Learning Aims and Curriculum Intent:

Intent:
As a department we are fundamentally committed to providing students with outstanding learning opportunities and, as a result, we intend to make a significant contribution to the field of Art Education. Put in simple terms, we intend:
To be recognized as one of the most forward thinking and successful Art departments in London (and by extension the world).
To be recognized as a center of excellence in Art education (beyond merely secondary education).
To provide outstanding opportunities and experiences for Forest Students.
To provide outstanding Art opportunities for the wider community.

Our curriculum is fundamental in making this happen.

Departmental Aims:
Broadly, the curriculum will form an important part in enabling the realisation of the Art department's 'Vision and Values Statements' (points 1, 2 and 3 are of particular relevance). These statements are a means of bringing our intent to life. They are outlined below:

(1) Our curriculum is Broad and values Inclusion, Diversity and Sustainability.
(2) Forest Students Have an Excellent Art Experience.
(3) We Raise the Profile of the Department so it is High Profile.
(4) Staff have access to Excellent Subject Specific CPD.
(5) Students Art education prepares them well for life beyond the White Gates allowing them to engage with the aesthetic world with confidence and appreciation.

More specifically, the Year 7 curriculum will support students in acquiring the KS5 Skills, Knowledge and Threshold concepts for Photography which are outlined below.

Student will develop well developed understanding of...	More specifically ...	When will this occur?
The formal elements	An understanding of how the formal elements can be communicated through photography to create an emotional or conceptual effect. Threshold Concept: Photographs have their own visual language and grammar. These formal and visual elements are shared with other works of visual art. Photography also has its own specific grammar.	Year 10 Michaelmas
Use of technology to create images	How to operate and utilise a range of technologies and process to create and capture images (both digital and analogue). Including DSLR camera including the fundamentals of ISO, Aperture, and shutter speed. Threshold Concept: Photography is capturing light. A camera is only one means of doing this.	Year 10 Michaelmas and Lent
Colour Theory	An understanding of how colours can be used to create an emotional, atmospheric, or conceptual effect in Photography. Threshold concept: Colours can affect emotions. Colours are deeply linked to global history.	Year 10 Lent
Experimental / wider drawing	An understanding of how to use a range of drawing techniques to record ideas and create an emotional, atmospheric, or conceptual effect. Threshold Concept: Light based media can be used to draw lines on surfaces or in space. The term drawing is contentious and disputed.	Year 10 Trinity and Year 11 Michaelmas
Studio/ controlled light photography	An understanding of how formal elements and setting can be used to create and control environments to suggest atmospheric, emotional, or conceptual effects in photography. Threshold Concepts: All elements within a photograph can be controlled and contrived. Different contexts make this harder or easier.	Year 10 Lent and Trinity
Genres of Photography	An understanding of the different genres of photography, their histories, and qualities. Threshold Context: Photography has many genres. Some old, some borrowed, some new. Photographers often play with our expectations of genre for creative purposes.	
Portrait Photography	An of how a person's portrait can be recorded to create an emotional, atmospheric, or conceptual effect. Threshold concept: Most photographs are taken by people. The majority of photographs are of people. Photographs of all varieties can be considered as examples of portraiture as they tell you about the photographer.	Year 10 Michaelmas and Year 11 Michaelmas
Editing techniques	An understanding of how to edit images (in various ways) in order to create an emotional, atmospheric, or conceptual effect. Threshold Concept: All photographs are abstractions shaped by technology.	All terms
Sketchbook presentation	An understanding of how to independently create a dynamic page that clearly communicates ideas and creates visual impact. Threshold Concept: A sketchbook is a tool for working through and editing ideas and revealing the intentions and concerns of your practice.	Year 10 Michaelmas and Year 11 Michaelmas
Artist Analysis	Carefully select the work of a wide range of critical and contextual sources. Demonstrate critical understanding by when engaging with their work through written reflections and practical experiments. Experience of engaging directly in Photographic exhibitions. Threshold Concepts: All images exist within a critical and contextual network. These networks shape and affect images.	All terms
Design and Development of Ideas	An understanding of how to select, record, review and explore ideas through a range of techniques and processes.	Year 10 Trinity and Year 11 Michaelmas
Reflect on and learn from mistakes	Using reflective language to demonstrate a critical understanding of their creative processes. Carefully and critically review images and use this review to inform future image making.	Year 10 Michaelmas and Year 11 Michaelmas
Learning independently	An ability to construct their own success criteria and reflect on work considering WWW? EBI?	Year 11 Lent and Trinity

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	**Topic:** Self-Directed Project (Students develop a project in response to their own self-selected theme). **Indicative content:** Objective: Investigate a project of your choice. Ensure that you: **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **Threshold Question:** How can I investigate a topic of my choice using appropriate media, processes, and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas **Discipline:** Discipline: Photography	**Subject Specific Skills** Students' choice **Transferable Skills** Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment	**For more details and a justification of this approach, please refer to the Art department Assessment Policy.** Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.
Lent	**Topic:** Externally Set Assignment (Students develop a project in response to a theme set by the exam board). **Indicative content:** Objective: Investigate them provided by the exam board. Ensure that you: **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **Threshold Question:** How can I investigate a topic of my choice using appropriate media, processes, and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas **Discipline:** Discipline: Photography	**Subject Specific Skills** Students' choice **Transferable Skills** Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment	**For more details and a justification of this approach, please refer to the Art department Assessment Policy.** Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.
Trinity	**Topic:** Externally Set Assignment (Students develop a project in response to a theme set by the exam board). **Indicative content:** Objective: Investigate them provided by the exam board. Ensure that you: **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **Threshold Question:** How can I investigate a topic of my choice using appropriate media, processes, and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas **Discipline:** Discipline: Photography	**Subject Specific Skills** Students' choice **Transferable Skills** Collaboration Creativity Communication Oracy Literacy Self Assessment Peer Assessment	**For more details and a justification of this approach, please refer to the Art department Assessment Policy.** Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.

Examples of Homework	Differentiated based on individual student needs/ topics.
Key terminology	Great teaching can perhaps be understood as being akin to Jazz Improvisation. E.g. Freedom to respond to an environment in a way that is sensitive and brings about new learning and experiences can only occur within very strict and well-constructed boundaries and frameworks. With this in mind it is important to note that, throughout the course of a project, and as a result of expert teaching, some key terminology will develop unexpectedly. For this reason, the list below is not exhaustive. However, as a minimum, the following terms will be explored: Composition, Refinement, Critical analysis, Documentation, Recording, Presentation, Development, Observation, Tone, Line, Texture, Shape, Form, Pattern, Space, Light, Ambiguity, Image of thought, Image object, Visual culture
Super-curricular enrichment and scholarly extension	Due to the self-directed nature of KS4 content, students Super Curricular requirements will differ. As such, we will differentiate and propose different super curricular opportunities to students on a case-by-case basis. This will be evidenced in students' tutorial logs/ digital sketchbooks and can be shown upon request. However, for Michaelmas 1, all students will be encouraged to… **Michaelmas:** Differentiated based on individual student needs/ topics. **Lent:** Differentiated based on individual student needs/ topics. **Trinity:** Differentiated based on individual student needs/ topics.
Useful websites	Differentiated based on individual student needs/ topics.

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