

Art Department: Curriculum Overview 2023-24

Fullbrook Art Department - Curriculum intent
"You Can't Use Up Creativity, the More You Use the More You Have" - Maya Angelou
Empowering knowledge
<p>Our curriculum...</p> <ul style="list-style-type: none">○ Encourages resilient young artists who take risks, think creatively and challenge themselves to develop personal ideas.○ Explores the relevance of Art in our contemporary lives, raises awareness of creative careers and allows young people to see the importance of the connection between the two.○ Is critical and contextual at its core to allow students to question, investigate and challenge with confidence and conviction.○ Actively promotes looking at the work of both contemporary and traditional artists, celebrating other cultures and encourages diversity.○ Develops confidence in students to express opinions and analyse and reflect on the work of others using art-specific vocabulary.
Practical skills
<p>Our curriculum...</p> <ul style="list-style-type: none">○ Shares an understanding of the unique qualities different materials and techniques possess, allowing students to investigate these using visual language in their practical work.○ Fosters a love for drawing, photography, painting, sculpture and mixed media work by exploring both conventional and diverse approaches.○ Encourages students to select appropriate media, materials, techniques and processes to aid their creative journey.○ Encourages personal and meaningful outcomes, developed through a process of experimentation and refinement.
Curriculum enrichment
<ul style="list-style-type: none">○ We strive to make connections with the local community and local artists to show the ways art can flourish in the wider world.○ Our curriculum enriches KS3 work through visits to an on-site charity garden.○ The department offers extra-curricular art and photography clubs to develop existing knowledge and nurtures a love for the subject beyond the classroom.○ We promote an open-door approach to independent learning, offering a safe creative space during and after the school day.

Year 7	Term 1		Term 2		Term 3		End Points
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic	Symbolism		Colour	Tone	Bugs		
Skill	Interpreting an artwork, using symbols to convey personal interests, photography, line drawing, colour blending with coloured pencils, mark-making techniques with a fine liner, composing an artwork.		Mixing watercolours, brush techniques, identifying strengths and areas for development.	Tonal pencil blending, chalk and charcoal blending, observational drawing, mark-making.	Design, manipulating wire, mixed media skills, sculpture, health and safety, using tissue paper, photographing in an environment.		
Content	Art specific vocabulary at the beginning of every lesson Remember Talk Model Review 1) Looking deeper: Discussions and creating symbols to convey meaning. Interpreting an artwork using art specific vocabulary. 2) Converting personal interests into recognisable symbols. Understanding and responding to the work of Frida Kahlo. Compositional photograph. 3) Observing and using shape to create a personal composition using imagination.	4) Discovering ways colour can be sensitively blended using coloured pencils and applying this carefully to their composition. 5) Applying mark-making to communicate texture and movement and learning how this can be used to deepen symbolism in their work. 6) Using colour and marks in students' surreal composition.	Colour wheel (primary and secondary colours). Colour theory. (Tertiary, harmonious, complementary). 1) Colour – cementing and developing prior knowledge on colour and learning about the career paths. Colour mixing, learning watercolour and brush techniques to create a colour wheel. 2) Colour-matching to an image using only the primary colours to communicate tone and texture. Half bug composition. 3) Work into composition in coloured pencils	Tone: Knowledge of sketching pencils and blending sensitively. 4) 2D to 3D shape sheet including rubik cube extension. Demonstration with torch and shapes. 5) Step by step tonal bug showing 3D form, surface texture, light and shadow. 6) Experiment sheet, blending. independent bug assessment, using chalk and charcoal	Prop design research – Bug's Life etc. Designing own bug. Creating a 3D character. Character movement – War Horse. Use of digital drawing packages. https://reikancreations.com/ 1. Raku Inone, Researching different insect shapes and features. Designing own bug. 2. War horse making of Joey the puppet. Extension – making a moving part to their bug. Converting an initial design into a simplified 3D wire bug shape. 3. Using research and a design to create a wire bug. Joining and bending skills. Learning how to use pliers to cut and shape wire.	Discovering how to use and manipulate wire to create form. 3D modelling. 4. Making of their wire bug. Creating moving parts. 5. Tissue paper wings and body. 6. Photographing 3D work. Learning how to think creatively in producing a narrative using their bug image. Creating an imaginary scene to paste students' imaginary bug into.	
Prior Knowledge Required	KS2 – Symbolism may have been visited by some junior schools at a superficial level – surreal eye drawing. and research into Dali. Observational drawing skills in pencil to be built upon.	KS2 – Observational drawing skills in pencil to be built upon. Knowledge of colour mixing possibly at a basic level	KS2 – Knowledge of colour mixing possibly at a basic level				

Feedback Points	Frida Kahlo research to develop a deeper understanding of conveying through artwork content.						
Key Questions							
Direct Vocab Instruction	Symbolism Surrealism Composition	Observational Interpretation Illustrate Refinement	Complementary Combination Derived				
Standardised Homework	Personal vanitas photograph, Surreal object sheets, Frida Kahlo analysis	Visual inspiration gathering, Describing marks, surreal landscapes	Photography colour wheel, artist research	Tonal photograph, tonal practice sheet, tonal half bug.	Research insect shapes		

Year 8	Term 1		Term 2		Term 3		End Points
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic							
Skill	Architecture: Our Town, photography, Paper folding techniques, 3D tile shape, fine liner, water wash, composition, layout, rearranging, merging different architectural styles and shapes, clay skills, translating manmade marks, collage, continuous line, gluing, cutting skills using scissors and the guillotine, moulding.			Environmental Art, watercolour, fine liner thick and thin lines.			
Content	Translating 2D to 3D form, refining fine motor skills, merging architectural styles: 1. Paper folding techniques	Collage: Anastasia Savinova, Marshall Brown artist research. Understanding elements that give a sense of place.	Moulding and manipulating clay. 8. Learning how to create a sense of perspective by adding areas that protrude forward	Mural	4 th Plinth plastic bottle recycling hanging sculpture. Dale Chihuly		

	<p>2. 3D tile – students will understand their strengths in arranging, layout placement and arrangement of paper strips / squares</p> <p>3. Exquisite Corpse, surreal drawing, learning to work as a group. Merging old and new architectural styles.</p>	<p>4. Creating a collaged background. Cutting out and arranging architectural elements by merging old and new structures.</p> <p>5. Drawing different imaginary architectural elements onto the collaged images in black and white media.</p> <p>6. Planning the 2D group design (3.) into a 3D clay structure (A5)</p> <p>7. Creating a clay architectural structure. Background shape from template reduced photocopy (3.)</p>	<p>by layering the clay and moulding</p> <p>9.</p> <p>10.Attention to finer detail: Using clay tools to emulate manmade textures</p> <p>Let the structure dry</p> <p>7. Painting onto the clay structure</p>				
Prior Knowledge Required							
Feedback Points							
Key Questions							

Direct Vocab Instruction	Architecture, structure, exquisite corpse, merging, styles, arrangement, renewal, gentrification, degradation						
Standardised Homework	Photoshoot around local area, taking images of different architectural styles. Presentation of work.		Manmade texture biro grid using mark making				

Year 9	Term 1		Term 2		Term 3		End Points
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic	Portraiture and Identity						
Skill	Proportions of the face. Drawing an eye and sections of the face– observational and tonal skills	Loui Jover – Collage, mixed media techniques	Disguise photoshoot, monoprinting, developing monoprints using acrylic paint, chalk and charcoal, collage, watercolour. Collage – Kehinde Wiley pattern – Hannah Hoch using students’ portrait photographs		Coffee painting, blending tones using different dilutions of coffee.	Soap spiritual animal	Sarah Simblet body skeleton Von Hagen – skin removed

							Marc Quinn – Blood head Chuck Close – portrait squares
Content	<p>1. Introduction to portraiture. Learning the proportions of the face and how to draw a portrait from observation.</p> <p>2. Students begin by drawing an eye from memory to establish misconceptions and as a starting point. Step-by-step tonal drawing of an eye.</p> <p>3. Continue drawing of an eye, including refinements. Peer/self feedback.</p> <p>Introduction to Mark Powell, analysing his work. Enlarging a section of Mark Powell's work onto found papers;</p>	<p>4. Introduction to the work of Loui Jover – analysing his process and symbolic meaning. Staining background using tea, coffee and powder inks.</p> <p>5. Selecting a famous icon and exploring key elements of how their identity can be shown visually. Dissecting and cutting the image and exploring meaningful composition. Adding in hand cut collaged images to the composition to represent meaningful elements.</p> <p>6. Adding in colour, line and shape</p>					

	envelopes, receipts, paper bags, maps etc. Developing tonal, upscaling and mark-making techniques.	using watercolour, fineliner and soft pastels in order to finalise their piece.					
Prior Knowledge Required							
Feedback Points							
Key Questions							
Direct Vocab Instruction							

Direct Vocab Instruction							
Standardised Homework							

Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic							
Skill							
Content							

Prior Knowledge Required							
Feedback Points							
Key Questions							
Direct Vocab Instruction							
Standardised Homework							

Year 12 Art	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	Technique and skill building		Externally set assignment (and Mock exam 10 hours)		(Yr 13) Coursework Portfolio (60% of A Level)		
Skill	<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one.</p> <p>Preparatory work will be presented in a sketchbook.</p> <p>Students will then complete 10 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p> <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p>		<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		

		<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		
Content	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	<p>Students will choose an area of study that they feel they would like to research and investigate – Personal Investigation. Students will use their personal investigation as a springboard to start their practical project showing a creative journey. This portfolio will take the form of a presented sketchbook, subsidiary support developments and outcome(s).</p> <p>Students work will be inspired by relevant artists from their Personal investigation and subsequent research, connecting with artists, art movements, crafts people and or designers.</p> <p>Students will then complete 15 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p>	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	
Prior Knowledge Required	A development of skills from KS3 and GCSE Art form a foundation to Year 12	A development of skills from KS3 and GCSE Art form a foundation to Year 12	A development of skills from KS3 and GCSE Art form a foundation to Year 12	
Feedback Points	Students receive 1:1 tutorials and feedback	Students receive 1:1 tutorials and feedback	Students receive 1:1 tutorials and feedback	

Key Questions	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?	
Direct Vocab Instruction	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.	
Standardised Homework	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	

Year 13 Fine Art	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	(Yr 13) Coursework Portfolio (60% of A Level)		Externally set assignment (Exam 15 hours) (40% of A Level)				
Skill	<p>Students will continue with the portfolio started in Yr 12. They will continue to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. 		<p>Students will be required to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. 				

	<p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Content	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	<p>Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one.</p> <p>Preparatory work will be presented in a sketchbook, or depending on scale will be presented as a body of work.</p> <p>Students will then complete 15 hours supervised time. In the 15 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 15 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p>			
Prior Knowledge Required	<p>A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.</p>	<p>A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.</p>			
Feedback Points	<p>Students receive 1:1 tutorials and feedback</p>	<p>Students receive 1:1 tutorials and feedback</p>			

Key Questions	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?			
Direct Vocab Instruction	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.			
Standardised Homework	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.			

Year 12 Photography	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	Technique and skill building		Externally set assignment (and Mock exam 10 hours)		(Yr 13) Coursework Portfolio (60% of A Level)		
Skill	<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art and photography, such as shape, line, scale, colour, texture, pattern, contrast, form and viewpoint • ability to respond to works of an artist, photographer, culture, craftsperson, designer or art / photography movements and timescales • appreciation of the relationship of form and function • understanding of a variety of photographic skills such as composition, shutter speed, lighting ,drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. 		<p>Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one.</p> <p>Preparatory work will be presented in a sketchbook.</p> <p>Students will then complete 10 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p>		<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. 		

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Content	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	<p>Students will choose an area of study that they feel they would like to research and investigate – Personal Investigation. Students will use their personal investigation as a springboard to start their practical project showing a creative journey. This portfolio will take the form of a presented sketchbook, subsidiary support developments and outcome(s).</p> <p>Students work will be inspired by relevant artists from their Personal investigation and subsequent research, connecting with artists,</p>	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	

		art movements, crafts people and or designers. Students will then complete 15 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.		
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Standardised Homework	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	

Year 13 Photography	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	(Yr 13) Coursework Portfolio (60% of A Level)		Externally set assignment (Exam 15 hours) (40% of A Level)			

Skill	<p>Students will continue with the portfolio started in Yr 12. They will continue to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, form, and viewpoint. • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented: 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.</p>	<p>Students will be required to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • appreciation of the relationship of form and function • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented: 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.</p>		
Content	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	<p>Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one.</p> <p>Preparatory work will be presented in a sketchbook, or depending on scale will be presented as a body of work.</p> <p>Students will then complete 15 hours supervised time. In the 15 hours students</p>		

		will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 15 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.		
Prior Knowledge Required	A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.	A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.		
Feedback Points	Students receive 1:1 tutorials and feedback	Students receive 1:1 tutorials and feedback		
Key Questions	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?	What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?		
Direct Vocab Instruction	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.	Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.		
Standardised Homework	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.	Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.		