RIVERSACADEMY
West London An Aspirations Academy

# ART AND PHOTOGRAPHY - Curriculum Plan

| ART | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 1 |
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| **Year 7 curriculum overview** | **Formal Elements in Art**<br><br>An introduction into each formal element that students will investigate and practise. Students will develop their skills in a range of different mediums including watercolour paints, biro and pencil to create the formal elements such as Texture and Tone. | **Formal Elements in Art**<br><br>Students will research and explore the artist Sonia Delaunay. As well as further investigate Colour, Line, Shape and Pattern, through mediums such as felt tip pen, charcoal and pencil. | **Insects and Bugs**<br><br>This project builds on the knowledge and skills developed in the first term, through observational drawings of insects and bugs. While exploring and practicing different mediums including craft work. | **Insects and Bugs**<br><br>Students will research and explore the artist Alex Konahin in relation to the theme insects and bugs. Students will create their own insect and bug as a final piece in mixed media. | **Self-Portraits**<br><br>Revisiting formal elements within the theme of self-portraits looking closely at the facial features to develop both observational skills and experiment with different techniques and practise mediums. | **Self-Portraits**<br><br>Students get to explore different artists styles and techniques, such as Chuck Close and Leonardo Da Vinci to create their own self-portrait through mixed media as a final piece. |
| **Key knowledge outcomes (students should know)** | Students will develop their practical skills through experimentation using some materials and techniques with increased control and purpose. | Students will gain basic knowledge of the formal elements and can apply these in a visual form shown in their drawings using mark making. | Students will create appropriate design studies in 2D, 3D and craft outcomes, along with recording from primary and secondary sources. | Students' work will be informed by research, observed studies and use of annotations. While developing a written paragraph explaining how their work is influenced by other artists and designers. | Students should be able to use suitable tools and materials to create a visual outcome and they can identify how to improve their work. | Students will be able to show an appropriate visual final outcome inspired by their knowledge of artists' work. |

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| **Key skills (students should be able to)** | Drawing in pencil, biro and painting with watercolour techniques, including colour mixing for primary and secondary colours.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Using other artists to inspire creative designs and symmetry to create patterns as well as link to the outside world.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Drawing in pencil, biro and painting with watercolour and ink techniques, including colour mixing for primary, secondary and other colours.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Introducing craft through the use of cutting knives, tissue paper and card, Using other artists to inspire creative designs and symmetry.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Drawing in pencil, biro and painting with watercolour techniques, including colour mixing for secondary and other colours. Using other artists to inspire creative designs.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Incorporating observational drawing skills through primary sources and using a grid method to understand proportions and perspective.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration |
| **Year 8 curriculum overview** | **Architecture and Gargoyles**<br><br>An introduction to Victorian gothic architecture, developing ideas from research as well as observational drawings through practicing a range of mediums such as watercolour, pencil, chalk and charcoal and oil pastel. | **Architecture and Gargoyles**<br><br>Students will create a final Gargoyle in clay through an exploration of design ideas and develop skills in clay manipulation,by adding texture, facial features and practise with clay tools | **Tesselation**<br><br>An introduction to Tessellation within different cultures from around the world. Students will research and explore a range of patterns from different cultures while building on their medium skills. | **Tesselation**<br><br>Students will also be introduced to a new medium of digital art to explore and practice with in the project. Students will research and explore the art MC.Esher and create a final piece in relation to their theme. | **Food Glorious food**<br><br>This project builds on the knowledge and skills developed in the first two terms, through observational drawing of sweets in a variety of mediums such as chalk, paint, biro and pencil. | **Food Glorious food**<br><br>Students will develop their knowledge on the artist Wyane Thiebaud with an introduction to the technique of Low relief collaging creating a final piece in 3D/2D craftwork. |

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| **Key knowledge outcomes (students should know)** | Students will improve their practical skills, through further experimentation with materials and drawing capability while understanding the qualities of different materials. | Students will successfully explore the expressive characteristics of different media, processes and techniques. | Students will show effective research of other artists' work to develop their ideas to create 2D and 3D outcomes as well as show a good knowledge of other artists and designers while analyzing their creative intentions through annotations. | Students will show an increased confidence in applying tone, perspective and a variety of mark making in their drawings, creating the illusion of 3 dimensions and realism. | Students will show they can record detailed insights and intentions and create an effective visual final outcome inspired by their research and knowledge of artist work. | Students will demonstrate their practical skills using different materials to create the outcome and analyse the final piece. |
| **Key skills (students should be able to)** | Drawing techniques from observation using a range of different mediums and using feedback to develop a final idea, through the use of mark making skills and mixed-media.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Creating a final design using clay tools to manipulate and mold using techniques. While critically evaluating a self reflection of their final creation.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Drawing techniques from observation using a range of different mediums and using feedback to develop a final idea, through the use of mark making skills and mixed-media.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Creating a final design using research in Islamic art and knowledge of pattern to create their own tessellation final piece. While critically evaluating a self reflection of their final creation.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Drawing techniques from observation using a range of different mediums and using feedback to develop a final idea, through the use of tone and mixed-media.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | Creating a final design using low relief collaging to manipulate and mold using techniques. While critically evaluating a self reflection of their final creation.<br><br>**Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration |
| **Year 9 curriculum** | **Rotation 1 - Still Life** | | | **Rotation 2 - Surrealism** | | |

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| **overview** | Research, formal observational drawing and composition of Still life drawings and paintings. Using various media such as charcoal as well as colour theory. An introduction to photography within the theme of Still life exploring camera techniques and terminology. Preparing for KS4 creative subjects by refining key skills, independent research and inspiration of various artists such as Roy Lichtenstein and Angie Lewin through to inspire a final finished piece in a media of choice. | | | Research, formal observational drawing and composition of Surrealism drawings and paintings. Using various media such as pencil and paint. An introduction to abstraction within the theme of Surrealism exploring a range of techniques such as Autonomism. Preparing for KS4 creative subjects by refining key skills, independent research and inspiration of various artists such as Salivodor Dali and Joan Miro through to inspire a final finished piece in a media of choice. | | |
| **Key knowledge outcomes (students should know)** | Students will independently demonstrate how to cut, shape, mould, cast and construct a wide range of art outcomes through experimentation with materials. | Students will show their understanding of how to improve and refine their proficiency using different materials when drawing, painting and sculpting. | Students will independently plan and model ideas and intentions in 2D and 3D form, using my imagination to sequentially explore the development of ideas. | Students will also thoroughly investigate a diverse selection of artists and designers, and how this research has led to creative ideas to develop several different versions of an idea. While showing a diverse range of drawing skills using a variety of tools to record. | Students will demonstrate versatile skills using a variety of different materials to create an outcome and analyse this and reference the influence of other artists. | Students will be able to analyse and comment on their work and the work of other artists, alongside independently creating a final visual outcome. |
| **Key skills (students should be able to)** | Observational drawing using a range of media and which ones suit personal skills and preferences while reflecting on artists influences. | Photographic skills developed through a range of terminology and techniques learnt.<br><br>**Power skills:** critical thinking, character | Creating a final piece of work in response to the theme of still life through independent work and artist inspiration.<br><br>**Power skills:** critical | Observational drawing using a range of media and which ones suit personal skills and preferences while reflecting on artists influences. | New techniques introduced and practised/explored through a subtopic of Abstraction.<br><br>**Power skills:** critical thinking, character | Creating a final piece of work in response to the theme of still life through independent work and artist inspiration. |

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| | **Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | learning, creativity, communicate effectively and collaboration | thinking, character learning, creativity, communicate effectively and collaboration | **Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration | learning, creativity, communicate effectively and collaboration | **Power skills:** critical thinking, character learning, creativity, communicate effectively and collaboration |
| **GCSE** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 1** |
| **Year 10 ART curriculum overview** | **Foundation skills**<br><br>Developing knowledge of art, photography and design skills. An introduction project to ensure all pupils experience all the elements required to succeed. | **Foundation skills**<br><br>Pupils are encouraged to explore a range of art styles, media, shape and form from 1800's to modern day | **Natural Forms**<br><br>Responding to a set exam title project, through researching and investigating the theme. Along with researching artists' work creating artists' copies and responding with their own photos and studies. | **Natural Forms**<br><br>Further developing personal responses to the brief from the exam board through combining artists' work. As well as evaluating their own work through a developing review | **Natural Forms**<br><br>Finalising a personal response by producing a final piece with justification of journey through a written project proposal. | **Landscapes**<br><br>Responding to a set exam project, through researching and investigating the theme. Along with researching artists' work, creating artists' copies and responding with their own photos and studies. |
| **Key knowledge outcomes (students should know)** | Students will show a moderate to consistent ability to select and experiment with appropriate media, materials, techniques and processes. Finding | Students will show a moderate to consistent ability to select and experiment with appropriate media, materials, techniques and processes. | Students will be capable of using most materials in a variety of styles and techniques inspired by artists. | Students will moderately to consistently demonstrate effective development of ideas through purposeful | Students will show a consistent ability to demonstrate critical understanding of sources and provide clear analytical evidence on how other artists and | Students will show a moderate to a consistent ability to record ideas and observations through drawing and annotation and any other |

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| | their deserved strengths and weaknesses to work on. | | | investigations. | designers have influenced their final outcomes. | appropriate means relevant to intentions, as work progresses and competently present a meaningful response, realise intentions and demonstrate understanding of visual language. |
| **Key skills (students should be able to)** | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing. Developing Critical analysis of own, peers and other artists work. | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing Developing Critical analysis of own, peers and other artists work. | Pupils select a media element to focus on developing, linking to artist research - drawing, painting, printing and other mixed-media techniques Critical analysis and evaluation of others' work | Pupils develop skill and confidence in chosen elements from drawing, painting, printing and mixed-media techniques Critical analysis of artists, peers and their own work. | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques |
| **Year 11 ART curriculum overview** | **Landscapes**<br><br>Responding to a set exam title project, through researching and investigating the theme. Along with researching artists' | **GCSE External Exam**<br><br>Responding to an exam title, through researching artists' work and creating response studies. | **GCSE External Exam**<br><br>A continuation of developing a set exam project through research and investigation. | **GCSE External Exam**<br><br>Alongside their project they will further develop their personal responses to the brief from the exam board and create a final series of work. | | |

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| | work creating artists' copies and responding with their own photos and studies. | | | | | |
| **Key knowledge outcomes (students should know)** | Students will be able to demonstrate a consistent to highly developed capacity to effectively develop ideas through creative and purposeful investigations and show critical understanding of sources and provide a detailed evaluation of their final outcome with links to contextual analysis. | Students will be able to show a consistent to highly developed ability to purposefully select and experiment with appropriate media, materials, techniques and processes. | Students show confidence using most materials and can independently implement these in their work. | Students will show a highly developed ability to skilfully record ideas, observations and insights through drawing and photography. | Students will be able to demonstrate a consistent to highly developed capacity to effectively develop ideas through creative and purposeful investigations and show critical understanding of sources and provide a detailed evaluation of their final outcome with links to contextual analysis. | Students will annotate and analyse any means relevant to intentions, as work progresses while presenting a personal and meaningful response and realise intentions with confidence and conviction and demonstrate understanding of visual language. |
| **Key skills (students should be able to)** | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing. Developing Critical analysis of own, peers and other artists | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing Developing Critical analysis of own, peers and other | Pupils select a media element to focus on developing, linking to artist research - drawing, painting, printing and other mixed-media techniques Critical analysis and evaluation of others' | Pupils develop skill and confidence in chosen elements from drawing, painting, printing and mixed-media techniques Critical analysis of artists, peers and their own work. | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques |

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| | work. | artists work. | work | | | |
| **Year 10 Photography curriculum overview** | **Foundation skills**<br><br>Developing knowledge in art and photography such as drawing, camera and studio skills while looking at specific themes to reflect on. | **Foundational Skills**<br><br>Pupils are encouraged to explore a range of photography styles, media, shape and form from 1800's to modern day. | **Viewpoint Coursework**<br><br>Introduction to examination question 'Viewpoint' Researching first and second artists and responding to the style, theme or technique. | **Viewpoint Coursework**<br><br>Mini outcome creating a combined experiment of both first and second artists' responses using their own interpretation. | **Viewpoint Coursework**<br><br>Final outcomes created through combining all three artists together. Creating an evaluation by acknowledging their intentions. | **Emotions Coursework**<br><br>Responding to set examination question 'Emotions' through researching first and second artists and responding to the style theme or technique. |
| **Key knowledge outcomes (students should know)** | Students will show a moderate to consistent ability to select and experiment with appropriate media, materials, techniques and processes. Finding their deserved strengths and weaknesses to work on. Finding their deserved strengths and weaknesses to work on. | Students will show a moderate to consistent ability to select and experiment with appropriate media, materials, techniques and processes. | Students will be capable of using most materials in a variety of styles and techniques inspired by artists. | Students will moderately to consistently demonstrate effective development of ideas through purposeful investigations. | As well as show a consistent ability to demonstrate critical understanding of sources and provide clear analytical evidence on how other artists and designers have influenced their final outcomes. | Students will show a moderate to a consistent ability to record ideas and observations through drawing and annotation and any other appropriate means relevant to intentions, as work progresses and competently present a meaningful response, realise intentions and demonstrate |

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| | | | | | | understanding of visual language. |
| **Key skills (students should be able to)** | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques (all skills are independent to each student) | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques |
| **Year 11 Photography curriculum overview** | **Emotions Coursework**<br><br>Mini outcome creating a combined experiment of both first and second artists' responses. Final outcomes created through combining all three artists together. | **GCSE External Exam**<br><br>Responding to an exam title, through researching artists' work and creating response studies with a planned photoshoot. | **GCSE External Exam**<br><br>A continuation of developing a set exam project through research and investigation. | **GCSE External Exam**<br><br>Alongside their project they will further develop their personal responses to the brief from the exam board and create a final series of work with evaluation of acknowledging their intentions throughout. | | |
| **Key knowledge outcomes (students should know)** | Students will be able to demonstrate a consistent to highly developed capacity to effectively develop ideas through creative and purposeful investigations and | Students will be able to show a consistent to highly developed ability to purposefully select and experiment with appropriate media, materials, techniques | As well as show confidence using most materials and can independently implement these in their work. | Students will show a highly developed ability to skilfully record ideas, observations and insights through drawing and photography. | Students will be able to demonstrate a consistent to highly developed capacity to effectively develop ideas through creative and purposeful | Students will annotate and analyse any means relevant to intentions, as work progresses while presenting a personal and |

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| | show critical understanding of sources and provide a detailed evaluation of their final outcome with links to contextual analysis. | and processes. | | | investigations and show critical understanding of sources and provide a detailed evaluation of their final outcome with links to contextual analysis. | meaningful response and realise intentions with confidence and conviction and demonstrate understanding of visual language. |
| **Key skills (students should be able to)** | Digital editing, physical editing and critical analysis Research and investigation skills | Digital editing, physical editing and critical analysis Research and investigation skills | Digital editing, physical editing and critical analysis Research and investigation skills | Digital editing, physical editing and critical analysis Research and investigation skills | | |
| **A level** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 1** |
| **Year 12 Art/Photography curriculum overview** | **Foundation skills**<br><br>Developing knowledge of art, photography and design skills. An introduction project to ensure all pupils experience all the elements required to succeed. | **Foundation skills**<br><br>Pupils are encouraged to explore a range of art styles, media, shape and form from 1800's to modern day. While developing their own creative style and interpretation. | **Personal Investigation**<br><br>Pupils choose their own titled project to investigate and the theme. Along with researching artists' work creating artists' copies and responding with their own photos and studies. | **Personal Investigation**<br><br>Begin starting to develop their first and second artists, style or even techniques that their investigation has led them to. While evaluating, reviewing and refining elements in their project. | **Personal Investigation**<br><br>Further developing personal responses to their chosen theme through combining artists' work. As well as evaluating their own work through a developing review and refinement. | **Personal Investigation**<br><br>Finalising a personal response by producing a final piece with justification of journey through a written project proposal. |

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| **Key knowledge outcomes (students should know)** | Students will show a consistent ability to select and experiment with appropriate media, materials, techniques and processes. Finding their deserved strengths and weaknesses to work on. Finding their deserved strengths and weaknesses to work on. | Students will show a consistent ability to select and experiment with appropriate media, materials, techniques and processes. | Students will be able to show their developing ideas and skills to a consistently high ability to demonstrate their knowledge of appropriate media, materials, techniques and processes. Students will show an exceptional understanding of using a majority of materials and can work independently to complete their coursework. | Students will demonstrate an exceptional ability of a range of developed ideas, research and contextual analysis through purposeful investigations and prior knowledge. | Students will show a high level of critical understanding of sources and evaluate their work to contextualise their ideas and demonstrate an exceptional ability to skilfully record ideas, observations and insights through drawing and photography. | Students will be able to annotate and analyse any means relevant to intentions, as work progresses. While showing a highly developed and exceptional ability to present a personal and meaningful response and realise intentions with confidence and conviction and demonstrate understanding of visual language. |
| **Key skills (students should be able to)** | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing. Developing Critical analysis of own, peers and other artists work. Digital editing, physical editing and critical analysis, | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing. Developing Critical analysis of own, peers and other artists work. Digital editing, physical editing and | Pupils select a media element to focus on developing, linking to artist research - drawing, painting, printing and other mixed-media techniques Critical analysis and evaluation of others' work. Digital editing, physical editing and critical analysis, | Pupils develop skill and confidence in chosen element from drawing, painting, printing and mixed-media techniques Critical analysis of artists, peers and own work. Digital editing, physical editing and critical analysis, Research | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques. Digital editing, physical editing and critical analysis, Research and investigation skills | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques. Digital editing, physical editing and critical analysis, Research and investigation skills |

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| | Research and investigation skills | critical analysis, Research and investigation skills | Research and investigation skills | and investigation skills | | |
| **Year 13 Art/Photography curriculum overview** | **Personal Investigation**<br><br>Further developing personal responses to their chosen theme through combining artists' work. As well as evaluating their own work through a developing review and refinement. | **Personal Investigation**<br><br>Further developing personal responses to their chosen theme through combining artists' work. As well as evaluating their own work through a developing review and refinement. | **Personal Investigation**<br><br>Finalising a personal response by producing a final piece with justification of journey through a written project proposal essay. | **A Level External Exam**<br><br>Responding to an exam title, through researching artists' work and creating response studies. | **A level External Exam**<br><br>A continuation of developing a set exam project through research and investigation. | **A level External Exam**<br><br>Alongside their project they will further develop their personal responses to the brief from the exam board and create a final series of work. |
| **Key knowledge outcomes (students should know)** | Students will be able to show their developing ideas and skills to a consistently high ability to demonstrate their knowledge of appropriate media, materials, techniques and processes. | Students will show an exceptional understanding of using a majority of materials and can work independently to complete their coursework. | Students will demonstrate an exceptional ability of a range of developed ideas, research and contextual analysis through purposeful investigations and prior knowledge. | Students will show a high level of critical understanding of sources and evaluate their work to contextualise their ideas and demonstrate an exceptional ability to skilfully record ideas, observations and insights through drawing and photography. | Students will be able to annotate and analyse any means relevant to intentions, as work progresses. While showing a highly developed and exceptional ability to present a personal and meaningful response and realise intentions with confidence and conviction and demonstrate | Students will be able to demonstrate a confident ability to highly develop capacity to effectively develop ideas through creative and purposeful investigations and show critical understanding of sources and provide a detailed essay of their final |

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| | | | | | understanding of visual language. | outcome with links to contextual analysis. |
| **Key skills (students should be able to)** | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing. Developing Critical analysis of own, peers and other artists work. Digital editing, physical editing and critical analysis, Research and investigation skills | Drawing with a range of materials such as pencil, ink and charcoal, painting with watercolours and acrylics, introduction to printing. Developing Critical analysis of own, peers and other artists work. Digital editing, physical editing and critical analysis, Research and investigation skills | Pupils select a media element to focus on developing, linking to artist research - drawing, painting, printing and other mixed-media techniques Critical analysis and evaluation of others' work. Digital editing, physical editing and critical analysis, Research and investigation skills | Pupils develop skill and confidence in chosen element from drawing, painting, printing and mixed-media techniques Critical analysis of artists, peers and own work. Digital editing, physical editing and critical analysis, Research and investigation skills | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques. Digital editing, physical editing and critical analysis, Research and investigation skills | Drawing, painting, printing and mixed-media techniques Critical analysis and thinking, mixed media techniques. Digital editing, physical editing and critical analysis, Research and investigation skills |