



CURIOSITY

COMPASSION

COURAGE



Academic outline 2023-24

Photography

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 7:	Baseline Visual Elements Oak Academy Support	Baseline Visual Elements <i>Advanced skills, colour theory and new techniques</i>	Patterns Through Time <i>Klimt and Egyptian Art</i> Oak Academy Support	Patterns Through Time <i>Klimt and Egyptian Art</i>	Aboriginal Art <i>Art of other cultures</i> Oak Academy Support	Aboriginal Art <i>Art of other cultures</i>
Year 8:	Cultures From Around The World <i>Moko, Mehndi and others</i> Oak Academy Support	Cultures From Around The World <i>Local artist Lucy Mclauchlan</i>	The Day of the Dead <i>Mexican Culture, mortality and decoration</i> Oak Academy Support	The Day of the Dead <i>Introduction to clay</i> Oak Academy Support	Reptiles <i>Developing more technical skills</i>	Reptiles <i>Skills development</i> Oak Academy Support
Year 9:	Street Art <i>Banksy, Haring and Social issues</i> Oak Academy Support	Street Art <i>Tagging</i>	Abstract <i>Art history</i> <i>Skills development</i> Oak Academy Support	Abstract <i>Art history</i> <i>Skills development</i>	Portraits <i>Artist research</i> <i>Proportions</i> Oak Academy Support	Portraits <i>Skills development</i> Oak Academy Support
Year 10: Art GCSE	Viewpoints <i>Close up studies</i> how to draw effectively how to analyse artworks mind maps	Viewpoints <i>Close up studies</i> Oak Academy Support	Viewpoints <i>Perspective and landscape</i> one point perspective	Viewpoints <i>Perspective and landscape</i>	Viewpoints <i>Mapping and abstraction</i>	Viewpoints <i>Personal theme developments</i> Oak Academy Support choosing a theme
Year 11: Art GCSE	Viewpoints <i>Personal theme developments</i> Oak Academy Support	Viewpoints <i>Personal theme developments</i>	Externally Set task choosing a theme mind maps Oak Academy Support	Externally Set task Oak Academy Support	Externally Set task	
Year 11: Photography GCSE	Viewpoints <i>Personal theme developments</i> creative photography Oak Academy Support	Viewpoints <i>Personal theme developments</i>	Externally set task choosing a theme mind maps Oak Academy Support	Externally set task Oak Academy Support	Externally set task	



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Curriculum overview

Subject	Photography	Year group	11
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>The Art and Photography curriculum at Landau Forte develops students' imagination, enquiry, creativity and self-reflection.</p> <p>We provide the students with creative experiences that cover a broad variety of topics, ensuring that the students build upon prior knowledge. Students study a range of artists, genres and cultures to broaden their understanding of art and the wider world. By ensuring students are taught technical skills and learn from the work of others we develop active learners, who are inquisitive and a firm grounding of technical skill and understand how to research, analyse and synthesise concepts and approaches to find personal outcomes.</p> <p>The topics are designed to provide cross-curricular links to other subjects across the school. We expose the students to a wide range of practitioners and consider the wider world of work within this. We have devised our curriculum whilst considering the national curriculum expectations for art.</p> <p>In Art, students explore and learn how to apply a range of skills and techniques using a variety of media, whilst at the same time, teaching them to take pride in their work and complete tasks to the very best of their ability. Our students are critical thinkers and problem solvers, developing projects from conception to realisation. We promote individuality, creativity and independence, which prepares them for GCSE and A level and beyond.</p> <p>The course is designed in a cyclical nature from KS3 to KS5 allowing for key skills to be developed and refined over time. The four threshold concepts that underpin the learning are derived from the KS4 Assessment objectives, but also form the basis for all creative process outside of education.</p>		



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The 3 C's are at the heart of creative practice.

Courage – taking creative risks and learning from mistakes, trying new techniques and approaches.

Compassion – Learning about others and world/ societal issues explored in Art, supporting one another in class, teamwork etc...

Curiosity - Experimenting and exploring with media, techniques and processes.

Core values and attributes

- Art and Photography by definition does what words cannot, at its heart it is a form of communication. A form that can challenge, reveal, entertain, intellectually stimulate, elicit an emotional response, comfort, and bring about change or joy. Art can provide voices for those who feel they have no voice or simply create work that showcase immense talent.
- Imagination, creativity and reflection lead ideas forwards
- Students can develop their own interests with support and over time become independent learners.
- Students take risks and ask the 'what if' questions

Recognition of national policy and educational landscape

- Numeracy and literacy in all learning sessions.
- Links to work experience gaining skills for real life.
- The curriculum is built on knowledge and studio practice, carefully implemented with sequencing and structure of assessments adhering to exam requirements. Consistent with academy focus planning, delivering specialists skills.

We prepare our students for life beyond QEMS/SF by developing:-

- Independence
- Creativity and adaptability.
- The skill to visualise
- The Arts remains one of the most productive areas of the economy in the UK in terms of employees and wealth generation.

Students develop knowledge and understanding of a wide range of contexts and issues, they develop empathy and see how cultures share common concerns and experiences. Students learn how to critically research and analyse information.

Threshold Concepts (TCs):

TC1: Understanding contexts and analysing the work of others.

TC2: Develop, experiment and explore ideas

TC3: Technical ability to record, experiment and control media to create imagery.

TC4: Refine and present personal outcomes.









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KS2 National Curriculum summary:	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 					
Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	
The Big Question	How can we explore ideas and themes in a visual manner that shows skill, concepts, development and originality?					
Big picture questions:	What can others teach me? How can I reflect on my work and refine ideas and imagery? How can I develop my recording skills and exploit the qualities of different media? How do I incorporate personal ideas with the work of others?	What is the most effective way of presenting work? How can I demonstrate the developmental journey within my work?	Identify a theme with which offers the best opportunity for success? How do I resource and investigate an idea? How do I get first-hand experience of art? How can I demonstrate knowledge, skill and technique?	How do I develop a theme? How do I analyse the work of others? How do I refine my work?	What is the most effective way of presenting work? How can I demonstrate the developmental journey within my work?	



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Content (Linked to TCs):	TC1: Explore a theme visually and conceptually TC2 Experiment with media TC3: Develop recording skills TC4: Refine work and ideas	TC1: Make informed connections to the work of others TC2: develop ideas and show this process TC3: Show high quality technical skills and processes TC4: Present an original informed final piece	TC1: Understand the work of a range of photographers and ideas Create mind maps, mood boards and photographer research. TC2: Experiment with media TC3: Take photos on theme and produce work	TC1: Use a selection of artists to inform your own work. Analyse and research the work of others (including contexts) TC2: Experiment with mixed media TC3: Record imagery, develop mastery of media TC4: Refine ideas and technical skills	TC1: Make informed connections to the work of others TC2: Produce work that is a clear developmental and investigative journey from idea to final image. Explain this in annotation. TC3: Demonstrate high level of skill, control and intent TC4: Complete personal final; piece, with skill, impact and thought.	
Vocabulary Instruction:	As defined by the work / project itself Annotation Refine Present Context Composition Depth of field Saturation Contrast Layers Adjust Intention	As defined by the work / project itself Annotation Refine Present Context Composition Depth of field Saturation Contrast Layers Adjust Intention	Explore Photoshoot Mind map Mood board Annotation	As defined by the work / project itself Explore Develop Refine Experiment Annotate	As defined by the work / project itself Present Intention Impact Refine Annotation	
Assessment:	Holistic assessment across the four TCs	Personal Portfolio 60% of final grade	Holistic assessment across the four TCs	Holistic assessment across the four TCs	Final GCSE Grade 40% of final grade	
Key/Historical misconceptions in this unit:	Copying an artist's style is enough to show influence	The final piece is all that matters, the journey of	Don't choose a theme if you can't think of			



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the work is often overlooked.

numerous ways to explore it.
The internet is the only source I need

Sequencing:

We have chosen to sequence the year 11 curriculum like this because...

In this year the students build on the skills and knowledge they have acquired since they began to study Art. Up until Christmas the students are completing their personal portfolio. In this period they are working more independently towards individualised outcomes. At this point the teacher will naturally also take on the role of critical supporter and facilitator, supporting the students to achieve their vision. The exam paper is realised at Christmas and the remainder of the term is devoted to completing this single project. This is in effect a smaller more condensed and focussed version of the personal project but with an externally set theme.

Values

This scheme of work promotes the school values of Compassion, Curiosity and Courage by:

Compassion – The work of others, contexts, communities, issues, supporting others in the class technically, intellectually and emotionally

Curiosity - Developing personal routes of enquiry, learning new techniques, developing new ways of working and refining existing skills.

Courage – Setting deadlines, working outside of the classroom and interacting with others, Taking creative risks, developing original ideas, answering questions when unsure of the answer etc...

National Curriculum plus:

In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)

First-hand experience of seeing art outside the classroom. In addition to teaching the statutory elements of the national curriculum, we also include key information on careers including exposure to art specific jobs and pathways into the industry through Further Education, Apprenticeships, Higher Education and Employment.