

## **Art, Craft and Design and Art Photography**

### **Skill**

Visual Art, Craft, Design and Photography allows students the opportunity to observe, analyse and engage creatively with the world around them. The students will engage in activities that develop not only their motor skills, but also social, emotional and cognitive skills, developing art appreciation by exploring materials, artists, both historical and contemporary, cultures and social context.

### **Character**

Visual Art, Craft, Design and Photography encourages students to express themselves more creatively, and helps students develop confidence through the capacity to explore ideas in visual mediums. It provides students with opportunities to conceptualise ideas beyond the 'everyday' and allows students to visually flourish and thrive whilst developing curiosity of the world they live in. Students are encouraged to form personalised opinions, enhancing independence and motivating a deeper thought of different points of view. There are no right answers, but concepts of quality, originality, technical skill, technique and value are explored.

### **Experiences**

In the Visual Arts, every child will experience the feeling of creating something original and personal with the opportunity to proudly exhibit and showcase their work to an audience. Students will learn to understand and respond to the creative sources around them, not only in the classroom, but also in their everyday life; thinking about what, how and why they see line, tone, colour, pattern, composition and design in multiple contexts. By engaging, reflecting and observing art and design in everyday contexts, students will experience and understand that ideas and emotions can be expressed in many different ways. Art, Craft, Design and Photography are part of our everyday experience and is not 'highbrow' or only for a few sections of society. In our school context, Photography is explored using digital imagery to engage with Visual Art.

### **Criticality**

Visual Art, Craft, Design and Photography enhances thinking through 'ways of seeing'. Students are encouraged to look more closely and observe the visual cues and symbols in the world around them. It creates a mindful approach to life where students learn to visualise through careful observation and enhanced imagination. Discussing their Art, Craft, Design and Photography work and the art and design work of their peers encourages listening to others' point of view and provides an opportunity for students to work collaboratively and present their personal ideas using language effectively to express clearly to others what they see, how they feel, and why.

TGAR Programme of study commencing September 2019 – Art & Design (A) and Art Photography (P)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>		<b>Observational Drawing</b>		<b>Colour theory</b>		<b>Independent project</b>	
<b>Year 8</b>		<b>Cubism and Still Life Line, Tone &amp; Context</b> (Braque/Picasso/ Gris/Leger)	<b>Cubism and Still Life Mixed Media</b> (Braque/Picasso/ Gris/Leger)	<b>Movement in Art</b> (Futurism/Op Art/ Cartoons/Sequence Imagery)	<b>Movement in Art</b> (Futurism/Op Art/ Cartoons/Sequence Imagery)	<b>Narrative Art / Composition</b> My Story Chagall	<b>Narrative Art / Composition</b> My Story Chagall
<b>Year 9</b>	<b>A</b>	<b>Natural Forms</b>  Line &Tone / Observation Studies / Primary Sources	<b>Natural Forms</b>  Texture, Pattern & Colour / Secondary sources	<b>Natural Forms</b>  Printmaking, Shape & Form / Contextual Sources	<b>Natural Forms</b>  2D to 3D/ 3D Construction & Ceramics	<b>Food &amp; Drink</b>  Contextual Sources/ Concept development	<b>Food &amp; Drink</b>  Technical experimentation & refinement
	<b>P</b>	<b>Exposure Triangle &amp; Composition Rules</b>	<b>Manual Settings</b> Aperture Priority/ Shutter Speed / Lighting  <b>Light Painting/ Still Life/ Analysis</b>	<b>'In Disguise'</b> <b>Studio Portraits</b> Set Up/ Lighting/ Costume/ Props	<b>'In Disguise'</b> <b>Studio Portraits</b>  Basic Photoshop/ Editing/ Worked Imagery	Reflections / Architecture / Distortions  <b>Personalised Project</b>  Viewpoints/ Composition/ Forced Perspective	Reflections / Architecture / Distortions  <b>Personalised Project</b>  Photoshop/ Cropping/ Framing/ Editing
<b>Year 10</b>	<b>A</b>	Cactus/ Fish/ Reflections/Protest  <b>Personalised Project</b>  Contextual Sources/ Concept development	Cactus/ Fish/ Reflections/Protest  <b>Personalised Project</b>	Cactus/ Fish/ Reflections/Protest  <b>Personalised Project</b>  Composition/ revision / practical	Cactus/ Fish/ Reflections/Protest  <b>Personalised Project</b>  Personal Response	City / Architecture  <b>Personalised Project</b>  Contextual Sources/ Concept development	City / Architecture  <b>Personalised Project</b>  Technical experimentation & refinement

			Materials, techniques & experimentation / technical refinement	development / analysis			
<b>Year 10</b>	<b>P</b>	<b>Exposure Triangle &amp; Composition Rules</b>	<b>Manual Settings</b> Aperture Priority/ Shutter Speed / Lighting <b>Light Painting/ Still Life/ A to Z/ Analysis</b>	‘In Disguise’ <b>Studio Portraits</b> Set Up/ Lighting/ Costume/Props/ Make Up	‘In Disguise’ <b>Studio Portraits</b> Basic Photoshop/ Editing/ Worked Imagery	Reflections / Architecture / Distortions <b>Personalised Project</b> Viewpoints/ Composition/ Forced Perspective/ Macro-photography	Reflections / Architecture / Distortions <b>Personalised Project</b> Photoshop/ Cropping/ Framing/ Editing
<b>Year 11</b>		Cactus/ Fish/ Reflections/Protest <b>Personalised Project</b> Source development / Contextualisation / concept development / materials experimentation	Cactus/ Fish/ Reflections/Protest <b>Personalised Project</b> Composition/ practical refinement/ analysis/ Personal Response	<b>Terminal Examination Project Preparation</b>	<b>Terminal Examination Project Preparation</b>	<b>Terminal Exam</b>	

Examination board: Art, Craft & Design - AQA

Art & Design - Photography - AQA

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 7 autumn term: Expressionist Portraiture, observational drawing and printmaking	<ul style="list-style-type: none"> <li>• Research the work of an artist, present findings, and create work in the style of that artist.</li> <li>• Generate an artistic project and compose responses inspired by the work of selected artist.</li> <li>• Develop ideas, using research and experiment with a range of techniques and compositions.</li> <li>• Draw portraits using a range of techniques and styles.</li> <li>• Apply tonal shading to show dark, medium and light tones.</li> <li>• Experiment with a combination of thick and thin lines in drawing.</li> <li>• Explore proportions techniques to draw basic portraiture.</li> </ul> <p>Modify painting/ printmaking techniques to create work that represents an original expressive portrait.</p>	Formal elements; line, shape, tone, form, texture, proportion, accuracy, scale, composition, symmetry, observation, gradient, Expressionism, collage, collagraph, print plate, print, mono-print, ink, roller, stylise.
Year 7 spring term: Colour and Pattern – Applied surface pattern in Architecture and Graphic Design	<ul style="list-style-type: none"> <li>• Generate an artistic project and develop ideas inspired by the work of a particular artist/architect/designer.</li> <li>• Develop ideas, using research and experiment with a range of techniques and compositions.</li> <li>• Create a variety of responses in the style of an artist.</li> <li>• Use different materials to explore design development.</li> <li>• Apply paint and colour neatly, within lines.</li> <li>• Compose design work with harmonious and complementary colours.</li> <li>• Create interesting and original patterns.</li> <li>• Modify original stylised pattern designs for use in an applied context.</li> <li>• Explore the expressive use of surface decoration and pattern in architecture and design.</li> <li>• Create personal responses to architectural design, costume design and graphic design.</li> </ul>	Colour, Pattern, design, surface, stylisation, graphic, font, line, tone, repetition, composition, primary, secondary, structure, dark, light, bright, natural, layers, environment, architect, architecture, costume, straight, curved, organic, circles, swirls.
Year 7 summer term: 2D to 3D – Figurative and Still Life Modern Art Sculpture	<ul style="list-style-type: none"> <li>• Present research based on a range of Contemporary Sculpture artists, and a range of experiments inspired by that artist.</li> <li>• Compare materials and techniques used by artists and analyse sculptural techniques and making methods.</li> <li>• Develop concepts using research to inform ideas.</li> <li>• Experiment with a range of techniques, materials and compositions.</li> </ul>	Modern, contemporary, context, opinion, sculpture, two-dimensional, three-dimensional, hook, twist, eye, join, loop, braid, shape, form, concept,

	<ul style="list-style-type: none"> <li>• Develop ideas using research and experiment with a range of techniques and compositions to explore conceptual figurative sculpture.</li> <li>• Transform two-dimensional designs into three-dimensional sculptures.</li> <li>• Adapt sculptural techniques, modify concepts and adapt application of materials to create original personal responses.</li> <li>• Develop reflective practice to evaluate one's own art and that of other artists.</li> </ul>	idea, design, analyse, figure, still life, model, rework, clay, ceramic, wire, metal, volume.
Year 8 Autumn Term: Still Life <i>Cubism</i>	<ul style="list-style-type: none"> <li>• Develop ideas and find inspiration for work based on a relevant artist.</li> <li>• Explore ideas based on a relevant theme.</li> <li>• Experiment using a range of materials.</li> <li>• Use different techniques to show tonal ranges from dark to light.</li> <li>• Experiment with mark making techniques.</li> <li>• Develop and revise work by rehearsing and refining techniques.</li> <li>• Draw from observation, using tone to show form.</li> <li>• Produce compositions using a range of media.</li> <li>• Use visual elements (tone, texture, form, line, shape) and experimentation of mark making, with some success.</li> <li>• Describe formal elements incorporated into artwork (line, shape, tone, form, texture and colour).</li> </ul>	Line, tone, shape, form, surface, mark making, single point perspective, multiple point perspective, viewpoint, layer, mixed media, water colour, variance, graduated, blend, Cubism, Cubist, relief, collage.
Year 8 Spring Term: Interpreting Movement in Art <i>Op Art</i> <i>Futurism</i> <i>Storyboards</i>	<ul style="list-style-type: none"> <li>• Research appropriate artists linked to identified themes.</li> <li>• Create artwork inspired by relevant artists (2D).</li> <li>• Discuss work and ideas using subject specific vocabulary and key words.</li> <li>• Experiment with appropriate techniques to create original artwork.</li> <li>• Apply compositional rules appropriately and use selected techniques to achieve outcomes that represent distinct genres.</li> <li>• Refine painting and drawing skills to achieve effective outcomes linked to identified styles and themes.</li> </ul>	line, shape, tone, pattern, texture, colour, proportion, accuracy, scale, composition, symmetry, primary, secondary, source, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, tertiary, woven, repetition, layer, rhythm, flow.
Year 8 Summer Term: <i>Creating</i> <i>Narrative</i> <i>Images</i>	<ul style="list-style-type: none"> <li>• Development of personal concept ideas.</li> <li>• Research a specified artist.</li> <li>• Evaluate influences from an artist's life on their subsequent work as basis for contextualisation.</li> <li>• Explain artistic concepts to peers and teachers.</li> <li>• Generate a range of structured composition ideas in response to an identified artist.</li> <li>• Apply, incorporate and modify composition techniques used by the identified artist.</li> <li>• Produce drawn representative and observational studies to demonstrate drawing and painting skills and core visual elements (tone, texture, form, line, shape).</li> </ul>	Observation, source, viewpoint, structure, outline, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, balance, limited colour range, depth, tone, texture, composition.

	<ul style="list-style-type: none"> <li>• Explore mark-making techniques to incorporate depth and tone successfully.</li> <li>• Source images and/ or photographs that explore an original personalised theme.</li> <li>• Annotate development work to explain the ideas behind the imagery.</li> </ul>	
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Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 Autumn Term:  Art, Craft & Design <i>Natural Forms</i>  Art - Photography <i>Composition Principals, Manual Settings &amp; Exposure Triangle.</i>	<ul style="list-style-type: none"> <li>• Development of drawing through observational sketches and or sustained studies from primary and secondary sources.</li> <li>• Generating compositional ideas.</li> <li>• Annotation: reflects on personal thoughts, explains student intentions</li> <li>• Use of subject specific terminology and critical analyse to engage with the work of others.</li> <li>• Media and technical exploration is increasingly refined and appropriate to intentions.</li> <li>• Analysis and response to appropriate artists and photographers work from a range of sources.</li> <li>• Respond to themes, using appropriate materials and techniques.</li> <li>• Experiment with a variety of appropriate tools, materials and techniques.</li> <li>• Refine the use of appropriate tools, materials and techniques.</li> <li>• Photography - exploration of relevant themes, compositional techniques and sources.</li> <li>• Photography, the selection and integration of technical processes (e.g. exposure triangle) on manual DSLR settings (aperture/shutter speed/ iso), light painting, basic natural and artificial lighting considerations.</li> <li>• Photography, exploring the incorporation of directional lighting. Development of compositions linked to a range of key compositional structures e.g. cropping, framing, leading lines, viewpoint etc.</li> </ul>	Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, observation, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, three-dimensional, construct, relief. Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet.
Year 9 Spring Term:  Art, Craft & Design <i>Natural Forms</i>  Art Photography	<ul style="list-style-type: none"> <li>• Illustrate, annotate and explain work to demonstrate how to develop ideas and link to chosen artists and or sources to give context to practical responses.</li> <li>• Development of ideas through a range of purposeful investigations using printmaking and design techniques.</li> <li>• Ability to analyse and respond to the work of appropriate artists, photographers and other relevant sources.</li> <li>• Respond to a theme, using appropriate materials and techniques.</li> <li>• Demonstrate creative experimentation with a variety of appropriate tools, materials and or techniques.</li> <li>• Demonstrate ongoing refinement of ideas and concepts.</li> </ul>	Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, three-dimensional, construct, relief, carving, clay, wedging, firing, sculpt, sculpture Cylinder, score, slip, stick, graffito, slip, kiln, glaze, oxide, mature, vitrify.

<p><i>Portrait Photography "Disguise"</i></p>	<ul style="list-style-type: none"> <li>Effectively select and refine ideas, relating to the project.</li> <li>Evidence of evaluation of techniques and or processes through the project.</li> <li>Use initial concepts to design a range of three-dimensional artwork responses based on initial two-dimensional research and ideas.</li> <li>Photography exploration of studio set up, costume, make up, wardrobe, lighting and editing.</li> <li>Development of photography as a digital portfolio as edited and unedited images.</li> <li>Experiment with manipulated and edited hard copy photographic imagery.</li> </ul> <p>Explore and incorporate the use of Photoshop software to edit and refine digital photography.</p>	<p>Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet, flash, photoshop, filter.</p>
<p>Year 9 Summer Term:</p> <p>Art, Craft &amp; Design <i>Food &amp; Drink</i></p> <p>Art Photography <i>Reflections/ Architecture/ Distortions</i></p>	<ul style="list-style-type: none"> <li>Mind map, annotate and explain work to show how ideas Develop and link research to chosen artists/ sources.</li> <li>Develop ideas through a range of visual and written investigations.</li> <li>Analyse and respond to the work of appropriate artists, photographers and other relevant sources.</li> <li>Respond to the work of others using appropriate materials and techniques e.g. painting, drawing, printing, sculpting, etc.</li> <li>Experiment with a variety of appropriate tools, materials and techniques.</li> <li>Refine the use of appropriate tools, materials and techniques.</li> <li>Select and refine ideas, relating to the theme of the project.</li> <li>Evaluate techniques and processes throughout the project.</li> <li>Create drawings, observational sketches, sustained studies and or photographs from primary &amp; secondary sources.</li> <li>Design composition ideas.</li> <li>Photography, generate clear, in focus and carefully considered compositions.</li> <li>Annotate development work to reflecting on personal thoughts, to clearly explain intentions using subject specific terminology and critically analyse the work of others.</li> <li>Explore a range of media and or techniques to create a range of expressive original ideas.</li> <li>Present personal, meaningful responses throughout the project that lead towards a finished concluding artwork.</li> <li>Identify and select the strongest ideas to inform the final outcome(s).</li> <li>Create a competent outcome(s) that links meaningfully to the artist research and use increasingly refined skills to interpret responses.</li> <li>Insightfully evaluate developmental outcome(s) using subject specific terminology.</li> </ul>	<p>Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, observation, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, three-dimensional, construct, relief.</p> <p>Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet.</p> <p>Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, macro, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet, flash, photoshop, filters.</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 10 Autumn Term:</p> <p>Art, Craft &amp; Design Personalised Project <i>Fish/ Reflections/ Protest</i></p> <p>Art - Photography <i>Composition Principals, Manual Settings &amp; Exposure Triangle</i></p>	<ul style="list-style-type: none"> <li>• Development of drawing through observational sketches and or sustained studies from primary and secondary sources.</li> <li>• Generating compositional ideas.</li> <li>• Annotation: reflects on personal thoughts, explains student intentions</li> <li>• Use of subject specific terminology and critical analyse to engage with the work of others.</li> <li>• Media and technical exploration is increasingly refined and appropriate to intentions.</li> <li>• Analysis and response to appropriate artists and photographers work from a range of sources.</li> <li>• Respond to themes, using appropriate materials and techniques.</li> <li>• Experiment with a variety of appropriate tools, materials and techniques.</li> <li>• Refine the use of appropriate tools, materials and techniques.</li> <li>• Photography - exploration of relevant themes, compositional techniques and sources.</li> <li>• Photography, the selection and integration of technical processes (e.g. exposure triangle) on manual DSLR settings (aperture/shutter speed/ iso), light painting, natural lighting considerations.</li> <li>• Photography, incorporation of directional and artificial studio lighting.</li> <li>• Development of thematic compositions linked to key composition structures e.g. cropping, framing, leading lines, viewpoint etc.</li> </ul>	<p>Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, observation, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, three-dimensional, construct, relief. Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet.</p>
<p>Year 10 Spring Term:</p> <p>Art, Craft &amp; Design Personalised Project <i>Fish/ Reflections/ Protest</i></p> <p>Art - Photography <i>Studio settings, Lighting</i></p>	<ul style="list-style-type: none"> <li>• How to Illustrate, annotate and explain work to demonstrate ideas development and linking source information to chosen artists to give context to practical responses.</li> <li>• Development of ideas through a range of purposeful investigations using printmaking and design techniques.</li> <li>• Ability to analyse and respond to the work of appropriate artists, photographers and other relevant sources.</li> <li>• Respond to a theme, using appropriate materials and techniques.</li> <li>• Demonstrate creative experimentation with a variety of appropriate tools, materials and or techniques.</li> <li>• Demonstrate ongoing refinement of ideas and concepts.</li> <li>• Effectively select and refine ideas, relating to the project.</li> <li>• Demonstrate evidence of evaluation of techniques and or processes through the project.</li> <li>• Use initial concepts to design a range of three-dimensional artwork responses based on initial two-dimensional research and ideas.</li> <li>• Photography exploration of studio set up, costume, make up, wardrobe, lighting and editing.</li> </ul>	<p>Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, three-dimensional, construct, relief, carving, clay, wedging, firing, sculpt, sculpture Cylinder, score, slip, stick, graffito, slip, kiln, glaze, oxide, mature, vitrify.</p> <p>Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact</p>

	<ul style="list-style-type: none"> <li>• Development of photography as a digital portfolio as edited and unedited images.</li> <li>• Experiment with manipulated and edited hard copy photographic imagery. Explore and incorporate the use of Photoshop software to edit and refine digital photography.</li> </ul>	sheet, flash, photoshop, filter.
<p>Year 10 Summer Term:</p> <p>Art, Craft &amp; Design Personalised Project <i>City / Architecture</i></p> <p>Art - Photography <i>Reflections / Architecture / Distortions</i></p>	<ul style="list-style-type: none"> <li>• Understand how to mind map, annotate and explain work to show how ideas develop</li> <li>• Link research to chosen artists and or sources.</li> <li>• Develop ideas through a range of visual and written investigations.</li> <li>• Analyse and respond to the work of appropriate artists, photographers and other relevant sources.</li> <li>• Respond to the work of others using appropriate materials and techniques e.g. painting, drawing, printing, sculpting, etc.</li> <li>• Experiment with a variety of appropriate materials, including wet and dry work and or ceramics.</li> <li>• Refine the use of appropriate tools, and techniques.</li> <li>• Select and refine ideas, relating to the theme of the project.</li> <li>• Evaluate techniques and processes throughout the project.</li> <li>• Create drawings, observational sketches, sustained studies and or photographs from primary &amp; secondary sources.</li> <li>• Create design composition ideas.</li> <li>• Photography, generate clear, in focus and carefully considered compositions.</li> <li>• Annotate development work to reflect on personal thoughts and explain intentions using subject specific terminology.</li> <li>• Critically analyse the work of others.</li> <li>• Explore a range of media and or techniques to create a range of expressive original visual responses.</li> <li>• Present personal, meaningful ideas throughout the project that lead the audience towards finished concluding artwork(s).</li> <li>• Be able to identify and select the strongest ideas to inform the final outcome(s).</li> <li>• Create a competent outcome(s) that links meaningfully to the artist research.</li> <li>• Use increasingly refined skills to interpret responses. Evaluate developmental outcome(s) using subject specific terminology.</li> </ul>	<p>Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, observation, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, three-dimensional, construct, relief, three-dimensional, construct, relief, carving, clay, wedging, firing, sculpt, sculpture</p> <p>Cylinder, score, slip, stick, graffito, slip, kiln, glaze, oxide, mature, vitrify.</p> <p>Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, Cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet, flash, photoshop, filter, forced perspective, macro,</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 11 Autumn Term:</p> <p>Personalised Project <i>Fish/</i></p>	<ul style="list-style-type: none"> <li>• How to mind map, annotate and explain work to show how ideas develop</li> <li>• How to construct visual links to research into chosen artists and or sources.</li> <li>• Development of ideas through a range of visual and written investigations.</li> </ul>	<p>Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, observation,</p>

<p><i>Cactus/ Reflections/ Protest</i></p>	<ul style="list-style-type: none"> <li>Analysing and responding to the work of appropriate artists, photographers and other relevant sources.</li> <li>Responding to the work of others using appropriate materials and techniques e.g. painting, drawing, printing, sculpting, etc.</li> <li>Experimenting with a variety of appropriate materials, including wet and dry work and or ceramics.</li> <li>How to refine the use of appropriate tools, and techniques.</li> <li>Selection and refinement of ideas, relating to the theme of the project.</li> <li>Evaluate techniques and processes throughout the project.</li> <li>Create drawings, observational sketches, sustained studies and or photographs from primary &amp; secondary sources.</li> <li>Create design composition ideas.</li> <li>Photography, generate clear, in focus and carefully considered compositions.</li> <li>Annotate development work to reflect on personal thoughts and explain intentions using subject specific terminology.</li> <li>Critically analyse the work of others.</li> <li>Explore a range of media and or techniques to create a range of expressive original visual responses.</li> <li>Present personal, meaningful ideas throughout the project that lead the audience towards finished concluding artwork(s).</li> <li>Be able to identify and select the strongest ideas to inform the final outcome(s).</li> <li>Create a competent outcome(s) that links meaningfully to the artist research.</li> <li>Use increasingly refined skills to interpret responses.</li> </ul> <p>Evaluate developmental outcome(s) using subject specific terminology.</p>	<p>perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, three-dimensional, construct, relief, three-dimensional, construct, relief, carving, clay, wedging, firing, sculpt, sculpture Cylinder, score, slip, stick, graffito, slip, kiln, glaze, oxide, mature, vitrify.</p> <p>Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet, flash, photoshop, filter, forced perspective, macro, Presentation, mount, frame, label, title, offset, window mount, double mount, balance, crop, border, backing, layout, collage, source, biography, visual analysis, detail, annotate, infill, remount.</p>
<p>Year 11 Spring term:  Component 2 Terminal Examination (10 Weeks) Preparatory Time</p>	<ul style="list-style-type: none"> <li>Understand how to mind map, annotate and explain work to show how ideas develop</li> <li>Link research to chosen artists and or sources.</li> <li>Develop ideas through a range of visual and written investigations.</li> <li>Analyse and respond to the work of appropriate artists, photographers and other relevant sources.</li> <li>Respond to the work of others using appropriate materials and techniques e.g. painting, drawing, printing, sculpting, etc.</li> <li>Experiment with a variety of appropriate materials, including wet and dry work and or ceramics.</li> <li>Refine the use of appropriate tools, and techniques.</li> <li>Select and refine ideas, relating to the theme of the project.</li> </ul>	<p>Formal elements; line, shape, tone, form, texture, colour, proportion, accuracy, scale, composition, symmetry, observation, perspective, tonal gradient, contrast, pressure, blending, harmonious, complimentary, primary, secondary, tertiary, three-dimensional, construct, relief,</p>

	<ul style="list-style-type: none"> <li>• Evaluate techniques and processes throughout the project.</li> <li>• Create drawings, observational sketches, sustained studies and or photographs from primary &amp; secondary sources.</li> <li>• Create design composition ideas.</li> <li>• Photography, generate clear, in focus and carefully considered compositions.</li> <li>• Annotate development work to reflect on personal thoughts and explain intentions using subject specific terminology.</li> <li>• Critically analyse the work of others.</li> <li>• Explore a range of media and or techniques to create a range of expressive original visual responses.</li> <li>• Use increasingly refined skills to interpret responses.</li> </ul> <p>Evaluate developmental outcome(s) using subject specific terminology</p>	<p>three-dimensional, construct, relief, carving, clay, wedging, firing, sculpt, sculpture Cylinder, score, slip, stick, graffito, slip, kiln, glaze, oxide, mature, vitrify. Aperture, ISO, Shutter Speed, natural, artificial, studio, exposure, cropping, framing, viewpoint, edit, upload, CAD, SD card, digital single lens reflex, contact sheet, flash, photoshop, filter, forced perspective, macro</p>
<p>Year 11 Summer Term: Terminal Examination (10 Hours )</p>	<ul style="list-style-type: none"> <li>• Present personal, meaningful ideas throughout the project that lead the audience towards finished concluding artwork(s).</li> <li>• Be able to identify and select the strongest ideas to inform the final outcome(s). Create a competent outcome(s) that links meaningfully to the artist research.</li> </ul>	<p>Presentation, mount, frame, label, title, offset, window mount, double mount, balance, crop, border, backing, annotate, infill, remount.</p>