the exam unit set by the exam board. Students in this unit must produce a final piece that is of a substantial standard.
Skills	● actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds ● develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products ● become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques ● develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills ● develop and refine ideas and proposals, personal outcomes or solutions with increasing independence ● acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent ● develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures ● develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries ● develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work ● demonstrate safe working practices in art, craft and design
Assessment	● 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.

Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Animator • Art teacher • Fashion designer • Graphic designer • Illustrator and technical illustrator • Industrial designer • Makeup artist • Set Design (films/ media) • Theatre production • Cartoonist • Sculptor
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Summer Term - Photography

Topic/Unit	Personal Investigation - Responding to a chosen theme (start)
Knowledge (Content covered)	In this unit of work students are encouraged to build on previous skills and knowledge and develop a personal project linked to a chosen theme. Students will look at a wide variety of Photographers linked to their chosen theme. Students will then be encouraged to develop their own ideas linked to research they have completed. Students will take a vast amount of images and produce a whole range of hotshots that get progressively better. Students will look at ways to refine images through manual and digital manipulations. Students will conclude their project with a range of final images that may be printed through an external company for a professional outcome.
Skills	• The way sources inspire the development of ideas, relevant to photography. • how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements. • how ideas, themes, subjects and feelings can inspire creative responses in formed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. • figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation • visual and tactile elements such as (colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast). • use photographic techniques and processes, appropriate to students' personal intentions (lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes). • use media and materials, as appropriate to students' personal intentions.
Assessment	• 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

**Gatsby 4 (Linking curriculum
learning to careers)**

[GATSBY BENCHMARK 4](#)

• Magazine/Media • Fashion Designers • Film and Video Editors and Camera Operators • Graphic Designers • School Photos • Documentary