

# Long Term Plan 2025 – 2026

## Art & Photography

### Curriculum Intent statement:

To create a personalized curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap to provide a platform for our students to succeed in whatever they aspire to do.

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
YEAR 7	KNOWLEDGE	<p><b>Sweet things</b>  <b>Into to Art &amp; The Formal Elements: LINE SHAPE FORM TONE</b>            The Formal Art Elements.            Students can list and explain the 7 Formal Elements: II. Art Context and Terminology            The Arts: Understanding the variety of art forms (Drawing, Painting, Printing, Ceramics/Pottery ).            Art Appreciation: Discussing and</p>	<p><b>Sweet things</b>  <b>The Formal Elements: TEXTURE and SPACE</b>            Artist Study: Knowledge of the work of a relevant artist (<b>Nancy Standlee</b>) and their use of the Formal Elements.            Understanding the difference between implied and tactile texture.            Understanding the use of positive and negative space in artwork.</p>	<p><b>Sweet things</b>  <b>The Formal Elements: COLOUR</b>            Painting colour theory            Primary, secondary, tertiary, complementary, harmonious, tints and shades.            Evaluation: Learning to reflect on work using structured criteria (like the WHWQN writing frame) and self-assessing against success criteria.</p>	<p><b>Natural Forms</b>  <b>Pattern &amp; Print: REPEAT PATTERN</b>            Introduction to Natural forms – what are they? How have artists been inspired by Natural forms?            Exploring pattern, what is it? Different types of pattern. Ways of repeating pattern.            Artist study <b>Elosie Renouf</b>.            Understanding the difference between</p>	<p><b>Natural Forms</b>  <b>Pattern &amp; Print: PRINTING</b>            Understanding what printmaking is. How it is used in the industry.            Introduced to the concept of relief printmaking (<b>William DeMorgan</b>)            Understand how to develop a pattern and create a design for a specific purpose</p>	<p><b>Natural Forms</b>  <b>Pattern &amp; Print: CLAY</b>            To understand the basic properties of clay.            To look at the work of ceramicists and how ceramics has developed throughout time. To learn the basic skills and techniques in using clay, attaching pieces together – to learn about the 4S's.            To learn about glazes and applying</p>

		creating a mind map on the Importance of Art and its impact on everyday life, culture, and history.			natural and man-made patterns.		colour and detail to ceramics.
	<b>SKILLS</b>	<p>Learning to embrace mistakes ("A beautiful oops") as part of the creative Problem Solving process.</p> <p>Drawing and observational Skills.</p> <p>Line and Mark Making: Creating a variety of lines and marks to build a drawing.</p> <p>Refining drawing skills through practice, focusing on line accuracy and detail.</p> <p>Using Basic Shape Drawing techniques to break down complex objects.</p> <p>Form and Tone (Shading): Creating a Tonal</p>	<p>Texture: Exploring and creating implied texture (visual texture) using various mark making techniques.</p> <p>Applying perceived texture to objects.</p> <p>Space: Creating negative space drawings, a technique used to focus on the empty space around an object to help define the positive space (the object itself).</p>	<p>Painting and colour mixing.</p> <p>Brush Control: Learning the correct technique for holding a paintbrush and maintaining good paint consistency.</p> <p>Developing skills in cleaning brushes and equipment.</p> <p>Colour Theory Application: Mixing Primary and Secondary Colours.</p> <p>Demonstrating knowledge of Complementary and Harmonious (Analogous) colour schemes.</p> <p>Mixed Media and Response Collage: Combining Shape, Pattern, and Line to create simple collages.</p> <p>Developing Work: Responding to Feedback (WWW &amp;</p>	<p>Drawing skills developed, drawing from observations</p> <p>Identifying natural and man-made patterns</p> <p>Developing drawings into patterns, applying the knowledge of different pattern repeats</p> <p>Applying colour pencil techniques to pattern</p>	<p>Applying knowledge of printmaking to create a poly tile relief</p> <p>Following steps create a relief pattern print.</p> <p>To evaluate work in terms of criteria based on design and application of skills.</p>	<p>Applying knowledge of ceramics to develop a relief tile design using previous drawings and pattern work.</p> <p>To produce a clay tile following techniques learned</p> <p>To apply colour to tile linking to previous work</p>

		<p>Band to demonstrate control over pencil pressure.</p> <p>Applying Gradual Blending to Geometric Shapes (like spheres, cubes, and cylinders) to successfully create the illusion of Form (3D).</p> <p>Understanding and applying a light Source to correctly place highlights and shadows.</p> <p>Accuracy and Proportion: Developing skills using a Drawing Grid technique to improve the accuracy of Proportions and placement.</p> <p>Developing Work: Responding to Feedback (WWW &amp; EBI) to refine and improve work.</p>		EBI) to refine and improve work.			
<b>YEAR 8</b>	<b>KNOWLEDGE</b>	<b>Masks: CULTURAL</b>	<b>Masks: DAY OF THE DEAD DRAWING</b>	<b>Masks: DAY OF THE DEAD PAINTING</b>	<b>Animal Heads: SHAPE FORM</b>	<b>Animal Heads: CARD RELIEF</b>	<b>Animal Heads: CARD RELIEF</b>

	<p>Expectations, re-cap of The Formal Elements Art and vocabulary.</p> <p>Masks Mood board, masks usage, tonal drawing, grid drawing, shape &amp; form, value, symmetry, mark making, proportions, gradual blending, artist research: <b>(Calixte Dakpogan)</b>.</p> <p>Tonal drawing: <b>Venetian Masks.</b></p>	<p>Intro to <b>Mexican Day of the Dead (Día de los Muertos)</b>.</p> <p>Understanding the historical context and symbolism.</p> <p>Sugar skulls drawing showing skills in symmetry, symbolism, pattern, shape, colour theory, pencil blending &amp; composition.</p>	<p>Re-cap colour theory &amp; painting skills: tints, shades, tones, primary, secondary &amp; tertiary colours, harmonious colours, complimentary colours.</p> <p>Painting a skull using greyscale.</p> <p>Using mixing, blending and compositional skills to design &amp; paint symmetrical patterns / symbols onto the greyscale mask. Developing design into background.</p>	<p><b>TEXTURE</b></p> <p>Drawing, animals using geometric shapes, 3 views of heads using mark making, line of action, collage using ICT.</p> <p>Artist study (<b>Yago Partal</b>) &amp; hybrids.</p>	<p>Manipulating cardboard techniques, relief, papier mache techniques, embellishment, painting, pattern, detail, texture, mark making, storytelling, teamwork. Review &amp; refine.</p> <p>Artist studies (<b>Josh Gluckstein, Laurence Vallières, Jozef Mrva</b>)</p> <p>Creating a cardboard animal head using 3 options: -Cardboard relief -Papier mache -3D using hot glue</p>	<p>Refining animal heads using embellishment, painting, pattern, detail, texture, mark making, storytelling, teamwork.</p> <p>Review, refine &amp; evaluate.</p>
<b>SKILLS</b>	<p>Cultural identity &amp; symbolism, drawing using symmetry, gradual blending &amp; mark making skills, proportion &amp; shape, research &amp; analysis skills.</p> <p>Responding to Feedback (WWW</p>	<p>Understanding symbolism, symmetry, keywords, pattern drawing, use of warm &amp; cool colours, coloured pencil blending, composition.</p> <p>Reviewing, refining &amp; evaluating.</p>	<p>To show a greater understanding of colour theory To develop painting skills demonstrating an understanding of tints, tones &amp; shades and greyscale. Responding to Feedback (WWW &amp; EBI) to refine and improve work.</p>	<p>Drawing using proportions, shape, texture, mark-making &amp; tone. ICT collage &amp; editing skills, profile &amp; face on, research &amp; analysis skills.</p>	<p>Drawing animals &amp; outlining shapes, carving, manipulating &amp; layering cardboard to create a relief, using papier mache to create &amp; embellish features, painting using poster paints (limited palette),</p>	<p>Drawing animals &amp; outlining shapes, carving, manipulating &amp; layering cardboard to create a relief, using papier mache to create &amp; embellish features, painting using poster paints (limited palette),</p>

		& EBI) to refine and improve work.				adding pattern, detail & texture using mark making, collaboration, teamwork skills & responsibility.  Responding to Feedback (WWW & EBI) to refine and improve work.	adding pattern, detail & texture using mark making, collaboration, teamwork skills & responsibility.  Reviewing, refining & evaluating a project.
<b>YEAR 9</b>	<b>KNOWLEDGE</b>	<p><b>Cityscapes: PERSPECTIVE</b></p> <p>Formal Elements and Principle Elements: Line, Tone, Colour, Shape, Form, Texture. Principles: Composition, Balance, Scale, Proportion, Focal Point, Contrast.</p> <p>Perspective Terminology Perspective: The method used to create the illusion of three dimensions on a two-dimensional surface. Vanishing Point</p>	<p><b>Cityscapes: COLOUR</b></p> <p>Knowledge of the work and techniques of contemporary artists focused on the city (<b>Mary Lum, Steven Wiltshire</b>). Understanding how artists use different Media to communicate meaning and ideas about the urban environment.</p> <p>Painting colour theory - Hue: The name of a colour (e.g., red, blue). Value: The lightness or darkness of a colour (Tints and</p>	<p><b>Cityscapes: COMPOSITION</b></p> <p>Compositional techniques  GCSE Preparation (Big Concepts): Understanding the structure of an art project and the skills (recording, developing) that link to KS4 Assessment Objectives (AO's).</p>	<p><b>Street Art: LETTERING</b></p> <p>Artist analysis (<b>Banksy, J.R, Keith Haring</b>) &amp; reflection. Street Art Mood board &amp; Title Page. Drawing a range of lettering styles: bubble, block, 1 point perspective &amp; graffiti, proportion &amp; scale, tramlines, colour pencil blending.</p>	<p><b>Street Art: TAGS &amp; ICONS</b></p> <p>Designing &amp; drawing personal icons/symbols, colour theory recap, colour pencil blending, creating 'tags' and incorporating icons into personal designs, composition, lettering.</p> <p>Responding to Feedback (WWW &amp; EBI) to refine and improve work.</p>	<p><b>Street Art: FINAL PIECE and WORD &amp; IMAGE</b></p> <p>Developing a final 'piece' using skills learned, 3D lettering using cardboard, painting, relief techniques, embellishment.</p> <p>Artist Analysis (<b>Eduardo Bertone</b>) using mixed media: oil pastels and pen, Artist Analysis of pattern &amp; colour (<b>Robert Indiana</b> word sculpture), combining words and images (<b>Mel Bochner, Ben Eine, Kay Rosen, Steve Powers, Ray Johnson</b>),</p>

	<p>(VP): The point(s) on the horizon line where parallel lines appear to meet.  Horizon Line (Eye Level): The line representing the viewer's eye level.  One-Point Perspective: Used when looking directly down a road or corridor.  Two-Point Perspective: Used when looking at the corner of a building.  Depth and Foreshortening.</p>	<p>Shades).  Intensity/Saturation: The purity or brightness of a colour.  Colour Scheme: A planned group of colours (e.g., Complementary, Monochromatic).  Warm/Cool Colours.</p>				<p>collage using found objects,  composition,  cultural letterforms:  drawing  hieroglyphics,  typography portrait  exploring identity.</p>
SKILLS	<p>Drawing and Mark-Making Skills  Perspective  Drawing:  Accurately applying the rules of One-Point Perspective (specifically the "worm's eye view").  Accurately</p>	<p>Paint Application:  Developing control and proficiency in applying Paint.  Colour Mixing:  Mixing and applying a range of Tints (hue + white), Shades (hue + black), and Tones (hue + grey).  Creating Monochromatic paintings (using a</p>	<p>Mixed Media and Composition Skills  Collage and Assemblage:  Developing techniques for selecting, cutting, and gluing materials to create Collage elements.  Integrating collage with drawing and painting media.</p>	<p>Analysing artists &amp; understanding social &amp; political issues, drawing bubble, block &amp; graffiti lettering, one point perspective drawing and creating 3D lettering, graffiti lettering, tramlines, colour blending using coloured</p>	<p>Creating personal icons/symbols, blending using coloured pencils, ombres, difference between a 'tag' and a 'piece' composition, proportion, risk taking in design, developing &amp; refining work.</p>	<p>Developing &amp; refining skills to produce a Final Piece. Cardboard relief techniques, 3D lettering techniques, painting &amp; embellishment, teamwork skills.   Analysis of artists, drawing &amp; refining skills, typography</p>

		<p>applying the rules of Two-Point Perspective. Establishing the Horizon Line (Eye Level) and Vanishing Point(s). Creating the illusion of Depth and Proportion in architectural subjects. Tonal Drawing: Creating and controlling a range of tones (lightness/darkness) using pencil. Applying tone to create the illusion of three-dimensional form (e.g., shading a sphere). Using different Mark Making techniques for varied tonal effects. Refinement: Refining initial drawing work based on self-assessment and teacher feedback.</p>	<p>single hue with its tints, tones, and shades). Colour Schemes: Applying knowledge of various Colour Schemes (e.g., complementary, analogous, monochromatic). Contextual and Analytical Skills Artist Response: Responding to the work of a specific artist - Mary Lum- using their techniques or visual language. Creating an Artist Study Page that visually and textually analyses the artist's work.</p>	<p>Compositional Development: Creating multiple Composition ideas that deliberately combine different pieces of previous work (drawings, paintings, collages). Applying compositional rules like the Rule of Thirds and achieving Balance. Final Outcome Execution: Successfully executing a complex, multi-stage, Mixed Media artwork from a planned composition. Evaluation and Reflection: Critically assessing their own work against Success Criteria. Responding to formal Feedback (WWW/EBI) to Refine and improve artwork. Writing an evaluation/reflection on their final outcome and ideas</p>	<p>pencils – ombre, gradual blending.</p>		<p>and fonts, grid drawing skills, oil pastel mixing and blending &amp; blocks of colour, collage skills using mixed media, combining word &amp; image, reviewing &amp; evaluating. Critically assessing their own work against Success Criteria. Responding to formal Feedback (WWW/EBI) to refine and improve artwork. Writing an evaluation/reflection on their final outcome and ideas</p>
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KS4		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term3B
YEAR 10	ART KNOWLEDGE	<p><b>Intro to GCSE and Birds &amp; The Sea</b></p> <p>Introduction to GCSE, Expectations.</p> <p>Re-cap of the Formal Elements, mind map, mark making, line &amp; tonal drawing, oil pastel, painting, textures, observational drawing.</p>	<p><b>Birds &amp; The Sea</b></p> <p>Artist analysis, copy &amp; interpretation using clay (<b>Mary O'Malley</b>) - tile and cup.</p> <p>Intro to Assessment Objectives, evaluating &amp; refining, self/peer reflection.</p>	<p><b>Portraits / Identity</b></p> <p>Introduction to Portraiture, Mind Map, Artist analysis &amp; copy. Developing analysis &amp; response skills.</p> <p>Facial proportions. Self Portrait using drawing grid. Facial features &amp; colour mixing. Painting, observational drawing.</p> <p>Gallery visits, reflection &amp; response (Workshop at NPG?)</p> <p>Exploring identity. Planning a composition.</p>	<p><b>Portraits / Identity</b></p> <p>Mood Board to help explore Identity.</p> <p>How to combine a range of interpretations, experimenting with different materials, reflecting, planning, managing time, developing final piece ideas, realisation of project.</p> <p>Final piece plan &amp; a final piece in exam conditions: 10 hrs. Written Evaluation.</p>	<p><b>Exam Topic</b></p> <p>Mind Map Exam Topic, Artist analysis &amp; copy. Developing analysis &amp; response skills.</p> <p>Re-cap of AO's, evaluating &amp; refining, self/peer reflection.</p> <p>Students will continue to develop critical and contextual analysis of appropriate sources. Students continue to keep a visual record of ideas as they develop.</p>	<p><b>Exam Topic</b></p> <p>Combination of interpretations. Development of ideas. Experimentation of media. Final piece plan &amp; a final piece in exam conditions: 10 hrs. Written Evaluation</p>
	ART SKILLS	<p>Analysing using art vocabulary &amp; Formal Elements, creating a mind map, continuous line drawing, wire sculpture, oil pastel blending, watercolour</p>	<p>Understanding DIRT (Direct Improvement &amp; Reflection Time), how to reflect, refine &amp; improve work to show progress.</p>	<p>Mind Map Portraiture. Drawing faces using proportions. Producing a self-portrait using a grid. Painting facial features using base colours. Painting realistic face features using</p>	<p>Mood Board on own identity to understand idea development, experimenting with artists' composition methods to develop ideas. Perspective</p>	<p>Mind Map Exam Topic. Critical &amp; contextual analysis of artists and responses.</p> <p>Using DIRT to reflect, refine &amp; improve work to show progress.</p>	<p>How to combine a range of interpretations, experimenting with different materials, reflecting, planning, managing time, developing final piece ideas,</p>

		painting, drawing on a textured surface, observational drawing, presentation of sketchbook.	Clay manipulation, mark making, observational drawing, photographing work in progress, reflecting.	saturation of colour, & variety of skin colour. Developing observation & painting skills.  AO2 Experiment & Refine: Portrait Workshop - drawing & sewing onto photographic images, use of ICT to manipulate & edit. <b>Rupert Shrive</b> <b>Aldo Tolino</b> <b>Lubaina Himid</b> <b>Kensuke Koike</b> <b>Miguel Leal</b> <b>Leslie David</b> <b>Hattie Stewart</b> <b>Joe Cruz</b> <b>Josh Bryan</b> <b>Inge Jacobsen</b> <b>Maurizio Anzeri</b>	drawing.		realisation of project.
<b>YEAR 10</b>	<b>PHOTOGRAPHY KNOWLEDGE</b>	<b>Introduction</b>  Introduction to GCSE, expectations, introduce students to a range of short activities related to Photography. They learn a range	<b>Compositional Techniques</b>  Introduction to Formal Elements of Photography.  AO3 recording: Line, Tone & Colour, Space,	<b>Community - Narrative</b>  Mind Map to understand the scope of the word community  Collage to create a visual understanding of the word	<b>Community - Identity/ People</b>  <b>How does community help foster identity?</b>  Artist analysis  Combination of interpretations.	<b>Community - Place</b>  <b>Exploring community through the physical place.</b> Photo walk Artist study analysis – students select from list  How to combine a range of interpretations,	<b>Community – Objects</b>  <b>What do objects say about community? How can we present this through photography</b> Artist analysis Developing analysis & response skills.

		of basic skills and gain an understanding of technical principles that will enable them to realise and develop their skills and ideas in future projects.	Form, Shape & Pattern through photography.  A01 analysing photographers use of the formal elements and creating personal responses.  Introduction to Assessment Objectives, evaluating & refining, self/peer reflection.	community  Narrative focus – <b>How can we use photography to develop narrative about community? What story do you want to tell?</b> Exploring Triptychs – how they tell a story.  Photographer Analysis of <b>Adde Adesoken</b> . How to plan & execute a photoshoot by sourcing materials, creating storyboards and recording ideas as they progress.  Printing contacts, annotating, developing and editing best photos .	Development of ideas. Experimentation of media. Further experimentation and development of ideas through investigating a new strand of community and different photographers and techniques	experimenting with different materials, reflecting.  Combining previous work to develop current  Editing and postproduction skills	Re-cap of AO's, evaluating & refining, self/peer reflection.  Still life photography Colour/ Black and White how has this changed.  Students will continue to develop critical and contextual analysis of appropriate sources.  Further experimentation and development of ideas through investigating a new strand of community and different photographers and techniques
	<b>PHOTOGRAPHY SKILLS</b>	Basic use of camera controls, vocabulary and photographic principles.	Understanding DIRT (Direct Improvement & Reflection Time), how to reflect, refine & improve work to show	Planning a photoshoot, sourcing materials, sketching ideas (storyboards), annotating work as it progresses.	Planning a photoshoot, sourcing materials, sketching ideas (storyboards), annotating work as it progresses.	Planning a shoot experimenting with aspect of community in different ways  Critical & contextual analysis of artists and	How to combine a range of interpretations, experimenting with different materials, reflecting, planning, managing time,

		<p>Camera aperture: position and point of focus to control depth of field, camera shutter speed, composition, uploading, editing &amp; printing images, contact sheets.</p>	<p>progress.</p> <p>Using visual and tactile elements such as: line, shape, form, tone, texture, shape, pattern, colour.</p> <p>Editing skills such as double exposure</p>	<p>Students will continue to show understanding &amp; development of their photography skills &amp; techniques. Students will develop skills in presenting work in their sketchbook, developing their planning abilities, exploring and refining their ideas through trial and experimentation, recording their ideas, insights and observations about others and their own work with relevant written annotation. They should exploit opportunities to alter images, as a process of refinement and experimentation to support coverage of AO2 and AO3.</p>	<p>Students will continue to show understanding &amp; development of their photography skills &amp; techniques. Students will develop skills in presenting work in their sketchbook, developing their planning abilities, exploring and refining their ideas through trial and experimentation, recording their ideas, insights and observations about others and their own work with relevant written annotation. They should exploit opportunities to alter images, as a process of refinement and experimentation to support coverage of AO2 and AO3.</p>	<p>responses.</p> <p>Using DIRT to reflect, refine &amp; improve work to show progress.</p> <p>Students will continue to show understanding &amp; development of their photography skills &amp; techniques. Students will develop skills in presenting work in their sketchbook, developing their planning abilities, exploring and refining their ideas through trial and experimentation, recording their ideas, insights and observations about others and their own work with relevant written annotation.</p> <p>They should exploit opportunities to alter images, as a process of refinement and experimentation to support coverage of AO2 and AO3.</p>	<p>developing final piece ideas, realisation of project. How to combine a range of interpretations, experimenting with different materials, reflecting, planning, managing time, developing final piece ideas, realisation of project, Evaluation.</p>
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YEAR 11	ART KNOWLEDGE	<p><b>Portraits &amp; Identity</b></p> <p><b>A01, A03</b> Mind map and research of own specific area within portraits and identity. Artist analysis.</p> <p>A02 Refinement Developments and refinements of own ideas.</p> <p>Workshop – understanding the concept of relief printing</p>	<p><b>Portraits &amp; Identity</b></p> <p>Development of ideas. Experimentation of composition, media and colour. Final piece plan &amp; a final piece in exam conditions: 10 hrs.</p>	<p><b>Exam Topic</b></p> <p><b>A01 Artist Analysis page.</b> Research. My opinion. Copy artist work developing personal style &amp; challenge skills /techniques. Artist analysis. Personal response. Interpretation.</p>	<p><b>Exam Topic</b></p> <p><b>AO's 1, 2 &amp; 3</b></p> <p>Research another artist if necessary &amp; produce an interpretation. Combination of interpretations. Final piece plan. Development of ideas. Experimentation with media.</p>	<p><b>Exam Topic</b></p> <p><b>AO4</b></p> <p>Final Piece plan. Personal response (Research link with Theme /Artist(s)). 3 ideas, Final Piece produced in exam conditions: 10 hrs. Written Evaluation</p>	Whole School exam revision and dismissal.
	ART SKILLS	<p>Lino printing &amp; silk screen printing</p> <p>A02 testing and refining each aspect of personal idea, this is personal to student's individual intent but could include compositional techniques, media and colour testing. Selection of strongest idea</p>	<p>Application of all skills and AO's in order to create skilful response(s)</p>	<p>Developing A01 skills through analysing &amp; assessing previous work in Years 10 &amp; 11.</p>	<p>Developing AO's 1,2,3,4 through analysing &amp; assessing previous work in Years 10 &amp; 11 with particular focus on A02&amp;3 Recording.</p>	<p>Consolidating skills in producing final piece ideas, experimenting with a range of materials &amp; techniques and realising a project. Evaluating a project.</p>	Whole School exam revision and dismissal.
YEAR	PHOTOGRAPHY	<b>Portraits &amp;</b>	<b>Community &amp;</b>	<b>Exam Topic</b>	<b>Exam Topic</b>	<b>Exam Topic</b>	Whole School exam

11	KNOWLEDGE	<p><b>Identity</b></p> <p><b>Photographic Workshop at NPG. Wood Green Photo Walk.</b></p> <p>AO2 &amp; AO3 Experiment &amp; explore different ideas &amp; media. Review and develop your ideas / techniques / processes as you go.</p> <p><b>Objects Project</b> – combining artist styles &amp; creating personal responses.</p> <p>AO3 Record. The Photographer’s gaze – analysis. Recording &amp; analysing <b>NPG photographic workshop.</b></p> <p>AO3 Record. <b>Global Routes Project – Wood Green Photo Walk.</b> Location Photography,</p>	<p><b>Identity</b></p> <p><b>AO2 Experiment &amp; Refine: Identity Workshop</b> using images from NPG and Photo Walk (10 hr Assessment) – drawing &amp; sewing onto photographic images, collage, 3D, use of ICT to manipulate &amp; edit. <b>(Rupert Shrive Aldo Tolino Lubaina Himid Kensuke Koike Miguel Leal Leslie David Hattie Stewart Joe Cruz Josh Bryan Inge Jacobsen Maurizio Anzeri)</b></p> <p>Students record ideas, observations &amp; insights through written annotations, explaining intentions and reflecting on their work as it progresses.</p>	<p><b>AO1 Artist Analysis page.</b> Research. My opinion. Copy artist work developing personal style &amp; challenge skills /techniques. Artist analysis. Personal response. Interpretation. Exploiting opportunities to alter images as a process of refinement and experimentation to support coverage of <b>AO2 and AO3.</b></p>	<p><b>AO’s 1, 2 &amp; 3</b></p> <p>Research another artist if necessary &amp; produce an interpretation. Combination of interpretations. Final piece plan. Development of ideas. Experimentation with media.</p>	<p><b>AO4 Present, Final Piece</b> evidencing the journey from initial engagement to the realisation of intentions.</p> <p><i>Technical principles camera workshops.</i> Re-embedding knowledge of camera controls and their impact on the recorded image to support coverage of all AO’s.</p> <p>Students review, select &amp; present their portfolio for final submission with teacher guidance, ensuring that the component requirements are fulfilled.</p>	revision and dismissal.
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		<p>Documentary Photography &amp; Photo Journalism.</p> <p>All work documented together with primary &amp; secondary visual evidence.</p>	<p>Present coursework portfolio. Review &amp; refine working on A0 weaknesses. Targets &amp; independent learning.</p>				
	<b>PHOTOGRAPHY SKILLS</b>	<p>Analysing an Artist &amp; how to respond.</p> <p>Photo shoot planning, portrait camera settings, selecting from contact sheets, photomontage, collage, ICT, composition and image manipulation.</p>	<p>Experimentation with a range of media &amp; techniques: drawing, folding, collage, sewing, cropping, distorting, melting, ICT.</p> <p>How to annotate work successfully to refine ideas and progress.</p> <p>Written analysis of sources.</p> <p>How to present &amp; refine a portfolio of work effectively to meet their full potential.</p>	<p>Developing A01 skills through analysing &amp; assessing previous work in Years 10 &amp; 11.</p>	<p>Working independently creating an Artist Page through personal research &amp; analysis and use of preparatory work.</p> <p>Developing A0's 1,2 3,4 through analysing &amp; assessing previous work in Years 10 &amp; 11 with particular focus on A02&amp;3 Recording.</p>	<p><i>Technical Principles workshops:</i> exposure, aperture, shutter speed, lighting, composition. Re-embedding knowledge of camera controls and their impact on the recorded image to support coverage of all A0's. Addressing gaps in knowledge.</p> <p>Produce final piece ideas experimenting with different materials.</p> <p>Realisation of project.</p> <p>How to present &amp; refine a portfolio of work effectively to meet full potential.</p>	<p>Whole School exam revision and dismissal.</p>