Curriculum Map

Sandringham School
'Everybody can be Somebody'

Subject: Fine Art GCSE

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Foundation Skills Students are introduced to the aims and objectives of the personal portfolio. Students will explore their initial thoughts to the theme 'The Natural World' Students will be introduced to a range of key artists that relate to the theme. Students will be introduced to key processes and techniques which will give them a foundation of knowledge to build their portfolio. Students will commence a series of observational studies of natural forms in a variety of media and sizes. Students will begin to share their own ideas in order to begin to personalise their responses.	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Foundation Skills Students will build on the foundation of skills from Autumn term one and apply this to the development of their own ideas as they explore them within their sketchbooks. Students will complete sustained analysis in both visual and written form. Students will present information from a gallery visit which will inform their ideas. Observational studies of natural forms in a variety of media and sizes. Skills building workshops.	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Sustained Piece Students will reflect on their ideas and use their sketchbook and study sheets to plan a developmental piece that reflects their ideas. Students will complete a developmental piece in a media of their choice and most appropriate to their researched context to assist them in developing a personal response. Skills buildings workshops.	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Sustained Piece Students develop a 2D outcome based upon their work so far. Students will review and refine all of their work and complete exploratory work resulting in a range of 2D and 3D outcomes. The focus here is the most appropriate media selection to realise their personal intentions.	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Development of Idea/ Review and Refinement Students reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives.	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Development of Idea/Review and Refinement Students reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives.
Skills *Procedural Knowledge – 'Know How'*	Visual Recording Skills In producing a variety of sustained studies students will develop understanding of the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: o colour o line o form o tone o texture	Visual Recording Skills In producing a variety of sustained studies students will develop understanding of the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: o colour o line o form o tone o texture	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study in relation to the starting point of The Natural World.	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study in relation to the starting point of The Natural World.	Students collect and make studies from visual information to help them develop their own ideas and plan a final piece.	Students collect and make studies from visual information to help them develop their own ideas and plan a final piece.
Key Questions	How have artists been inspired by the Natural World? What outcomes have been produced as a response to the natural world?	How have artists experimented with a variety of media to develop personal outcomes?	How can you review and refine your piece to develop it further? How have you developed your ideas in relation to the	What ideas might you gain from the work you have so far to further develop your personal response?	Reflecting on all of your work so far- which are the pieces that you need to refine and improve?	Reflecting on all of the ideas and artists that you have looked at so far- which are the key artists that you would like to move forward with in order to produce

			work of artists and studied contexts?			your final personal response?
	What types of media have artists explored to record from the Natural World around them?					
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.
Literacy/Numeracy/ Character **SMSC- Mapping Document**	Analysing key words in relation to the formal elements of art and design Resilience/ Aspiration	Writing about the work of artists. Confidence	Writing about the work of artists. Aspiration/ Confidence	Writing about the work of artists. Aspiration/ Confidence	Evaluations Aspiration	Evaluations Aspiration

Curriculum Map

Subject: Fine Art

Year group: Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Final Piece Students produce the summative piece for their coursework portfolio	**Edexcel Component 01: Personal Portfolio (60% weighting)** **The Natural World** Final Piece Students produce the summative piece for their coursework portfolio	**Edexcel Component 02 (40% weighting)** **Externally Set Task** Students respond to an externally set theme.	**Edexcel Component 02 (40% weighting)** **Externally Set Task** Students respond to an externally set theme.	**Edexcel Component 02 (40% weighting)** **Exam** Students complete all of their preparatory work and complete their 10 hour exam unit.	**Study Leave**
Skills *Procedural Knowledge – 'Know How'*	Students combine all of the ideas and skills developed throughout the course to develop a highly personal response for submission.	Students combine all of the ideas and skills developed throughout the course to develop a highly personal response for submission.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students submit their coursework portfolio alongside the exam prep work and final piece.	
Key Questions	How does your work reflect your own ideas and the work of artists? How have you reviewed and refined your ideas?	How does your work reflect your own ideas and the work of artists? How have you reviewed and refined your ideas?	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	analyse critically, evaluate and reflect on your own work and that of others record notes on developments, experiments, ideas or visits.	
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	
Literacy/Numeracy/ SMSC/Character	Review of skills Resilience	Artist Analysis Aspiration	Response to context Aspiration	Development of idea Aspiration	Evaluation Confidence	

Subject: Photography

Year group: Year 10

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Black and White** **Students take photographs in order to learn SLR camera controls.**	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Black and White** **Students manipulate their images using a variety of media.**	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Natural VS Manmade**	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Natural Vs Manmade**	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Natural Vs Manmade**	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Natural Vs Manmade**
Skills *Procedural Knowledge – 'Know How'*	Understanding of the history of photography How to use a DSLR Camera How to present their work in their sketchbook. Understanding of key photographers in the history of photography.	Understanding how to use the dark room. Understanding of basic Photoshop techniques Understanding of contemporary photographic practice.	Introduction to new theme. How to develop ideas in relation to contexts.	How to photograph Natural Forms How to photograph Man Made forms.	Development of personal ideas in relation to set theme.	Development of personal ideas in relation to set theme.
Key Questions	What were the key developments in the history of photography? Who were the pioneers of photography?	How have photographers responded to key developments in photographic technology?	How have photographers responded to Natural and Manmade forms?	How do you accurately capture the natural world? What impact has man had on the natural environment?	Reflecting on all of your work so far- which are the pieces that you need to refine and improve?	Reflecting on all of your work so far- which are the pieces that you need to refine and improve?
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.
Literacy/Numeracy/ SMSC/Character	Writing about context Confidence/ Aspiration	History of Photography Confidence/ Aspiration	Analysis of artists work Confidence/ Aspiration	Analysis of artists work Confidence/ Aspiration	Reflecting on development Confidence/ Aspiration	Review and Personal response. Confidence/ Aspiration

Curriculum Map

Subject: Photography

Year group: Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Natural Vs Manmade** **Preparing for an Exam**	**Edexcel Component 01: Personal Portfolio (60% weighting)** **Natural Vs Manmade** **Exam**	**Edexcel Component 02 (40% weighting)** Exam **Externally Set task**	**Edexcel Component 02 (40% weighting)** Exam **Externallu Set task**	**Edexcel Component 02 (40% weighting)** Exam Students complete all of their preparatory work and complete their 10 hour exam unit.	**Study Leave**
Skills *Procedural Knowledge – 'Know How'*	Students combine all of the ideas and skills developed throughout the course to develop a highly personal response for submission. Possible outcomes: Joiner Series Photomontage.	Students combine all of the ideas and skills developed throughout the course to develop a highly personal response for submission. Possible outcomes: Joiner Series Photomontage.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students submit their coursework portfolio alongside the exam prep work and final piece.	
Key Questions	What are the ideas you are most interested in that you would like to include in your final piece?	How can you review and refine all of your work including your final piece in order to develop it further?	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	Analyse critically, evaluate and reflect on your own work and that of others record notes on developments, experiments, ideas or visits.	
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	
Literacy/Numeracy/ SMSC/Character	Review of ideas Confidence/ Aspiration	Review Confidence/ Aspiration	Review Confidence/ Aspiration	Evaluate Confidence/ Aspiration	Evaluate Confidence/ Aspiration	

Curriculum Map

Sandringham School
'Everybody can be Somebody'

Subject: Textiles GCSE

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	Tropical Fish Representation of Fish across Cultures Foundation Skills Observational studies of fish and Hand Stitching/ Felt making	Seascapes, plankton and coral Building skills in Textiles with students producing a machine embroidered and applique outcome.	Students to explore experimental textiles techniques: Weaving Wrapping Burning Melting	Review and Refine Students to review techniques and refine their produced work Students to produce an A3 panel based on the sea shore.	Students to develop their Personal Project Students to choose one area of the theme to develop	Students to develop their Personal Project Students to choose one area of the theme to develop
Skills *Procedural Knowledge – 'Know How'*	Visual Recording Skills students to record from shells, fossils and the artist focus of Ernst Haeckal. Students to develop core skills in felt making and hand stitching. Students to explore printed and stitched fabric to create a personal outcome.	Visual Recording Skills Students to develop skills in dye, batik and silk painting Core Skills: Machine stitching, machine embroidery and applique Students to be inspired by the sea shore and rock pools	Students to be inspired by surface texture Sea, Water, Rocks and apply their skills in order to create a mixed media piece. Students to produce weaving samples	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study. Students to combine techniques to make a personal response.	Students to complete further artist research Students to develop skills in drawing and painting Students to develop skills in experimental media Students to extend their skills through personal research Students to complete A2 sheets and sketchbook work which highlights the development of ideas.	Students to complete further artist research Students to develop skills in drawing and painting Students to develop skills in experimental media Students to extend their skills through personal research Students to complete A2 sheets and sketchbook work which highlights the development of ideas.
Key Questions	How have artists been inspired by tropical fish and the seashore? How can you record visually utilising Textiles skills?	How have artists experimented with a variety of media to develop personal outcomes?	How can you review and refine your piece to develop it further?	What ideas might you gain from the work you have so far to further develop your personal response?	Reflecting on all of your work so far- which are the pieces that you need to refine and improve?	Reflecting on all of the ideas and artists that you have looked at so far- which are the key artists that you would like to move forward with in order to produce your final personal response?
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.
Literacy/Numeracy/ SMSC/Character	Students are to record and develop their thoughts and feelings about their work as it progresses. Students to utilise GCSE Art and Design Bitesize Guide to annotating work as a starting point for their annotation. Students to develop their understanding of how a personal response can be created and how practical skills developed can inform their final pieces.					