



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

# The Bromfords School

## Art & Photography Department.

### Intent of Curriculum



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?					
	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
<b>Knowledge:</b>  Recording observations  Different kinds of art  Artists  <b>Skills:</b> Art techniques Creativity	<b>Knowledge:</b>  Art elements: Line, Texture, colour, shape, form and value (tone)  Analysing artist work  Art Techniques  Illustration  Imagination  <b>Skills:</b> Practise core art techniques  Practice and experiment with a range of materials  Practice creative ideas using imagination  Practice how to use a sketchbook and layout work  Describe artist work  Evaluating own and others artwork.	<b>Knowledge:</b>  A range of different cultures  Patterns within cultures  Tessellation  3D techniques including clay  <b>Skills:</b> Develop core Art techniques  Develop experimenting with a range of materials  Develop using a sketchbook  Describe and analyse artists work  Evaluate own and others artwork	<b>Knowledge:</b> <b>ART:</b> Art elements  Exploring different themes including Wrapped and Fragments  <b>PHOTOGRAPHY:</b> Practice photography skills  Photoshop skills  Physical and digital edits  Experimental photography  <b>Skills:</b> Apply core Art techniques  Applying experimenting with a range of materials  Apply their own creative ideas to projects.  Apply observations in sketchbook and presentation of work	<b>Knowledge:</b> <b>ART:</b> People  Places  <b>PHOTOGRAPHY:</b> Photography skills  Photoshop skills  Typology  Black and white photography  <b>Skills:</b> Refine the use of core skills  Refine experimenting with a range of materials.  Explore and record own creative ideas  In depth analysis of artist and themes.  Reflecting and annotating of work  Working independently	<b>Knowledge:</b> <b>ART:</b> Own chosen task – theme  Developing own skills and project  <b>PHOTOGRAPHY:</b> Own chosen task – theme  Developing own skills and project  <b>Skills:</b> Master the use of core skills  Master experimenting with a range of materials.  Master how to explore and record own creative ideas  In depth analysis of artist and themes.  Reflecting and annotating of work  Working independently	<b>Knowledge:</b> Connections  Art elements  Developing own skills and project  <b>Skills:</b> Master the use of core skills  Master experimenting with a range of materials.  Master how to explore and record own creative ideas  In depth analysis of artist and themes.  Reflecting and annotating of work  Working independently  Creating a meaningful final response

			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	
<b>Enrichment, Careers, Real-world Experience.</b>						
	<div> <p><b>Enrichment:</b> 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><b>Careers &amp; Real-World:</b> 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> </div>					

**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><b>Scheme of Work:</b> IMAGINATION</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> FORMAL ELEMENTS- line and shape</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> FORMAL ELEMENTS- Form, Value (tone) and Shape</p> <p><b>Learning Intent:</b> To understand drawing from different sources applying a variety of skills including shading with a B pencil.</p>	<p><b>Scheme of Work:</b> FORMAL ELEMENTS- Colour</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> Pattern</p> <p><b>Learning Intent:</b> 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 Completed on different pieces of work</i></p>		<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback Completed on different pieces of work</i></p>	<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback Completed on different pieces of work</i></p>	<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback Completed on different pieces of work</i></p>	<p><i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback Completed on different pieces of work</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
<b>Scheme of Work:</b> Zentangle pattern and Mexican Day of the Dead  <b>Learning Intent:</b> 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.		<b>Scheme of Work:</b> African Masks  <b>Learning Intent:</b> 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. . Investigate 3D materials in the form of mask. Extra-Curricular opportunity to visit an Art galleries		<b>Scheme of Work:</b> Picasso  <b>Learning Intent:</b> 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.  Possible Photography project to be added into the SOW.	
<i>Measuring Impact through: Self-assessment, Peer assessment and DIRT feedback</i> <i>Completed on different pieces of work</i>		<i>Measuring Impact through:</i> <i>Self-assessment, Peer assessment and DIRT feedback</i> <i>Completed on different pieces of work</i>		<i>Measuring Impact through:</i> <i>Self-assessment, Peer assessment and DIRT feedback</i> <i>Completed on different pieces of work</i>	

**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><b>Scheme of Work:</b> WRAPPED</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> FRAGMENTS</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> FRAGMENTS PERSONAL RESPONSE</p> <p><b>Learning Intent:</b> 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> <i>Completed on different pieces of work</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> <i>Completed on different pieces of work</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> <i>Completed on different pieces of work</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><b>Scheme of Work:</b> Perspectives</p> <p><b>Learning Intent:</b> To apply an understanding of creating photo shoots. To develop a technical understanding of leading lines, perspectives, framing a photo.</p> <p>Understand how to set out a page and present work along with annotating and reflecting on work.</p> <p>Schemes of work are adapted on the different photographers depending on ability.</p>		<p><b>Scheme of Work:</b> Experimental Photography Mini Projects including digital techniques</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> Project work: choose from themes given by teacher – choice of 3 themes</p> <p><b>Learning Intent:</b> To develop and include all physical and digital techniques learnt throughout the year so far. Develop ideas from sustained investigation, completing a range of photoshoots inspired by photographers that you have researched. Create a meaningful response.</p>	
<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Teams feedback through assignments on full project. <i>Self-assessment.</i></p>		<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Teams feedback through assignments on full project. <i>Self-assessment</i></p>		<p><i>Measuring Impact through:</i> Marking and feedback through tracking sheets, post-it-notes and verbal feedback stamps. Teams feedback through assignments on full project. <i>Self-assessment</i></p>	

**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><b>Scheme of Work:</b> PEOPLE &amp; PLACES</p> <p><b>Learning Intent:</b> 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 Jover and Tim Burton. Applying and refine collage, biro and texture and imaginative work along with some photography. Analysis and evaluate each artist.</p> <p>Understand how to research and refine own ideas after choosing own artist linking to people and places</p>		<p><b>Scheme of Work:</b> PEOPLE &amp; PLACES</p> <p><b>Learning Intent:</b> 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 and Ian Murphy. Applying and refining pen and wash, collage, paint, oil pastel and clay techniques. Analysis and evaluate each artist.</p> <p>Understand how to research and refine own ideas after choosing own artist linking to people and places</p>		<p><b>Scheme of Work:</b> PEOPLE &amp; PLACES FINAL RESPONSE</p> <p><b>Learning Intent:</b> 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><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>Completed on different pieces of work through the project</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> <i>Completed on different pieces of work through the project</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> <i>Completed on different pieces of work through the project</i></p>	

**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><b>Scheme of Work:</b> Found alphabet (Towards 60% of GCSE coursework)</p> <p><b>Learning Intent:</b> To understand how a photo can be used in different ways by cropping it. Being creative to produce the whole alphabet or work.</p> <p>Explore how to present the photos in a creative way.</p>	<p><b>Scheme of Work:</b>  Experimental (Towards 60% of GCSE coursework)</p> <p><b>Learning Intent:</b> Scanography Photoshop work Projectors Printing</p>	<p><b>Scheme of Work:</b> BLACK &amp; WHITE PHOTOGRAPHY INC. DOCUMENTARY PHOTOGRAPHY, HISTORY OF PHOTOGRAPHY (Towards 60% of GCSE coursework)</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> PERSONAL INVESTIGATION – CHOICE OF 4 THEMES (Start and continue over the summer holiday and into year 11) (Towards 60% of GCSE coursework)</p> <p><b>Learning Intent:</b> 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. Teams feedback through assignments on full project. <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. Teams feedback through assignments on full project. <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 Teams feedback through assignments on full project. <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. Teams feedback through assignments on full project. <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><b>Scheme of Work:</b> Continue to work on Component 1 (Towards 60% of GCSE coursework)</p> <p>PLUS: Observational drawing for further work for component 1</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> EXTERNAL SET ASSIGNMENT (40% of GCSE)</p> <p><b>Learning Intent:</b> 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 &amp; 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> <i>Completed on different pieces of work through the project</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> <i>Completed on different pieces of work through the project</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><b>Scheme of Work:</b> PERSONAL INVESTIGATION – CHOICE OF 4 THEMES (Started in summer of year 10, continue over the summer holiday and into year 11)</p> <p>PLUS: Experimental Photography for further work for component 1</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> EXTERNAL SET ASSIGNMENT (40% of GCSE)</p> <p><b>Learning Intent:</b> 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 &amp; 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. Teams feedback through assignments on full project. <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 Teams feedback through assignments on full project. <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><b>Scheme of Work:</b> CONNECTIONS Independent project (from summer bridging work)</p> <p><b>Learning Intent:</b> Explore the theme connections to master a range of skills to develop a sketchbook. Use Artist to be inspired for the journey your works takes you.</p>	<p><b>Scheme of Work:</b> NATURAL FORMS</p> <p><b>Learning Intent:</b> 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><b>Scheme of Work:</b> PERSONAL INVESTIGATION COMPONENT 1</p> <p><b>Learning Intent:</b> 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>		
<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></p>	<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></p>			<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></p>	

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scheme of Work:</b> PERSONAL INVESTIGATION COMPONENT 1  <b>Learning Intent:</b> 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.		<b>Scheme of Work:</b> EXTERNALLY SET ASSIGNMENT COMPONENT 2  <b>Learning Intent:</b> 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.		<b>Scheme of Work:</b> 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> Marking against the Assessment Objectives <i>Mini one to one tutorials.</i>	