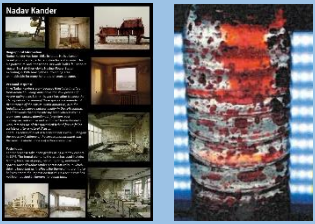

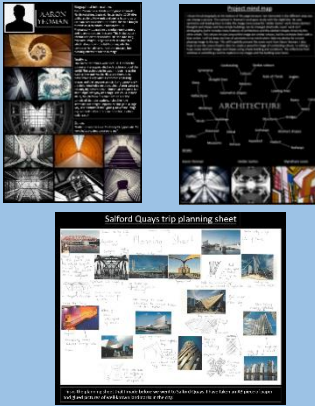
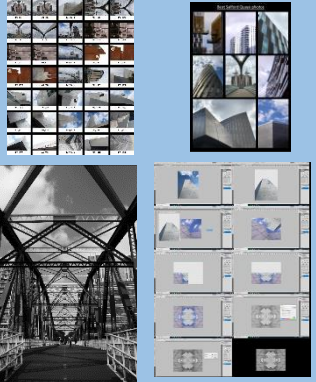
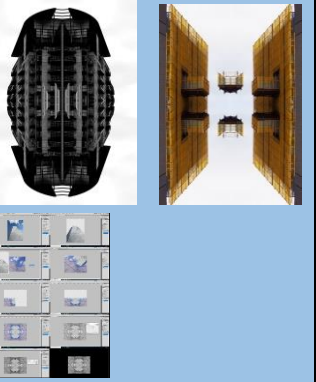
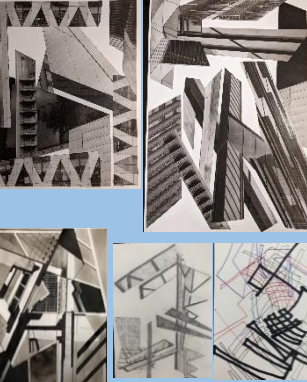


## KS4 Sequencing And Curriculum Map

Key Strands (Golden Threads) within the curriculum:

Assessment Objectives: **AO1 (Develop Ideas)**, **AO2 (Experiment/Refine/Explore)**, **AO3 (Record)**, **AO4 (Present)**.

### AQA GCSE Art & Design – Photography

	Half Term 1 (J2J)	Half Term 2 (Sep – Oct)	Half Term 3 (Nov – Dec)	Half Term 4 (Jan – Feb)	Half Term 5 (Mar – Apr)	Half Term 6 (May – Jun)
<b>Yr10</b>	<p>Forces Nature &amp; Chemical</p> 	<p>Forces Applied &amp; Movement</p> 	<p>Architecture Research, Analysis &amp; Trip Prep.</p> 	<p>Architecture Artist Study 1 Aaron Yeoman</p> 	<p>Architecture Artist Study 2 Helder Santos</p> 	<p>Architecture Experimental Drawings &amp; Sculpture</p> 
<p><b>Why now?</b></p> <p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p> <p><b>AO4</b></p>	<p>Introduction to GCSE Photography and forces of nature &amp; chemical forces.</p> <p>Introduction to Photoshop/PowerPoint tools/techniques and presentation skills using pre-existing templates – header, margins, borders, layout, high resolution imagery with original aspect ratio, consistency.</p> <p>Students will research and analyse the work of <b>Nadav Kander</b> and <b>Matin Klimas</b>.</p> <p>Presentation of artist research will include images &amp;</p>	<p>Introduction to applied forces and forces of movement.</p> <p>Links to the work of <b>Francois Delfosse</b> and <b>Harold Edgerton</b>.</p> <p>Students will sketch/plan and take a series of photographs exploring how force acts on different materials –</p> <p>Development of mixed media approaches and recap composition rules.</p> <p>Students transform books into art by sculpting and dyeing them - Manipulating sheets of paper by scrunching and</p>	<p>Introduction to Architecture SOL. Students research and analyse the work of <b>Aaron Yeoman</b>, <b>Helder Santos</b>, and <b>Wyndham Lewis</b>.</p> <p>Students develop <b>mind-maps</b> evidencing initial ideas and responses to artists.</p> <p>Students succinctly analyse the techniques and approaches used by the artists.</p> <p>Once familiar with the key techniques of <b>bug's eye view</b>, <b>leading lines</b>, <b>framing</b> and</p>	<p>Students present their photographs on contact sheets and annotate to highlight successes and improvements.</p> <p>Students now produce studies to gain understanding of photoshop editing skills and techniques used by <b>Aaron Yeoman</b>. Work is then presented with screenshots and evaluated.</p> <p>Students complete studies editing to show <b>symmetry</b>, <b>de saturation</b>, and use of <b>contrast</b> and <b>brightness</b>. Other key tools</p>	<p><b>Introduction to Helder Santos.</b></p> <p>Students produce a series of increasingly experimental responses in the artist's style by exploring <b>relevant techniques</b>.</p> <p>Tools used include those used with the previous artist study and build on knowledge gained. New tools include <b>marquee tool</b>, <b>free transform</b>, <b>flipping</b>, <b>duplicating</b>, <b>tessellation</b>, <b>transparency</b> and <b>colour overlay</b>.</p> <p>Students to use the images gathered from the Salford trip.</p>	<p>Students present and annotate holiday project photographs in annotated contact sheets.</p> <p>Additional support for those unable to take images outside of school by way of sessions around school during lessons. Pupils then print a range of images A3 from their architecture photography in <b>black and White</b>. If needed pupils to do quick edits to <b>accentuate the contrast</b> and <b>brightness</b> of the images prior to printing.</p>

	<p>biography, analysis of techniques and approaches and supporting annotations covering <b>contextual analysis</b>. Students will sketch/plan a 2 series of photographs. The first series will explore the interaction between nature and the manmade environment. Development of good composition rules and depth of field.</p> <p>The second series will explore the abstract qualities created through chemical reactions. Development of lighting techniques and macro photography.</p> <p>Students will also develop post-production techniques – Introduction to creating and annotating contact sheets. Written evaluation of best photograph/ photographs using <b>Critical Reflection W.H.W</b> resource.</p>	<p>folding. Take photographs using backlighting. Retrieval of creating and annotating contact sheets. Written evaluation of best photograph/photographs using <b>Critical Reflection W.H.W</b> resource.</p>	<p><b>symmetry</b> students then plan a trip to Salford Quays. Plans to evidence drawing through sketches indicating how photos will be taken and how techniques will be implemented. Students then experiment taking their own architectural photographs on location in Salford.</p>	<p>used in Photoshop include the use of <b>rulers</b> and <b>guidelines</b> to enable students to identify symmetrical features. When using contrast and brightness students are taught the method of adjustment by subtraction, rather than addition, of effects and critical observations of work as it evolves. As studies are completed the creative freedom allowed is increased to enable students to engage in more meaningful ways with the photos they have taken. Screenshots are presented to evidence tools and editing processes used while working. In addition, they act as a prompt for students while they produce written evaluations of work created. The evaluations also help to initiate personal reflections on the developing work.</p>	<p>For this project. Pupils focus on the creativity enabled by the technique of duplication and flipping sections of images and the experimental nature of this approach. Students then progress to more complex image making where multiple sections from a range of images are compiled, prior to duplication and arranging. This helps to build confidence and awareness of abstract shapes present in their photography. Annotated contact sheets. Presentation of artist studies with supporting annotations covering <b>critical reflection using What, How and Why</b> resource.</p> <p>Half term home-learning project to gather photos of local architecture focusing on abstract shapes and geometric patterns. Pupils to borrow school cameras and plan photoshoots outside of school.</p>	<p>Images are then cut up using craft knives. Students select sections showing strong <b>repetition, bold shapes, contrast</b> and <b>geometric features</b>.</p> <p>Students then experiment by arranging these to highlight <b>diagonals, verticals, layering, leading lines, patterns, negative spaces, repetition and focal points</b>. This is to make contextual links to the work of <b>Wyndham Lewis's Vorticist works</b>. Once students have identified areas of success in their abstract collages, they then stick them down carefully. This is to help develop students' awareness of abstraction and of the use of composition through a different more creative format. Collages are then used to inform <b>abstract</b> pen and ink drawings on A3. Experimentation using masking tape, inks, fine liner and marker. Work back in with white gel pen. This is to reinforce the tonal values and qualities on their collages and to help develop their awareness of the tonal and abstract qualities of their photographs.</p> <p>Students instructed to take more photographs over the holidays. This is to be done in a variety of locations and to evidence awareness of abstract and tonal qualities.</p>
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Yr11	<p>Architecture Digital Editing</p> 	<p>Architecture Mixed Media Experimentation</p>	<p>Architecture Final Design Ideas &amp; Outcomes</p>	<p>Externally Set Task Mind-Map, Research, Analysis, Drawing, Studies, Experimental Photography and Post- Production</p>	<p>Externally Set Task Final Ideas &amp; Planning Supervised Time</p>	NA
<p>Why now?</p> <p>AO1 AO2 AO3 AO4</p>	<p>Students present and annotate holiday architecture photographs. Collages from last term are then used to help inform a 3D abstract piece developing students' spatial awareness, and linking further to Wyndham Lewis. Collages are then copied and apply to foam board to create 6 shape structure. Presentation of all pieces and photographs of final structure using lights will colour filters.</p>	<p>Students develop mixed media, experimental approaches by manipulating the photographs through painting, drawing, pyrography, collage, embroidery, tearing, scoring, folding, sculpture etc. Links to a range of artists from the department archive. Experimentation is photographed to record development stages and photos are annotated succinctly. Pupils to explore more personalised outcomes in response to artists chosen from a range provided by the teachers. This is to develop their own creative independence and to help prepare them for the externally set task.</p>	<p>Planning and making a physical/tangible mixed media final piece which is meaningful and realises intentions. Presentation and evaluation of outcome. Reflection on the ideas explored during the project – Students will be guided by the self-evaluation resource. Outcomes can cover a range of materials and techniques touching on previous experience and understanding.</p>	<p>Students choose a theme/checklist from 2-3 shortlisted from the exam paper. Development of mind-map for brainstorming theme &amp; visual research. Students will research and analyse the work of 1-2 artists. Presentation of artist research will include images &amp; biography, analysis of techniques and approaches and supporting annotations covering contextual analysis. Students succinctly analyse the techniques and approaches used by the artists. Students will sketch/plan and take a series of photographs for ONE of their artists exploring their techniques and approaches. Annotated contact sheets. Best photos are edited and printed onto Photography paper – retrieval of Photoshop editing tools and techniques and approaches. Evaluation of most successful photos.</p>	<p>Planning and making a physical/tangible mixed media final piece which is meaningful and realises intentions during the supervised time. Presentation and evaluation of outcome. Reflection on the ideas explored during the project – Students will be guided by the self-evaluation resource.</p>	NA