

## Year 10 Spring Learning Journey






**Prior Learning:** You have developed your creative ability when experimenting with a range of 2D and 3D materials and developed knowledge of photographers and generating your own ideas throughout your lower school art lessons as well as other linked subjects.

### **Scheme of Learning**



[Year 10 Identity Portfolio Project 1 natural forms \(60%\)](#)

**KNOWLEDGE:** To develop the knowledge of relevant photographers to inspire your own creative practice.

**SKILLS:** To explore a range of materials, media and processes to develop and refine your photographic skills.

Week	Tasks	Literacy	Homework	✓
1	<p><b>Closing the gap colour splash, colour wheel, colour theory presentation of work.</b>  <b>Select best photograph and write bout – responds to marking and feedback from last half term.</b></p> <p><b>AO1 and A02 and AO3</b></p> <p>Assessment Objective 1 – develop own ideas in response to Identity through a visual mind map. Use of <b>PowerPoint</b> and high level presentation skills.</p> <p><b>Self ASSESSMENT</b></p>	<p><b>Colour splash</b>  <b>Colour theory</b></p>	<p><b>FLIP LEARNING:</b>  natural forms photography</p>	
2	<p><b>A03 record</b></p> <p><b>Photography workshop in class and homework.</b></p> <p>Work on using prior learning to take photos of natural forms and other objects. Including reflections and glass as well as black and white.  Contact sheet and written analysis  <b>PEER ASSESSMENT</b></p> <p><b>ASSESSMENT 1- ASSESSMENT OBJECTIVE 3 analysis of own photos.</b></p> <p><b>SELF ASSESSMENT</b></p>	<p><b>Key photography words</b></p>	<p>Take own photographs at home that link to identity. No edits</p>	
3	<p><b>MEMORY RECALL-</b> Develop and refine ideas.A02</p> <p>Grunge backgrounds and double exposure</p> <p><b>EXEMPLAR ANALYSIS-</b> deepen analysis skills further through analysing a second image and responding to marking and building on first analysis.</p> <p><b>SELF ASSESSMENT</b></p>	<p><b>Analysis</b></p>	<p><b>FLIP LEARNING:</b>  collecting images/information. Send these via Teams and keep them on your phone.</p> <p>Continuation of photographs including glass and black and white</p>	
4/5	<p>A01 A02</p> <p>Colour ink splash background and manipulation of photographs  Use of PowerPoint and photopea and other systems to create digital edits.</p>	<p><b>Manipulation</b></p>	<p><b>FLIP LEARNING:</b>  photography on own device.</p> <p>Collection of imagery towards future A02 work.</p>	
6/7	<p><b>A01 Gerrard Richter</b>  <b>Scraping paint effects</b></p> <p><b>Closing the gap and responding to assessment.</b></p> <p><b>Teacher assessment 2 – own developed photographs.</b></p>	<p><b>Ink Gerrard Richter</b></p>	<p><b>FLIP LEARNING:</b>  researching and collecting images on Laura Oldfield</p>	
<p>Art course using a variety of skills and techniques that meet the assessment objective criteria.  Independent development of best work</p>			<p><b>CAREERS</b></p> <p>Photographer  Interior designer, Teacher or Lecturer, Curator, Creative Director, Marketing and Advertising, Game Designer, Animator, Product Designer, Medical Illustrator, Set Designer and many more...</p>	

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8/9	A01 A02 A03  Closing the gap independent development of best photographs and edits.	<b>Personalisation</b>	<b>FLIP LEARNING:</b> completion of presentation of sketchbook	
10	A01 A02 A03  Closing the gap independent development of best photographs and edits.	<b>Review</b>	<b>FLIP LEARNING:</b> Develop and refine work towards A01, A02/A03.	
11/12	A01 A02 A03  Closing the gap independent development of best photographs and edits. Written analysis	<b>Analysis</b>	<b>FLIP LEARNING:</b> completion of presentation of sketchbook	