

# Curriculum Intent and Implementation 2022-23

Subject AQA Art and Design GCSE, Photography

Year group: 11

## **INTENT:**

### **Aims of the curriculum -:**

GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

Bring together the knowledge, understanding and skills acquired during their course of study.

Select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives

Make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:

1. a starting point, stimulus or issue-based concern
2. a design brief or problem requiring a solution
3. a task which specifies an outcome such as an image, artefact or product.

### **Students know/understand/and are able to -;**

1. Explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
2. Be awareness of intended audience or purpose for their chosen area(s) of Photography
3. Respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography
4. Display an appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement.
5. Demonstrate appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography.
6. Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

### **Students achieve through this curriculum and learn -:**

- 1. An GCSE level grade – 1– 9 in Photography**
2. How to use relevant materials, processes, technologies and resources
3. How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s)
4. Historical and contemporary developments and different styles and genres
5. How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
6. Continuity and change in different styles, genres and traditions relevant to art.

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b><u>Selection Of Further work Interesting Objects</u></b>  <b><u>½ term 1:</u></b>  <b>Objectives:</b>            To understand that successfully completing this course requires you to demonstrate a range of artistic skills.            To put together a sophisticated portfolio which demonstrates a range of photographic skills,            Theme/Choice of one.  <b>SOFW - Contrast</b>  <b>SOFW – Vintage</b>  <b>SOFW – Architecture</b>  <b>SOFW - own starting point</b></p> <p><b><u>Final Outcome/s –</u></b>  <b><u>½ term 2.</u></b>            8 weeks to produce final outcome/s on Main portfolio.</p> <ul style="list-style-type: none"> <li>• Students work 1.1 with teacher to produce independent work required. 3 x plans required.</li> <li>• Completion of outstanding work from - :</li> </ul> <ol style="list-style-type: none"> <li>1. <b><u>Main Portfolio and</u></b></li> <li>2. <b><u>Selection Of further Work</u></b></li> </ol> <p><b><u>Assessment</u></b>  <b>AO1</b> Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.  <b>AO2</b> Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.  <b>AO3</b> Record your, observations and insights relevant to their intentions in visual and/or other forms.  <b>AO4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>	<ul style="list-style-type: none"> <li>• School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>• Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>• Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework.</li> <li>• Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>• Encourage students to produce 2 hours of practical homework a week.</li> <li>• Encourage students to practice skills learned in lesson time at home.</li> <li>• Encourage students to take their own photographs and find their own images in relation to the lesson themes.</li> </ul>

Spring  
Term

**Deadline 5<sup>th</sup> January.**  
**Main Portfolio /Selection**  
**of Further Work and Final**  
**Outcome/s.**

**January 5<sup>th</sup>**  
**Exam Paper set by**  
**AQA: GCSE Art and**  
**Design/Endorsement**  
**Photography.**

(Preparatory period approx. – 9 weeks)

- Students are given an individual exam paper first lesson after the 5<sup>th</sup> January containing 7 x questions.
- Students must select 1x question to answer by - 10<sup>th</sup> January.
- Students work 1.1 with teacher/s to produce an individual response/portfolio of work in relation to their chosen question.
- Plan at least 3 ideas for final Outcome/s to produce during the controlled period.

**Deadline Preparatory**  
**Exam Portfolio -**  
**Easter** (date changes each year as set by exam board)

**Assessment -:**

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources. This assessment objective is about the candidates need to inform the development of their ideas through engagement with appropriate sources. These might include the work of artists, craftspeople and designers, the built environment, the natural world, music, performance, poetry, the moving image, traditions, customs and beliefs, or issues-based materials.

**AO2** Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Candidates' refinement of ideas might be informed by considering the use of different media, materials, techniques and processes and by evidencing experimentation in a variety of ways.

**AO3** Record ideas, observations and insights relevant to intentions as work progresses. Candidates may record ideas in a variety of ways including visual, written and digital forms. Ideas might be recorded by such means as mind maps, design sheets,

It is vital during this time that students attend all lessons where possible and complete their 2/3 hours homework in order to produce the quantity and quality of work required during this exam period.

During the exam period students need to plan and prepare their own work, materials for each lesson. Teacher/s will act as facilitator and provided a 1.1 learning conversation each week to ensure that students have all the guidance they need to produce independent work.

Students need to use all the skills learned within their GCSE course to inspire their own exam portfolio of work.

Parents are encouraged to help support students in ensuring the deadline is met and that both main portfolio, Selection of Further work and Final Outcome/s are handed in by the deadline.

Support students throughout their exam period (approx. 9 weeks from 5<sup>th</sup> January) by encouraging them to produce the required time to develop their exam preparatory work at home.

Parents/guardians can help to support students by helping access the materials /working space/time at home in order for them to plan and prepare their exam piece/s.

	personal journals, working drawings, new media presentations, recorded discussions, plans, diagrams, annotations, documentation and thumbnail sketches.		
Summer Term	<p><b><u>AQA Fine Art – EXAM - Controlled period – (10 Hours).</u></b></p> <p>Date is set each year with exams officer – 2 days – (15 hours)</p> <ul style="list-style-type: none"> <li>• During the controlled time students are required to work in exam conditions with Invigilators within the department in silence.</li> <li>• Students work on Final Outcome/s in relation to their exam starting point and preparatory portfolio produced.</li> <li>• Students will be set a seating plan for their exam.</li> <li>• Students need to ensure they have their preparatory portfolio produced in the last 9 weeks and all the resources they need to produce final outcome/s.</li> </ul>		Parents/guardians can help to support students by helping access the materials /working space/time at home in order for them to plan and prepare their exam piece/s.

### IMPACT:

[How will you measure the impact of your curriculum for this year group?]

Measures -:

- Examination results.
- Lesson Observations and learning walks
- Student opting for course from GCSE
- Student engagement and motivation

- 1.1 work conversation logs
- Use of google classroom to post work and extended learning
- Student career paths
- Evidence of high quality work produced
- Successful exhibition/s trips and visits
- Students involved in school/Buckingham initiatives
- Successful moderation report from examiner AQA.

Links to virtues: -

- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6<sup>th</sup> form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value each other’s differences and the part everybody plays to reach a goal.