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 Our curriculum... O Encourages resilient young artists who take risks, think creatively and challenge themselves to develop personal ideas. O 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. O Is critical and contextual at its core to allow students to question, investigate and challenge with confidence and conviction. O Actively promotes looking at the work of both contemporary and traditional artists, celebrating other cultures and encourages diversity. O Develops confidence in students to express opinions and analyse and reflect on the work of others using art-specific vocabulary. Practical skills Our curriculum... O Shares an understanding of the unique gualities different materials and techniques possess, allowing students to investigate these using visual language in their practical work. O Fosters a love for drawing, photography, painting, sculpture and mixed media work by exploring both conventional and diverse approaches. O Encourages students to select appropriate media, materials, techniques and processes to aid their creative journey. O Encourages personal and meaningful outcomes, developed through a process of experimentation and refinement. Curriculum enrichment O We strive to make connections with the local community and local artists to show the ways art can flourish in the wider world. O Our curriculum enriches KS3 work through visits to an on-site charity garden. O The department offers extra-curricular art and photography clubs to develop existing knowledge and nurtures a love for the subject beyond the classroom.

O We promote an open-door approach to independent learning, offering a safe creative space during and after the school day.

	Term	1	-	Term 2	Term
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
	[3 lessons]	[4 lessons]	[3 lessons]	[3 lessons]	[3 lessons]
Торіс	Symbol	ism	Colour	Tone	Bugs
Skill Content	Interpreting an artwork, using syr interests, photography, line draw coloured pencils, mark-making te composing an artwork. Art specific vocabulary at the beginning of every lesson Remember	 4) Discovering ways colour can be sensitively blended 	Mixing watercolours, brush techniques, identifying strengths and areas for development. Colour wheel (primary and secondary colours). Colour theory. (Tertiary,	Tonal pencil blending, chalk and charcoal blending, observational drawing, mark-making. Tone: Knowledge of sketching pencils and blending sensitively.	Design, manipulating wire, mixed me health and safety, using tissue paper, environment. Prop design research – Bug's Life etc. Designing own bug. Creating a 3D character.
	 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. 	 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. 	 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 	 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 	 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.
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		

3		
	Half Term 6 [4 lessons]	End Points
	kills, sculpture, cographing in an	
anip	ering how to use and ulate wire to create 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.	

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	

	Terr	n 1	Tei	rm 2	Terr	m 3	
Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
	[3 lessons]	[4 lessons]	[3 lessons]	[3 lessons]	[3 lessons]	[4 lessons]	
Торіс							End Points
Skill	Architecture: Our Town, ph	notography, Paper folding t	echniques, 3D tile shape,	Environmental Art, wate	rcolour, fine liner thick and t	hin lines.	
	fine liner, water wash, com	position, layout, rearrangi	ng, merging different				
	architectural styles and sha	apes, clay skills, translating	manmade marks, collage,				
	continuous line, gluing, cut	ting skills using scissors an	d the guillotine, moulding.				
Content	Translating 2D to 3D	Collage: Anastasia	Moulding and	Mural	4 th Plinth plastic bottle		
	form, refining fine motor	Savinova, Marshall	manipulating clay.		recycling hanging		
	skills, merging	Brown artist research.			sculpture. Dale Chihuly		
	architectural styles:	Understanding	8. Learning how to				
		elements that give a	create a sense of				
	1. Paper folding	sense of place.	perspective by				
	techniques		adding areas that				
			protrude forward				

	2 2D tile studente	1 Croating a	by lovering the	
	 3D tile – students will understand 	4. Creating a collaged	by layering the clay and	
	their strengths in		moulding	
		background.	9.	
	arranging, layout	Cutting out and	9. 10.Attention to finer	
	placement and	arranging		
	arrangement of	architectural	detail: Using clay	
	paper strips /	elements by	tools to emulate	
	squares	merging old and	manmade	
		new structures.	textures	
	3. Exquisite Corpse,		Lat the structure due.	
	surreal drawing,	5. Drawing different	Let the structure dry	
	learning to work as			
	a group. Merging	architectural	7. Painting onto the	
	old and new	elements onto	clay structure	
	architectural styles.			
		images in black		
		and white media.		
		6. Planning the 2D		
		group design (3.)		
		into a 3D clay		
		-		
		structure (A5)		
		7. Creating a clay		
		architectural		
		structure.		
		Background		
		shape from		
		template reduced		
		photocopy (3.)		
Prior				
Knowledge				
Required				
Feedback				
Points				
Кеу				
Questions				

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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		

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

Content			
 Introduction to portraiture. Learning the proportions of the face and how to draw a portrait from observation. Students begin by drawing an eye from memory to establish misconceptions and as a starting point. Step-by-step tonal drawing of an eye. Continue drawing of an eye. Continue drawing of an eye, including refinements. Peer/self feedback. Introduction to Mark Powell, analysing his work. Enlarging a section of Mark Powell's work onto found papers; 	 4. Introduction to the work of Loui Jover – analysing his process and symbolic meaning. Staining background using tea, coffee and powder inks. 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. 6. Adding in colour, line and shape 		

Marc Quinn – Blood
head
Chuck Close –
portrait squares
portrait squares

	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					

Standardised	Tonal drawing of their own eye using a mirror.			
Homework	own eye using a mirror.			

	Tern	n 1	Tei	rm 2	Tei	rm 3	
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
	[? lessons]						
Торіс							End Points
Skill							
Content							
Prior							
Knowledge Required							
Feedback							
Points							
							_
Key Questions							
QUESCIONS							

Direct Vocab Instruction				
Standardised Homework				

	Terr	n 1	Те	rm 2	Ter	m 3	
Year 11	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							End Points
Skill							
Content							

	1	 1	[1	
Prior Knowledge					
Knowledge					
Required					
Feedback Points					
Key Questions					
Questions					
Direct Vocab					
Instruction					
Standardised					
Homework					

	Term	n 1	Te	rm 2	Те	rm 3	
Year 12	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Art							
Торіс	Technique and	skill building	Externally set assignme hou	ent (and Mock exam 10 urs)	(Yr 13) Coursework Po	rtfolio (60% of A Level)	End Points
Skill	Students will be required in areas from the followin • awareness of the eleme shape, line, scale, colour, contrast, tone and form • ability to respond to wo culture, craftsperson, des • appreciation of the rela function • understanding of a varie scales such as drawing, s mixed media, printing teo monoprinting, lino printin printing. Arrangement an skills, sculptural construc cardboard, clay, wire, pay media. Students will be assessed in the context of the cont presented: AO1: Develop ideas thro demonstrating critical und AO2: Refine work by expl and experimenting with a materials, techniques and AO3: Record ideas, obser relevant to intentions as AO4: Present a personal a response that realises int demonstrates understand	ng: ents of art, such as texture, pattern, orks of an artist, signer or art movement ationship of form and ety of art skills and sketching, painting, chniques such as og, collographic id lighting photography tion techniques such as per and any new d on the four objectives tent and skills ugh investigations, derstanding of sources. loring ideas, selecting appropriate media, d processes vations and insights work progresses and meaningful tentions and	Students will be issued from the exam board w choice of eight question starting points. Student one. Preparatory work will be sketchbook. Students will then comp supervised time. In the produce a finished infor preparatory work. Prepa work produced during t supervised time will be four assessment objecti assessed on their ability independently, working time constraints, and de and meaningful respons Students will be require in areas from the follow • awareness of the elen shape, line, scale, colou contrast, tone and form • ability to respond to w culture, craftsperson, de movement • appreciation of the re- function • understanding of a va scales such as drawing, mixed media, printing t monoprinting, lino print printing. Arrangement a photography skills, scul techniques such as card paper and any new med Students will be assesse objectives in the contex skills presented:	hich will consist of a s to be used as as are required to select e presented in a olete 10 hours 10 hours students will med by their aratory work and the he 10 hours of assessed against the ives. Students will be y to work within the specified eveloping a personal se. d to demonstrate skills ing: nents of art, such as ir, texture, pattern, vorks of an artist, esigner or art elationship of form and riety of art skills and sketching, painting, echniques such as ing, collographic and lighting ptural construction lboard, clay, wire, dia.	 appreciation of the refunction understanding of a value scales such as drawing, mixed media, printing to monoprinting, lino printiprinting. Arrangement askills, sculptural construct as cardboard, clay, wire media. Students will be assessed in the context of the compresented: AO1: Develop ideas the demonstrating critical un AO2: Refine work by exand experimenting with materials, techniques ar AO3: Record ideas, obserelevant to intentions as AO4: Present a personar response that realises in the context of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the context of the compresented is a statement of the compresented is a statement of the compresent of the compresented is a statement of the compresented is a statement of the compresented is a statement of the compresent of the compresented is a statement of the compresent of the comp	ing: hents of art, such as r, texture, pattern, vorks of an artist, esigner or art movement lationship of form and riety of art skills and sketching, painting, echniques such as ing, collographic nd lighting photography ction techniques such , paper and any new ed on the four objectives hent and skills ough investigations, nderstanding of sources. ploring ideas, selecting appropriate media, nd processes ervations and insights s work progresses l and meaningful	

		 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. 		
Content	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.	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). 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. 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.	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.	
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.	

	Ter	m 1	Те	rm 2	Ter	rm 3	
Year 13 Fine Art	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Торіс	(Yr 13) Coursework Portfolio (60% of A Level)		(Yr 13) Coursework Portfolio (60% of A Level) (40% of A Level) (40% of A Level)				End Points
Skill	Students will continue wi in Yr 12. They will continue in areas that are relevant • awareness of the eleme shape, line, scale, colour contrast, tone and form • ability to respond to wo craftsperson, designer or • appreciation of the rela- function • understanding of a vari scales such as drawing, s mixed media, printing ter monoprinting, lino printin Arrangement and lighting sculptural construction te cardboard, clay, wire, pa	ue to demonstrate skills t from the following: ents of art, such as , texture, pattern, orks of an artist, culture, art movement ationship of form and ety of art skills and sketching, painting, chniques such as ng, collagraph printing. g photography skills, echniques such as	Students will be requir skills in areas that are following: • awareness of the ele shape, line, scale, colo contrast, tone and forr • ability to respond to culture, craftsperson, o movement • appreciation of the r and function • understanding of a v and scales such as dra painting, mixed media such as monoprinting, collagraph printing. Ar lighting photography s construction technique clay, wire, paper and a	relevant from the ments of art, such as our, texture, pattern, m works of an artist, designer or art relationship of form ariety of art skills wing, sketching, , printing techniques lino printing, rangement and kills, sculptural es such as cardboard,			

	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.	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.	
Content	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.	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. Preparatory work will be presented in a sketchbook, or depending on scale will be presented as a body of work. 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.	
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.	

	Terr	n 1	Ter	rm 2	Ter	rm 3	
Year 12 Photography	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Торіс	Technique and skill building		Externally set assignment (and Mock exam 10 hours)		(Yr 13) Coursework Por	(Yr 13) Coursework Portfolio (60% of A Level)	
Skill	Students will be required in areas from the followir • awareness of the eleme photography, such as sha texture, pattern, contras • ability to respond to wo photographer, culture, cr art / photography mover • appreciation of the rela function • understanding of a vari skills such as composition lighting ,drawing, sketch media, printing technique monoprinting, lino printing printing. Arrangement ar skills, sculptural construct cardboard, clay, wire, pa media.	ng: ents of art and ape, line, scale, colour, t, form and viewpoint orks of an artist, raftsperson, designer or nents and timescales ationship of form and iety of photographic n, shutter speed, ing, painting, mixed es such as ng, collographic nd lighting photography ction techniques such as	Students will be issued from the exam board will choice of eight question starting points. Student one. Preparatory work will be sketchbook. Students will then comp supervised time. In the produce a finished infor preparatory work. Preparatory work. Preparatory work produced during the supervised time will be four assessment objection assessed on their ability independently, working time constraints, and de and meaningful response	hich will consist of a s to be used as s are required to select e presented in a olete 10 hours 10 hours students will med by their aratory work and the he 10 hours of assessed against the ves. Students will be v to work within the specified eveloping a personal	Students will be required in areas from the followi • awareness of the elem shape, line, scale, colour contrast, tone and form • ability to respond to we culture, craftsperson, de • appreciation of the rel function • understanding of a var scales such as drawing, mixed media, printing te monoprinting, lino printin printing. Arrangement an skills, sculptural construct as cardboard, clay, wire, media.	ng: ents of art, such as r, texture, pattern, orks of an artist, signer or art movement ationship of form and iety of art skills and sketching, painting, echniques such as ng, collographic nd lighting photography ction techniques such	

	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.	 Students will be required to demonstrate skills in areas from the following: 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. 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. 	Students will be assessed on the for in the context of the content and sk presented: AO1: Develop ideas through invest demonstrating critical understanding AO2: Refine work by exploring ideas and experimenting with appropriate materials, techniques and processes AO3: Record ideas, observations an relevant to intentions as work progr AO4: Present a personal and meaning response that realises intentions and demonstrates understanding of visu
Content	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.	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). Students work will be inspired by relevant artists from their Personal investigation and subsequent research, connecting with artists,	Students explore relevant images, a resources relating to a range of art, design, from the past and from rece The investigation process is integra students' personal journey which ru conjunction with their practical port informing their personal practical ou

d on the four objectives tent and skills	
ough investigations, derstanding of sources. loring ideas, selecting appropriate media, d processes rvations and insights work progresses and meaningful tentions and ding of visual language.	
it images, artefacts and ange of art, craft and d from recent times. s is integral to the ey which runs in actical portfolio, practical outcomes.	

		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.	
Prior	A development of skills from KS3 and GCSE Art form a foundation to Year 12	A development of skills from KS3 and GCSE	A development of skills from KS3 and GCSE Art form a foundation to Year 12
Knowledge		Art form a foundation to Year 12	
Required	Chudente versive 1.1 tuteviale and feedback	Chudente versive 1.1 tuteviale and feedback	Chudanta vansiva 1.1 tutaviala and faadbaalu
Feedback	Students receive 1:1 tutorials and feedback	Students receive 1:1 tutorials and feedback	Students receive 1:1 tutorials and feedback
Points			What shows the demonstration within warm
Key	What strengths do you recognise within your work? Techniques, skills, media?	What strengths do you recognise within your work? Techniques, skills, media?	What strengths do you recognise within your work? Techniques, skills, media?
Questions	How could you develop your work further?	How could you develop your work further?	How could you develop your work further?
	How does your research relate to this piece?	How does your research relate to this piece?	How does your research relate to this piece?
	Does your work tell a story?	Does your work tell a story?	Does your work tell a story?
Direct Vocab	Develop, investigate, explore, present,	Develop, investigate, explore, present,	Develop, investigate, explore, present,
Instruction	demonstrate, critical understanding, refine,	demonstrate, critical understanding, refine,	demonstrate, critical understanding, refine,
	experiment, media, materials, techniques,	experiment, media, materials, techniques,	experiment, media, materials, techniques,
	processes, record, observe, insights, respond,	processes, record, observe, insights, respond,	processes, record, observe, insights, respond,
	intention, visual language, analyse, strengths.	intention, visual language, analyse, strengths.	intention, visual language, analyse, strengths.
Standardised	Weekly individual targets are set on an	Weekly individual targets are set on an	Weekly individual targets are set on an
Homework	individual basis and are the focus for both	individual basis and are the focus for both	individual basis and are the focus for both
	lesson and study periods as well as independent time.	lesson and study periods as well as independent time.	lesson and study periods as well as independent time.

	Term 1		Term 2		Term 3	
Year 13	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	
Photography						
Торіс	(Yr 13) Coursework Poi	rtfolio (60% of A Level)	Externally set assignm (40% of <i>i</i>			

Half Term 6

Skill	Students will continue with the portfolio started in Yr 12. They will continue to demonstrate skills in areas that are relevant from the following: • 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. 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.	Students will be required to demonstrate skills in areas that are relevant from the following: • 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. 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.	
Content	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.	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. Preparatory work will be presented in a sketchbook, or depending on scale will be presented as a body of work. 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.	
Prior	A development of skills from KS3, GCSE Art and	A development of skills from KS3, GCSE Art	
Knowledge	Year 12 form a foundation to Year 13.	and Year 12 form a foundation to Year 13.	
Required			
Feedback	Students receive 1:1 tutorials and feedback	Students receive 1:1 tutorials and feedback	
Points			
Кеу	What strengths do you recognise within your	What strengths do you recognise within	
Questions	work? Techniques, skills, media?	your work? Techniques, skills, media?	
	How could you develop your work further?	How could you develop your work further?	
	How does your research relate to this piece? Does your work tell a story?	How does your research relate to this piece?	
		Does your work tell a story?	
Direct Vocab	Develop, investigate, explore, present,	Develop, investigate, explore, present,	
Instruction	demonstrate, critical understanding, refine,	demonstrate, critical understanding, refine,	
	experiment, media, materials, techniques,	experiment, media, materials, techniques,	
	processes, record, observe, insights, respond,	processes, record, observe, insights,	
	intention, visual language, analyse, strengths.	respond, intention, visual language,	
		analyse, strengths.	
Standardised	Weekly individual targets are set on an individual	Weekly individual targets are set on an	
Homework	basis and are the focus for both lesson and study	individual basis and are the focus for both	
	periods as well as independent time.	lesson and study periods as well as independent time.	
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