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|  | **Term 1**  **Key knowledge/skills** | **Term 2**  **Key knowledge/skills** | **Term 3**  **Key knowledge/skills** |
| **EYFS** |  |  |  |
| **Y1** |  |  |  |
| **Y2** |  |  |  |
| **Y3** |  |  |  |
| **Y4** |  |  |  |
| **Y5** |  |  |  |
| **Y6** |  |  |  |
| **Y7** |  |  |  |
| **Y8** |  |  |  |
| **Y9** | History of photography  Still life – filter and abstract,  Understanding the link between fine art and art photography | Photography in advertising  Recreating the work of a great artist using mixed media  Surrealism and photography | Surrealism and Photography  Understanding juxtaposition  Creating the illusion of kaleidoscope using mirroring techniques |
| **Y10** | * Students will develop their reading and writing skills alongside speaking and listening skills as they research, communicate, analyse, and review their own work and the work of significant photographers and sculptors. * Student s will learn about, research and explore the work of Joseph Cornell and Marcel Duchamp. * Students will analyse the work of three chosen sculpture artists and respond to their work emphasising on the technique and structure. * Students will investigate work of others showing engagement with appropriate primary and secondary sources. * Students will look at visual literacy and formal elements within sculpture (form, structure, shape, 3D and design). | * Students will explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops. * Students will look at a vast range of editing techniques to create a personal and meaningful response that realises intentions. These intentions will stem from their chosen theme and be incorporated into their final sculpture. * Students will investigate work of others showing engagement with appropriate primary and secondary sources. | * The development of the student’s thoughts, decisions and ideas will be recorded in their sketchbooks. * Student’s will record their ideas, observations, and insights to intentions. They will record the process of making their sculpture and show through visual literacy how their ideas evolved in the making process. * Students will experiment with their structures and finalise their outcome. * Students will broaden their critical and technical language, expressing reasoned judgements that they can use to inform their specific developments/ improvements in their work. |
| **Y11** | **Coursework**   * Students will look at photography used for a purpose and how it is used within the media. * Students will create a magazine combining all their final photoshoots, sculpture, edits, and annotations. * Students will use publisher alongside photoshop in creating this magazine. The magazine allows the students to present a meaningful response that realises intentions and, where appropriate, make connections between visual and other elements. * Students will show their recording of ideas, observations, and insights relevant to intentions. * Students will reflect critically on their work and progress.   **Educational Visit - Photoshoot** | * Students will complete their coursework, paying special attention to annotation and refinement of final outcomes.   **ESA-Exam**   * Students will receive their **Externally Set Assignment in** January. * **Students will go on a educational visit, allowing students to investigate and show engagement with appropriate primary and secondary sources.** * Students thoughts, decisions and ideas are based on a theme. * Students will explore and research photographers/ artists that are with the exam paper. * Students will develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. | * Students will record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. This will be evident within their working sketchbook. * Students will present a personal and meaningful response that realises intentions and, where appropriate make connections between visual and other elements.   **2 Days ESA**   * Students will have a 10-hour period of sustained focus where they will produce their outcome(s) responding to the Externally Set Assignment theme and based on the preparatory studies. * Students will submit their coursebook and ESA for marking. |
| **Y12** | **Topic- Introduction, Language and analytical skills** | **Topic- Problem solving, documentation and experimentation** | **Topic- Refining and presenting work** |
| **Y13** | **Topic- Working outside the sketchbook, 3D design** | **Topic- Finalising outcomes and Essay** | **Topic- ESA**  Students will be given external set assignment from Pearson. Students will build a portfolio of ideas and work towards a final outcome for exam time. This is 40% of overall grade. |