St Cuthbert Mayne School Curriculum Map

Department: Art, Design & Photography

Year 12

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 5 Curriculum Summary

A level specifications in art and design encourage students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic
- understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Art - Autumn Term 1

Topic/Unit	Coursework Unit 1 (Skills)
Knowledge **(Content covered)**	Students are introduced to the A-Level course and shown a wide range of exemplar material. Students look closely at the exam criteria and course expectations. Students begin the course by completing a range of skill based tasks that enable them to build on previous knowledge from GCSE. Students are encouraged to work in a wide range of mediums, materials, processes and techniques that they may not be familiar with. Students record their outcomes on large boards, sketchbooks or journals.
Skills	Students present evidence of: ● relevant materials, processes, technologies and resources ● how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts ● how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts ● continuity and change in different genres, styles and traditions ● a working vocabulary and specialist terminology ● record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information ● explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements

	• use knowledge and understanding of the work of others to develop and extend thinking and inform own work • generate and explore potential lines of enquiry using appropriate media and techniques apply knowledge and understanding in making images and artefacts; review and modify • work; and plan and develop ideas in the light of their own and others' evaluations • organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms
Assessment	A01 A02 A03 A04
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Animator • Art teacher • Fashion designer • Graphic designer • Illustrator and technical illustrator • Sculptor

Art - Autumn Term 2

Topic/Unit	Coursework Unit 1 (Coastlines)
Knowledge **(Content covered)**	Students begin to narrow their chosen area of study and begin to focus their project around the theme of Coastlines. Students look at a wide range of artists and craftsmen and develop their own ideas linked to this research. Students record their findings in a range of media, techniques and processes. Students work in a range of ways and build a body of work across a range of large boards.
Skills	relevant materials, processes, technologies and resources: ● how ideas, feelings and meanings can be conveyed and interpreted in images and ● artefacts ● how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts ● continuity and change in different genres, styles and traditions ● a working vocabulary and specialist terminology ● record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information ● explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements ● use knowledge and understanding of the work of others to develop and extend thinking and inform own work

	• generate and explore potential lines of enquiry using appropriate media and techniques • apply knowledge and understanding in making images and artefacts; review and modify • work; and plan and develop ideas in the light of their own and others' evaluations • organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms
Assessment	A01 A02 A03 A04
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Animator • Art teacher • Fashion designer • Graphic designer • Illustrator and technical illustrator • Sculptor • Wildlife • Science • Weddings • Birthdays/Celebrations • School Photos • Documentary

Photography - Spring Term

Topic/Unit	Coursework Unit 1 (Everyday Objects)
Knowledge **(Content covered)**	Students respond to the theme Everyday Objects and use this as a starting point to respond to the 4 assessment objectives. Students will expand on their understanding of the camera functions and use this knowledge to develop their own range of imagery linked to the theme. Students will show evidence of final outcomes. This is a small complimentary unit that builds on the skills unit previously taught and lends itself to preparing students for their chosen investigation.
Skills	relevant materials, processes, technologies and resources: • how ideas, feelings and meanings can be conveyed and interpreted in images and • artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles and traditions • a working vocabulary and specialist terminology record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information • explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements • use knowledge and understanding of the work of others to develop and extend thinking and inform

	own work • generate and explore potential lines of enquiry using appropriate media and techniques • apply knowledge and understanding in making images and artefacts; review and modify • work; and plan and develop ideas in the light of their own and others' evaluations • organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms	
Assessment	A01 A02 A03 A04	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Magazine/Media • Film and Video Editors and Camera Operators • Graphic Designers • Documentary • Craft and Fine Artists • Desktop Publishers • Fashion Designers • Film and Video Editors and Camera Operators • Industrial Designers	• Crime Scene • Medical Photographer • Wildlife • Science • Weddings • Birthdays/Celebrations • School Photos • Documentary

Art - Summer Term

Topic/Unit	Personal Investigation
Knowledge (Content covered)	Students will narrow their chosen field within Art and Design and begin to produce a body of work linked to a chosen theme. Students will start by exploring a range of starting points and associated artists. From their initial research students will explore a range of mediums and develop their own ideas from their chosen starting point.
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. • 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

Photography - Summer Term

Topic/Unit	Personal Investigation
Knowledge (Content covered)	Students will narrow their chosen field within Photography and begin to produce a body of work linked to a chosen theme. Students will start by exploring a range of starting points and associated photographers. From their initial research students will take a rage of photoshoots and begin to explore refining these in a range of creative ways.
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 informed 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. • AO3 Record ideas, observations and insights relevant to intentions as work progresses.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	• Architects. Architects plan and design houses, factories, office Art Directors • Fashion Designers • Film and Video Editors and Camera Operators • Graphic Designers • School Photos • Documentary