



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School

Art & Photography Department.

Intent of Curriculum



The Bromfords School

Art & Photography Department.

The intent of Art & Photography at Bromfords is to inspire and support our students to be creative thinkers, with commitment to technical development and promoting self-expression. We strive to foster a sense of community among staff, students and parents. We encourage our students to be productive, creative and innovative. Developing a culture of independent thought and broadening understanding of international cultures.

Achieve:

Resources and stimuli are given to students to extend and broaden their visual vocabulary and expression. This will empower them to become more confident and independent in their learning.

Enrich:

Students embrace a wide range of themes and cultural influences that they can interpret for their own intentions. To develop ideas and creative responses inspired by the diverse visual symbolism of different faiths and beliefs.

Prepare:

Through the development of analytical and creative skills, students gain confidence and critical awareness which will support them in their future aspirations and professional ambitions.

Department: Art & Photography	Curriculum Map What does Art & Photography at Bromfords look like?					
	Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11
<p>Knowledge:</p> <p>Recording observations</p> <p>Different kinds of art</p> <p>Artists</p> <p>Skills:</p> <p>Art techniques</p> <p>Creativity</p>	<p>Knowledge:</p> <p>Art elements: Line, Texture, colour, shape, form and value (tone)</p> <p>Analysing artist work</p> <p>Art Techniques</p> <p>Illustration</p> <p>Imagination</p> <p>Skills:</p> <p>Practise core art techniques</p> <p>Practice and experiment with a range of materials</p> <p>Practice creative ideas using imagination</p> <p>Practice how to use a sketchbook and layout work</p> <p>Describe artist work</p> <p>Evaluating own and others artwork.</p>	<p>Knowledge:</p> <p>A range of different cultures</p> <p>Patterns within cultures</p> <p>Tessellation</p> <p>3D techniques including clay</p> <p>Skills:</p> <p>Develop core Art techniques</p> <p>Develop experimenting with a range of materials</p> <p>Develop using a sketchbook</p> <p>Describe and analyse artists work</p> <p>Evaluate own and others artwork</p>	<p>Knowledge:</p> <p>ART:</p> <p>Art elements</p> <p>Exploring different themes including Wrapped and Fragments</p> <p>PHOTOGRAPHY:</p> <p>Practice photography skills</p> <p>Photoshop skills</p> <p>Physical and digital edits</p> <p>Experimental photography</p> <p>Skills:</p> <p>Apply core Art techniques</p> <p>Applying experimenting with a range of materials</p> <p>Apply their own creative ideas to projects.</p> <p>Apply observations in sketchbook and presentation of work</p>	<p>Knowledge:</p> <p>ART:</p> <p>People</p> <p>Places</p> <p>PHOTOGRAPHY:</p> <p>Photography skills</p> <p>Photoshop skills</p> <p>Typology</p> <p>Black and white photography</p> <p>Skills:</p> <p>Refine the use of core skills</p> <p>Refine experimenting with a range of materials.</p> <p>Explore and record own creative ideas</p> <p>In depth analysis of artist and themes.</p> <p>Reflecting and annotating of work</p> <p>Working independently</p>	<p>Knowledge:</p> <p>ART:</p> <p>Own chosen task – theme</p> <p>Developing own skills and project</p> <p>PHOTOGRAPHY:</p> <p>Own chosen task – theme</p> <p>Developing own skills and project</p> <p>Skills:</p> <p>Master the use of core skills</p> <p>Master experimenting with a range of materials.</p> <p>Master how to explore and record own creative ideas</p> <p>In depth analysis of artist and themes.</p> <p>Reflecting and annotating of work</p> <p>Working independently</p> <p>Creating a meaningful final response</p>	<p>Knowledge:</p> <p>Connections</p> <p>Art elements</p> <p>Developing own skills and project</p> <p>Skills:</p> <p>Master the use of core skills</p> <p>Master experimenting with a range of materials.</p> <p>Master how to explore and record own creative ideas</p> <p>In depth analysis of artist and themes.</p> <p>Reflecting and annotating of work</p> <p>Working independently</p> <p>Creating a meaningful final response</p>

			Analyse Artists work Apply evaluation skills to work completed. Practise of using a camera Practise of editing photos Using photographers as inspiration	Creating a meaningful final response	Creating a meaningful final response	
Enrichment, Careers, Real-world Experience.	<p>Enrichment: Trips to galleries and museums across different year groups</p> <p>Art and Photography club is on weekly to explore a range of techniques.</p> <p>Careers & Real-World: Art and Photography will help students prepare for post-16 qualifications in A level Art, Craft and Design and Photography. It would be useful for students considering a future career pathway in Design including Fashion Design, Interior Design, Graphic Design, Illustration, Publishing, Architecture and Advertising</p>					

Year 7 – Intent: To explore a range of Artists to create original responses and understanding how to apply the formal elements of in Art.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: IMAGINATION</p> <p>Learning Intent: To secure an understanding of imaginative drawing, generating a range of original ideas inspired by the work of others like Jon Carling and Sara Fanelli. Explore the use of sketching, markmaking, texture and collage techniques whilst using your imagination.</p>		<p>Scheme of Work: FORMAL ELEMENTS- line and shape</p> <p>Learning Intent: To understand drawing from different sources applying a variety of skills and techniques, focusing on Artist like Matisse 'Painting with scissors', Paul Klee and Jim Dine</p>	<p>Scheme of Work: FORMAL ELEMENTS- Form, Value (tone) and Shape</p> <p>Learning Intent: To understand drawing from different sources applying a variety of skills including shading with a B pencil.</p>	<p>Scheme of Work: FORMAL ELEMENTS- Colour</p> <p>Learning Intent: To explore and develop a technical understanding of colour and shape and experiment with media materials and processes. Using a mixing paint to understand primary and secondary colours.</p>	<p>Scheme of Work: Pattern</p> <p>Learning Intent: To be inspired by Artist Klimt and his pattern work using creative skills</p>
<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback</i></p>		<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback</i></p>		<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback</i></p>	

Year 8 – Intent: Explore a range of different cultures that inspire Art Patterns with the focus on Portraiture.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Zentangle pattern and Mexican Day of the Dead</p> <p>Learning Intent: To explore and develop ideas through cultural understanding of both Zentangle and Day of the Dead festival. Investigate 3D materials in the form of mask tile. Pattern and mark making will feature as part of their responses.</p>		<p>Scheme of Work: Cultural Patterns</p> <p>Learning Intent: To broaden understanding of visual culture. To secure an understanding of the human face and develop a technical understanding of both drawing and proportion inspired by others work. Extra-Curricular opportunity to visit an Art gallery to be inspired by a range of cultures including Islamic and Indian Jali's.</p>		<p>Scheme of Work: Picasso</p> <p>Learning Intent: To secure an understanding of the human face and develop a technical understanding of both drawing and proportion inspired by Picasso's cubist work. Creating a collage's using own photos to draw from, understanding how to refine work.</p>	

Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback

*Measuring Impact through:
Self-assessment, Peer assessment and DIRT feedback*

*Measuring Impact through:
Self-assessment, Peer assessment and DIRT feedback*

Year 9 Art – Intent: Apply a range of formal element and experimental techniques to the projects Wrapped and Fragments

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: WRAPPED</p> <p>Learning Intent: To secure an understanding of using Art formal elements. To develop a technical understanding of media, materials such as pencils, oil pastels, watercolours. Processes inspired by primary and secondary sources and others work like Georgina Luck.</p> <p>Artist Workshop from visiting Artist.</p>		<p>Scheme of Work: FRAGMENTS</p> <p>Learning Intent: To apply technical understanding of a range of different Artist and responding in different ways being inspired to work in a range of practical media, materials and processes. Ellen Rutt, Rankin, Ohika are a few of the artist we study and explore their methods</p>			<p>Scheme of Work: FRAGMENTS PERSONAL RESPONSE</p> <p>Learning Intent: To develop a meaningful final response which is informed by prior learning and further investigations. To develop critical thinking skills and how to analyse their own response using visual language.</p>
<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps <i>Self-assessment</i></p>		<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps <i>Self-assessment</i></p>		<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps <i>Self-assessment</i></p>	

Year 9 Photography – Intent: Apply a range of skills inspired by different photographers

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Concealment & Photographic techniques</p> <p>Learning Intent: To apply an understanding of creating photo shoots. To develop a technical understanding of media, materials and processes. Explore and build on physical and digital edits. Inspired by the work of others like J. Steazker.</p> <p>Understand how to set out a page and present work along with annotating and reflecting on work.</p>		<p>Scheme of Work: Experimental Photography Mini Projects</p> <p>Learning Intent: To develop ideas from a topic in the form of sustained investigations and a personal and meaningful response making connections between visual and contextual elements. Using a range of photographic and editing techniques Using Lucy Shires, Bruce Boud and Mo Devlin as an inspiration while exploring a range of different techniques.</p>		<p>Scheme of Work: TBC</p> <p>Learning Intent: TBC</p>	

Schemes of work are adapted on the different photographers depending on ability.		
<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps <i>Self-assessment</i>	<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps <i>Self-assessment</i>	<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps <i>Self-assessment</i>

Year 10 Art – Intent: Refine and explore different themes focused on different artists and techniques to build up a bank of work for 60% of GCSE coursework

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: PEOPLE</p> <p>Learning Intent: To develop ideas from a topic ‘people’ in the form of sustained investigations and a personal and meaningful response making connections between visual and contextual elements. Key artist to explore are Loui Jouver, Richard Hamilton and Tim Burton. Applying and refine collage, biro and texture and imaginative work along with some photography. Analysis and evaluate each artist.</p>		<p>Scheme of Work: PLACES</p> <p>Learning Intent: To develop ideas from a topic ‘places’ in the form of sustained investigations and a personal and meaningful response making connections between visual and contextual elements. Key artist to explore are Hundertwasser, Ian Murphy and Sandy Bleifer. Applying and refining pen and wash, collage, paint, oil pastel and clay techniques. Analysis and evaluate each artist.</p>		<p>Scheme of Work: PEOPLE & PLACES FINAL RESPONSE</p> <p>Learning Intent: To develop ideas from a topic ‘People and places’ in the form of sustained investigations and create a personal and meaningful response from artists and techniques used thought out year 10. Annotate and evaluate final response.</p>	<p>Scheme of Work: PERSONAL INVESTIGATION – CHOICE OF 4 THEMES (Start and continue over the summer holiday and into year 11)</p> <p>Learning Intent: Explore and investigate from a range of themes, choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful response. Ensuring to focus on AO1/AO2/ AO3 /AO4</p>
<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i>		<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps Marking against the Assessment Objectives <i>Self-assessment</i>		<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps Marking against the Assessment Objectives <i>Self-assessment</i>	<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps Marking against the Assessment Objectives <i>Self-assessment</i>

Year 10 Photography– Intent: Refine and explore a range of different themes to build up a bank of work for 60% of GCSE coursework.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: TYPOLOGY (Towards 60% of GCSE coursework)</p> <p>Learning Intent: To explore the idea of Typology using a range of different sources to be experimental with objects thinking about the layout of the objects</p>	<p>Scheme of Work: WHOLE PERSPECTIVES (Towards 60% of GCSE coursework)</p> <p>Learning Intent: To develop ideas from the topic ‘whole perspectives’ in the form of sustained investigations and a personal and meaningful response making connections between visual and contextual elements.</p> <p>Increasing the understanding of a range of different photographic techniques.</p>	<p>Scheme of Work: BLACK & WHITE PHOTOGRAPHY INC. DOCUMENTARY PHOTOGRAPHY, HISTORY OF PHOTOGRAPHY (Towards 60% of GCSE coursework)</p> <p>Learning Intent: To develop ideas from the topic ‘Black and white Photography’, using a range of different investigations looking at Dorathea Lang, Elliot Erwitt and Vivian Maier for Documentary photography to create a personal and meaningful response making connections between visual and contextual elements. Looking at still life photography being inspired by Edward Weston.</p> <p>Increasing the understanding of a range of different photographic techniques.</p>			<p>Scheme of Work: PERSONAL INVESTIGATION – CHOICE OF 4 THEMES (Start and continue over the summer holiday and into year 11) (Towards 60% of GCSE coursework)</p> <p>Learning Intent: Explore and investigate from a range of themes, choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful response.</p> <p>Ensuring to focus on AO1/AO2/ AO3 /AO4</p>
<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>	<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>	<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>			<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>

Year 11 Art – Intent: Refine and explore a range of different themes to build up a bank of work for 60% of GCSE coursework and complete the 40% Exam work component.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: PERSONAL INVESTIGATION – CHOICE OF 4 THEMES (Started in summer of year 10, continue over the summer holiday and into year 11) (Towards 60% of GCSE coursework)</p> <p>Learning Intent: Explore and investigate from a range of themes, choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful response. Ensuring to focus on AO1/AO2/ AO3 /AO4</p>		<p>Scheme of Work: EXTERNAL SET ASSIGNMENT (40% of GCSE)</p> <p>Learning Intent: Explore and investigate from a range of themes from the exam board. Independently choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful final response. Ensuring to focus on AO1/AO2/ AO3 /AO4</p> <p>10 Hour Exam</p>		<p>N/A EXAMS & REVISION FOR OTHER SUBJECTS</p>	
<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>		<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>			

Year 11 Photography – Intent: Refine and explore a range of different themes to build up a bank of work for 60% of GCSE coursework and complete the 40% Exam work component.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: PERSONAL INVESTIGATION – CHOICE OF 4 THEMES (Started in summer of year 10, continue over the summer holiday and into year 11)</p> <p>Learning Intent:</p>		<p>Scheme of Work: EXTERNAL SET ASSIGNMENT (40% of GCSE)</p> <p>Learning Intent: Explore and investigate from a range of themes from the exam board. Independently choosing artists that you can analysis to</p>		<p>N/A EXAMS & REVISION FOR OTHER SUBJECTS</p>	

<p>Explore and investigate from a range of themes, choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful response. Ensuring to focus on AO1/AO2/ AO3 /AO4</p>	<p>inspire your work. Use previous skills to support a meaningful final response. Ensuring to focus on AO1/AO2/ AO3 /AO4</p> <p>10 Hour Exam</p>	
<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>	<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Marking against the Assessment Objectives <i>Self-assessment</i></p>	

Year 12 Art & Photography – Intent: Explore, develop and master a range of different skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: CONNECTIONS</p> <p>Learning Intent: Explore the theme connections to master a range of skills to develop a sketchbook. Use Artist to be inspired for the journey your wo takes</p>	<p>Scheme of Work: NATURAL FORMS</p> <p>Learning Intent: Develop a range of skills building on previous knowledge to broaden knowledge of skills and artists. Including photography, textiles, painting, observational drawing. Explore outside opportunities to support learning.</p>				<p>Scheme of Work: PERSONAL INVESTIGATION COMPONENT 1</p> <p>Learning Intent: Explore and investigate your own chosen theme. Independently choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful final response. Ensuring to focus on AO1/AO2/ AO3 /AO4. Complete a written essay to explain the journey of the project.</p>

<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. <i>Self-assessment</i> <i>Mini one to one tutorials.</i>	<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. <i>Self-assessment</i> <i>Mini one to one tutorials.</i>	<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. <i>Self-assessment</i> <i>Mini one to one tutorials.</i>

Year 13 Art – Intent: Explore, develop and master a range of different skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: PERSONAL INVESTIGATION COMPONENT 1 Learning Intent: Explore and investigate your own chosen theme. Independently choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful final response. Ensuring to focus on AO1/AO2/ AO3 /AO4. Complete a written essay to explain the journey of the project.		Scheme of Work: EXTERNALLY SET ASSIGNMENT COMPONENT 2 Learning Intent: Explore and investigate from a theme set by the exam board. Independently choosing artists that you can analysis to inspire your work. Use previous skills to support a meaningful final response. Ensuring to focus on AO1/AO2/ AO3 /AO4.		Scheme of Work: EXTERNALLY SET ASSIGNMENT COMPONENT 2 15 Hour Exam	N/A EXAMS & REVISION FOR OTHER SUBJECTS
<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. <i>Self-assessment</i> Marking against the Assessment Objectives <i>Mini one to one tutorials.</i>		<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. <i>Self-assessment</i> Marking against the Assessment Objectives <i>Mini one to one tutorials.</i>		<i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. <i>Self-assessment</i>	

