



CURIOSITY

COMPASSION

COURAGE



### Curriculum overview

Subject	Photography	Year group	13
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<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. The 3 C's are at the heart of creative practice.</p> <p><b>Compassion</b> Learning about others and world/ societal issues explored in Art, supporting one another in class, teamwork etc  <b>Curiosity</b> Experimenting and exploring with media, techniques and processes.  <b>Courage</b> Taking creative risks and learning from mistakes, trying new techniques and approaches</p>		



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### 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

### KS4 specification summary:

Develop their creative, imaginative and intuitive capabilities when exploring, creating and producing their images, artefacts and products  
 Develop and refine their ideas, supported by an understanding of their context and what has informed them  
 Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures appropriate to their chosen area(s) of study  
 Develop their ideas through investigations informed by selecting and critically analysing sources  
 Apply an understanding of relevant practices in the creative and cultural industries to their work  
 Refine their ideas as work progresses through experimenting with media, materials, techniques and processes  
 Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses  
 Use visual language critically as appropriate to their own creative intentions



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Realise personal intentions through the sustained application of the creative process.

## Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



Critical Thinking



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

## The Big Question

How do I develop an idea intellectually and visually?

## Big picture questions:

Exploring the difference between copying (pastiche) and being inspired by.  
How do I add new elements into my work?

How do I resolve and refine my imagery into personal outcomes?  
How do I make clear 'the journey' of my work?

What possibilities does the exam paper offer me?  
What techniques and approaches will be most successful?

What artists and approaches will I draw upon?  
Where and how can I get first-hand experience of seeing work?

How do I resolve my project and showcase my skills?

## Content (Linked to TCs):

Exploring media TC2,3  
Recording imagery TC1  
Examining the work of others TC1

Experimenting with techniques and approaches TC2  
Analysing the work of others TC1  
Recording and refining TC3,4  
Developing original informed outcomes TC4

Exploring ideas and concepts TC1,2  
Analysing the work of others TC1  
Identify features of a successful theme TC2  
Research the work of others to draw inspiration from TC1,3  
Investigate a theme effectively TC1,2,3

Research the work of others to draw inspiration from TC1,3  
Investigate a theme effectively TC1,2  
Understand what effective research is and different models, routes TC1  
Identify best practice of others TC1,3  
Refine recording skills TC 3

Investigate a theme effectively TC1,3  
Develop personal lines of enquiry TC2,3  
Refine and develop ideas and visual recording TC2,3  
Present original outcomes, to a high standard. TC 3,4



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				Begin to develop a personal visual language TC 3,4		
<b>Key vocabulary:</b>	<b>Aesthetic</b> <b>Media</b> <b>Context</b> <b>Intention</b> <b>Interpretation</b> <b>Composition</b> <b>Connections</b> <b>Informed</b> <b>Synthesize</b> <b>Pastiche</b> <b>Manipulation</b> <b>Viewpoint</b> <b>Crop</b> <b>Depth of field</b> <b>Exposure</b> <b>Shutter speed</b>	<b>Sustained</b> <b>Contextual</b> <b>Develop</b>	<b>Context</b> <b>Intention</b> <b>Interpretation</b> <b>Composition</b> <b>Connections</b>	Theme/ Student specific.	Theme/ Student specific.	
<b>Assessment:</b>	<b>Ongoing</b> <b>Holistic prediction,</b>	<b>Personal Project</b> <b>Summative Assessment</b>  <b>A01 Develop</b> <b>A0 2 Explore</b> <b>A03 Record</b> <b>A04 Present</b>  <b>(60% of grade)</b>	<b>Initial ESA assessment</b> <b>based on</b>  <b>A01 Develop</b> <b>A03 Record</b>	<b>Holistic prediction,</b> <b>evidence primarily</b> <b>coming from all A0's</b> <b>A01 Develop</b> <b>A0 2 Explore</b> <b>A03 Record</b> <b>A04 Present</b>	<b>ESA</b> <b>Summative Assessment</b>  <b>A01 Develop</b> <b>A0 2 Explore</b> <b>A03 Record</b> <b>A04 Present</b>  <b>(40% of grade)</b>	



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<p>40% of A-level • Synoptic assessment in Art and Design involves students in: • drawing together the knowledge, understanding and skills learned in different parts of the course • selecting and presenting work which demonstrates their strengths across the areas of knowledge and the range of skills described and shows their ability to sustain their own lines of enquiry • bringing together and making connections between the areas of knowledge, the work of artist(s), designer(s), photographers or craftspeople and the range of skills described and learned throughout the course and applying this by responding to one or more of: • a stimulus or issue • a design brief or problem • a task which specifies an image, object or other outcome to be achieved. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. • AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>			<p>Preparatory period + 15 hours supervised time • 40% of A-level AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. • AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>			
<p><b>Key/Historical misconceptions in this unit:</b></p>						
<p><b>Sequencing:</b></p>	<p><b>We have chosen to sequence the year 13 curriculum like this because...</b></p> <p>Students build on the previous year’s learning with the focus very much on their independent exploration, research, and development of a theme. Shortly after Christmas the developmental process begins again in a time limited Externally Sat Assignment. At relevant times whole class tasks and challenges will be undertaken and the remainder of the time students develop their own projects, independently, with staff being more the experts they turn to, their facilitators and critics.</p>					



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### Portfolio

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.
- include specialist vocabulary appropriate to the subject matter
- include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear.

### Externally set task

Students respond to a stimulus, provided by OCR, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes

- There is choice of questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Preparatory period – from 1 February Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and Marquette's. Supervised time – 15 hours Following the preparatory period, students must complete 15 hours of unaided, supervised time.
- In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended. Preparatory work and the work produced in the supervised time must be kept secure in between sessions of supervised time. The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear. At the end of the 15 hours of supervised time all the work submitted for this component must be kept secure. Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives.