**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...   * + 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 |
| Our curriculum...   * + 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 |
| * 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** | 1. Expectations in the Art Department. Health and safety. What is Art ? 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. | 1. Discovering ways colour can be sensitively blended using coloured pencils and applying this carefully to their composition. 2. Applying mark-making to communicate texture and movement and learning how this can be used to deepen symbolism in their work. 3. 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.   1. 2D to 3D shape sheet including rubik cube extension. Demonstration with torch and shapes. 2. Step by step tonal bug showing 3D form, surface texture, light and shadow. 3. 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 Inoue, Researching different insect shapes and features. Designing own bug. 2. War horse as a skeletal structure. 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.   1. Making of their wire bug. Creating moving parts. 2. Tissue paper wings and body. 3. 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. | **Students will be able to:**  Understand what Symbolism is, how artists use this and ways they can use symbolism to communicate deeper messages in their own work.  Understand how to create tone using different medias such as watercolour, tonal pencils, coloured pencils and charcoal.  Use mark-making to develop texture, movement and to emphasise meaning in their work.  Develop prior knowledge of colour theory and feel confident when identifying different colour groups.  Improve their observational drawing skills, working from first and second- hand source material for more accurate outcomes.  Understand how tone is created on shapes when we consider the light source and the impact this has on making a 2D drawing appear 3D.  Discover the world of animated characters and the design process these have been through.  Understanding the properties of wire and how to manipulate it to create a 3D sculpture. |
| **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 | Autumn term – pressure and blending skills from coloured pencils at a basic level. Observational knowledge of line drawings to help recognise shapes.  KS2 – Knowledge of 2D and 3D shapes. Understanding of how light and shadows are made (possibly). | KS2 – Knowledge of puppet making possibly. Animated movie, knowledge of bugs and insects. | | KS2 – May have manipulated wire or clay. May have used combined media skills such as a sculpture, photography and digital drawing package. |
| **Feedback Points** | Personal vanitas – peer feedback  Verbal feedback | Assessment 1 – completed head composition - mark given, student and teacher marking rubric.  Verbal feedback | Colour knowledge quiz  Verbal feedback  Peer feedback on Colour wheel (objects) | Assessment 2 – tonal sheet - mark given  Teacher feedback given for step-by-step bug  Verbal feedback | Own insect design – peer feedback  Verbal feedback | | Assessment 2 (use tonal marks)  Wire bug self-evaluation  Verbal feedback |
| **Key Questions** | How can an artwork carry a hidden meaning or messages?  How can you create a composition or use objects to relay a personal meaning?  What do you need to remember to create an explosive composition using personal objects? | How can coloured pencils create sophisticated layers of blended colour?  What is the best way to hold a pencil when applying colour?  How does mark-making show texture, movement or feeling? | How can colours be used to change the purpose or mood of an artwork?  Why is colour mixing important?  What is the best way to build up colour and tones gradually when using watercolours? | How can knowledge of sensitively applying colour translate into tonal pencil work?  Why is the light source - mar important when communicating tone?  What are different tonal pencils used for? | How is illustration and design used in the film and theatre industry?  What is a H&S technique when working with wire?  How do you translate 2D designs into 3D outcomes? | | What are the limitations of tissue paper when used with wire?  What narrative and character does your insect display within your chosen environment?  How do you photograph a finished artwork successfully? |
| **Direct Vocab Instruction** | Symbolism  Surrealism  Composition | Observational  Interpretation  Illustrate  Refinement | Complementary  Combination  Derived  (Entomology) | Blending  Contrast  Monochrome | Design  Armature  Scale | | Media  Limitations  Habitat |
| **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. | * Raku Inoue photography * War Horse video and questions, * Research insect shapes | | * Basic flip book * Researching different bug environments |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **Architecture: Our Town** | | | **Murals** | **Environmental art** | | |
| **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. | | | Watercolour, fine liner thick and thin lines. Designing for a specific location and context. Understanding urban art, graffiti and murals. | Environmental Art: Understanding of sculptures and installations within public spaces, recycled materials, sustainability, global and environmental issues, manipulating wire and plastic. | | | **Students will be able to:**  Understand the design process of an architect and the role a paper model plays in this. |
| **Content** | Translating 2D to 3D form, refining fine motor skills, merging architectural styles:   1. Paper folding techniques x 2 lessons 2. Origami poppy installation x 1 lesson 3. 3D tile – students will understand their strengths in arranging, layout placement and arrangement of paper strips / squares x 1 lesson 4. Exquisite Corpse, surreal drawing, learning to work as a group. Merging old and new architectural styles. | Collage: Anastasia Savinova, Marshall Brown artist research. Understanding elements that give a sense of place.   1. Creating a collaged background. Cutting out and arranging architectural elements by merging old and new structures. 2. Drawing different imaginary architectural elements onto the collaged images in black and white media. 3. Planning the 2D group design (3.) into a 3D clay structure (A5) 4. Creating a clay architectural structure. Background shape from template reduced photocopy (3.) | Moulding and manipulating clay.   1. Learning how to create a sense of perspective by adding areas that protrude forward by layering the clay and moulding 2. Attention to finer detail: Using clay tools to emulate manmade textures   Let the structure dry   1. Painting onto the clay structure and evaluation. | Designing a mural for the school environment, taking into account the local environment and context.   1. What is a mural? Choosing a school location and drawing out mural design. 2. Banksy and graffiti. Discussion around the ethics of street art. Adding watercolour to design. 3. Finishing watercolour. Developing sense of depth using thick and thin lines, in response to street art style. | 4th Plinth inspired recyled sculpture, responding to an environmental issue.   1. Discussion around environmental issues. Mind-mapping a chosen theme. Creating a doodle design page of initial ideas. 2. Intro to the 4th Plinth. Refining and drawing out sculptural design onto 4th Plinth image. 3. Experimenting with sculptural techniques using recycled materials – heat gun with plastic, weaving/ironing carrier bags, wire manipulation. | | 1. Creating personal sculpture. 2. Creating personal sculpture. Photographing this in the photography cube. Evaluation of personal piece. 3. Assembling into group sculpture. | Manipulate paper to create 3D forms and models.  Design for a specific location and context.  Understand urban art, graffiti and murals.  Take inspiration from their local area as a basis for their ideas and outcomes.  Develop knowledge of how sculptures interact in public spaces and the global or wider issues these can carry.  Utilise the properties of different recyclable materials and manipulate these to create a sculpture. |
| **Prior Knowledge Required** | 3D shapes, fine motor skills, working with others, line drawing skills, use of a fineliner, observational work using images. | Knowledge of surrealism and composition from year 7. Collage and clay possibly explored in KS2. | Mark-making and texture from year 7. Painting skills, fine motor ability for miniscule details. | Symbolism, line drawing, use of fineliner and creating thick/thin lines, watercolour knowledge from year 7 | Understanding of environmental issues the world is currently facing. Assembling skills when building 3D work. | | Assembling skills when building 3D work. Self-evaluation. Developing a 3D piece from a 2D design. |
| **Feedback Points** | 3D tile – Peer feedback  Verbal feedback | Architectural collage – Teacher feedback  Architectural seascape design – Assessment 1  Verbal feedback | Peer feedback during making process.  Self-evaluation of clay tile  Verbal feedback | Mural design – Assessment 2 - mark given, student and teacher marking rubric.  Verbal feedback | Peer feedback on sculpture design.  Verbal feedback. | | Assessment 2 (use mural marks)  Self-evaluation of sculpture. |
| **Key Questions** | What is architecture?  How are models used as part of the architectural design process? Why is this important?  How does architecture take inspiration from the world around us?  How can we combine the past, present and future architecture in the local area? | How is collage used by architects as part of their creative process?  How can artworks capture the atmosphere of a place?  What is visual language?  How can a collaborative drawing be developed into an individual 3D clay design? | How do you create a sense of perspective and depth?  How do we use clay tools to emulate man-made textures?  What are the 5 S’s when working with clay?  How does combining individual clay tiles together change their meaning? | What is a mural?  Where does the word mural come from?  Are murals art or vandalism?  How does context affect the success of a mural? | What is the 4th Plinth and where can it be found?  What is the value of the 4th plinth rotating its installations?  How do artists use public spaces to convey messages in their artwork?  What are the benefits and limitations of outdoor artworks? | | How do recycled and outdoor sculptures raise the profile of the environmental issues we are currently facing?  What are the H&S tips for using a heat gun safely?  How do we use experiments to inform the development of our work? |
| **Direct Vocab Instruction** | Architecture  Manipulate  Structure | Collage  Narrative  Merging  Elements | Perspective  Protrude  Minute/miniscule | Context  Commission  Urban | Installation  Sculpture  Environmental | | Activist  Site-specific  Sustainability  Kinetic |
| **Standardised Homework** | * Zaha Hadid video with questions * Origami task * Paper installation visual research | * Annotating own images * Analysis Anastacia Savinova’s visual elements * Observational drawing of a section of students’ house * Cutting out reduced photocopy | * Manmade texture biro grid using mark making * Joshua Smith video with questions * Local urban texture rubbings | * Inferring meaning behind Banksy’s murals * Thinking like a Fullbrook Artist sheet exploring opinions about art vs vandalism. * Photographing murals in the local area. | * Video about the 4th Plinth with research sheet. * Researching into relevant symbolism and colour meaning for the sculpture design. * Gathering and bringing in recyclable items ready for sculpture experimentation. | | * What is an environmental activist: Creating a research profile. * Anthony Howe analysis. * Image gathering of Dale Chihuly’s work. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 9** | **Term 1** | | **Term 2** | | **Term 3** | |  |
| **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]** | **End Point** |
| **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, planning, researching, composition, ink, chalk pastel, white posca, coffee wash, watercolours, fine liner, geometric shape, symbolism | 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.  Gilbert and George ?  <https://www.tate.org.uk/documents/121/gg_teacherspack.pdf>  photography, photoshop, simplified shape, heavy outlines. | Soap spiritual animal  Sarah Simblet body skeleton  Von Hagen – skin removed  Marc Quinn – Blood head  Chuck Close – portrait squares | **Students will be able to:**  To develop knowledge on different methods to be able to draw a realistic proportioned portrait.  To learn about different artists and how they link to our heritage and history.  Exploring mixed media techniques to represent students’ identity.  To manipulate and distort a portrait linked to an artist’s work.  To experiment with different medias.  To understand the skull shape, muscle formation and anatomy.  Experimentation with objects or manipulations to disguise a portrait.  Photography  Using pattern to represent cultural identity. |
| **Content** | 1. Introduction to portraiture. Learning the proportions of the face and how to draw a portrait from observation. 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. 3. 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; envelopes, receipts, paper bags, maps etc. Developing tonal, upscaling and mark-making techniques. | 1. Wonky face – playfully exploring the use of grid method. 2. Pencil outline, charcoal and chalk skull drawing on coloured sugar paper 3. Giacometti figures planning 4. Giacometti figures wire construction | 1. Introduction to the work of Loui Jover – analysing his process and symbolic meaning. Staining background using tea, coffee and powder inks.      1. 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.      1. Adding in colour, line and shape using watercolour, fineliner and soft pastels in order to finalise their piece. |  |  |  |  |
| **Prior Knowledge Required** | Students will have visited markmaking techniques in year 7 and 8 in pencil and fineliner | Students will have worked with colour in Year 7 (Coloured pencil mixing and blending in their surreal head and the bug in watercolour, using blending techniques and Year 8 (Mural in bold colour using colour mixing) |  |  |  |  |  |
| **Feedback Points** |  |  |  |  |  |  |  |
| **Key Questions** |  |  |  |  |  |  |  |
| **Direct Vocab Instruction** |  | Elongated  Exagerated proportions |  |  |  |  |  |
| **Standardised Homework** |  | Tonal drawing of their own eye using a mirror.  Distortion app on their face |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | **Term 1** | | **Term 2** | | **Term 3** | |  |
| **Half Term 1**  **7 weeks – 12 lessons** | **Half Term 2**  **7 weeks – 14 lessons** | **Half Term 3**  **5 weeks – 10 lessons** | **Half Term 4**  **6 weeks – 12 lessons** | **Half Term 5**  **6 weeks – 12 lessons** | **Half Term 6**  **7 weeks – 13 weeks** |  |
| **Topic** | **Natural Forms**  GCSE coursework portfolio 60%  Media techniques and processes, planning and designing skills, developing art specific language, learning how to create a visual and written journey using signposting | | **Natural Forms**  GCSE coursework portfolio 60% | | **Natural Forms**  GCSE coursework portfolio 60% | **Natural Forms / Photographic Project**  GCSE coursework portfolio 60% |  |
| **Skill** | Researching and connecting. Students will develop their visual and media skills started in KS3, with the view to maturing their visual language. Students will explore individual media that is personal to their idea and mixed media techniques and processes through their first project:   * Fine liner * Acetate * Perspex * Wood * Collage * Printing * Clay * Wire * Cardboard * Photography * Photoshop application * Pencils (tonal and coloured) * Acrylic paints * Watercolour * Inks * Magazine collage materials   Students will also develop their analytical written skills to ensure that they have the visual language and critical understanding required for the portfolio of work. | Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.  Students will demonstrate the ability to:  • A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists’ work, different cultures, Museum and Gallery visits, planning pages  • A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes  • A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually  • A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome. | Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.  Students continue to demonstrate the ability to:  • A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists’ work, different cultures, Museum and Gallery visits, planning pages  • A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes  • A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually  • A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome. | | Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.  Students continue to demonstrate the ability to:  • A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists’ work, different cultures, Museum and Gallery visits, planning pages  • A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes  • A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually  • A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome. | Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.  Students continue to demonstrate the ability to:  • A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists’ work, different cultures, Museum and Gallery visits, planning pages  • A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes  • A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually  • A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome.  The Photography Project starts through the summer holidays with a purposeful photoshoot. |  |
| **Content** | Natural Forms - Beginning of coursework – 60%  Skill building initially within Project title   1. Mini sketchbook for Wisley – discuss trip requirements. Title page 2. Trip to Wisley – coursework enhancement - photoshoot and sketches 3. It is said that we look but do not see. Learning to draw through touch using different medias, techniques and paper types. Presenting Wisley photographs. 4. Observational drawing, learning to look closely at organic shape using different medias, techniques and paper types. Continuous Line 5. Understanding and creating a piece using negative space can be used within an artwork - Negative space 6. Learning about layout and composition then using it to present a mixed media board 7. Artist Research – using influence from an artist’s work to inform their own   Discuss expectations for Assessment 1   1. Presenting and writing about photographs from Wisley 2. Observational tonal drawing – use Wisley photographs 3. Observational tonal drawing – use Wisley photographs 4. Observational tonal drawing – use Wisley photographs 5. Planning for an artist and Wisley trip inspired subsidiary piece. Linking work to tell a story. | 1. Planning and experimenting / developing ideas 2. Planning and experimenting / developing ideas 3. Planning and experimenting / developing ideas 4. Experimentation and preparation for a subsidiary piece 5. Assessment conditions (1) 5 hours – creating an inspired piece 6. Assessment conditions (2) – creating an inspired piece 7. Assessment (3) - 3-hour block 8. Refinement and actioning personal and teacher feedback 9. Refinement and actioning feedback 10. Refinement and actioning feedback 11. Monoprinting from own Wisley photographs 12. Monoprinting – watercolours from photocopies of monopint 13. Monoprinting acrylics from photocopies of monopint 14. Monoprinting collage from photocopies of monopint | 1. Monoprinting Charcoal and Chalk – white wash from photocopies of monopint |  |  |  |  |
| **Prior Knowledge Required** | Students will develop their visual and media skills in Year 10, started in KS3, with the view to maturing their visual language. | Students will develop their visual and media skills in Year 10, started in KS3, with the view to maturing their visual language. | Students will develop their visual and media skills in Year 10, started in KS3, with the view to maturing their visual language. | Students will develop their visual and media skills in Year 10, started in KS3, with the view to maturing their visual language. | Students will develop their visual and media skills in Year 10, started in KS3, with the view to maturing their visual language. | Students will develop their visual and media skills in Year 10, started in KS3, with the view to maturing their visual language. |  |
| **Feedback Points** | Students will receive regular 1:1 and group verbal feedback. | Students will receive regular verbal feedback. They will also be given individual written targets, and these will be the focus for study both in lessons and homework time. | Students will receive regular verbal feedback. They will also be given individual written targets, and these will be the focus for study both in lessons and homework time. | Students will receive regular verbal feedback. They will also be given individual written targets, and these will be the focus for study both in lessons and homework time. | Students will receive regular verbal feedback. They will also be given individual written targets, and these will be the focus for study both in lessons and homework time. | Students will receive regular verbal feedback. They will also be given individual written targets, and these will be the focus for study both in lessons and homework time. |  |
| **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?  Which media complement each other and reflect your journey?  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?  Which media complement each other and reflect your journey?  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?  Which media complement each other and reflect your journey?  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?  Which media complement each other and reflect your journey?  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?  Which media complement each other and reflect your journey?  How could you develop your work further?  How does your research relate to this piece?  Does your work tell a story? |  |
| **Direct Vocab Instruction** | Negative Space, Inspiration, Annotation, Analysis, Media, Techniques, Develop, Research, Explore, Strengths, Reflection, Manipulation, Journey, Images, Review, Modify, Ideas, Annotated, Analysis, Planning, Connection, Presentation, Refinement, Contact sheet, Experiment, Respond, Intention, Processes, Investigate, Focus, Visual, Highlight, Illustrate, Accentuate, Composition, Refine, Demonstrate, Critical understanding, Similarities, Differences, Piece | | | | | |  |
| **Standardised Homework** | The individual targets set, will incorporate activities to be completed as homework. | | The individual targets set, will incorporate activities to be completed as homework. | | The individual targets set, will incorporate activities to be completed as homework. | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 11** | **Term 1** | | **Term 2** | | **Term 3** | |
| **Half Term 1**  **[? lessons]** | **Half Term 2**  **[? lessons]** | **Half Term 3**  **[? lessons]** | **Half Term 4**  **[? lessons]** | **Half Term 5** | **Half Term 6** |
| **Topic** | **Photography project** | | **Externally set assignment** | |  |  |
| **Skill** | Students will be able to recognise their strengths and be confident in most skills.  Students will continue to demonstrate the ability to:  • develop and explore their ideas through investigations informed by selecting and critically analysing sources  • refine their ideas as work progresses by experimenting with media, materials, techniques and processes  • record their personal ideas, observations, insights, visually and through written annotation, using appropriate specialist vocabulary, as work progresses  • realise personal intentions through sustained and purposeful experimentation Students will continue to demonstrate the ability to work creatively with numerous processes and techniques to inspire the development of their ideas. | | Students will be able to recognise their strengths and be confident in their ability.  Students will continue to demonstrate the ability to:  Students will be assessed on the four objectives:  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.  Focused examination skills will have been practiced in a Mock. | |  |  |
| **Content** | Students will continue to develop their visual and media skills started in KS3 and Year 10, continuing to mature their visual language.  Students will explore individual media and mixed media techniques and processes within the Photography project to produce a personal outcome, showing their strengths and experimenting with some of the media below:   * Fine liner * Acetate * Perspex * Wood * Collage * Printing * Clay * Wire * Cardboard * Photography * Photoshop application * Pencils (tonal and coloured) * Acrylic paints * Watercolour * Inks * Photocopies * Photograph prints * Magazine collage materials   Students will also develop their written analytical skills to ensure that they have the visual language and critical understanding required for the portfolio of work. | | Students will be issued with a question paper from the exam board in January. The exam paper will consist of seven themes. Students will choose one theme to create a personal journey. Students will work into a sketchbook inspired by their chosen question and artists, a culture and or crafts person, showing their research, planning, development of ideas and experiments, which will end in a supervised 10-hour practical exam over 2 days. | |  |  |
| **Prior Knowledge Required** | Students will have developed their visual and media skills in Year 10, started in KS3, with the view showing their matured visual and written skills in Year 11. | | Students will have developed their visual and media skills in Year 10, started in KS3, with the view showing their matured visual and written skills in Year 11. | |  |  |
| **Feedback Points** | Students will receive 1:1 individual written and spoken feedback and targets, these targets will be the focus for tasks both in lessons and homework time. | | Students will receive 1:1 individual written and spoken feedback and targets, these targets will be the focus for tasks both in lessons and homework time. | |  |  |
| **Key Questions** | What strengths do you recognise within your work? Techniques, skills, media?  Which media complement each other and reflect your journey?  How could you develop your work further?  How does your research relate to this piece?  Does your work tell a story?  Who has inspired your journey and your work?  Have you shown refinements highlighted in your feedback? | | What strengths do you recognise within your work? Techniques, skills, media?  Which media complement each other and reflect your journey?  How could you develop your work further?  How does your research relate to this piece?  Does your work tell a story?  Who has inspired your journey and your work?  Have you shown refinements highlighted in your feedback? | |  |  |
| **Direct Vocab Instruction** | Inspiration, Annotation, Analysis, Media, Techniques, Develop, Research, Explore, Strengths, Reflection, Manipulation, Journey, Images, Review, Modify, Ideas, Annotated, Analysis, Planning, Connection, Presentation, Refinement, Contact sheet, Experiment, Respond, Intention, Processes, Investigate, Focus, Visual, Highlight, Illustrate, Accentuate, Composition, Refine, Demonstrate, Critical understanding, Similarities, Differences, Piece | | | |  |  |
| **Standardised Homework** | The individual targets set, will incorporate activities to be completed as homework. | | The individual targets set, will incorporate activities to be completed as homework. | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 12**  **Art** | **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** | Technique and skill building | | Externally set assignment (and Mock exam 10 hours) | | (Yr 13) Coursework Portfolio (60% of A Level) | |
| **Skill** | 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  • 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 then complete 10 hours supervised time. In the 10 hours students will produce a piece 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 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  • 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 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  • 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. | |
| **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 questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook or loose if larger than A3. | | 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 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. | | 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. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 13**  **Fine Art** | **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** | 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, tone and form  • ability to respond to works of an artist, culture, craftsperson, designer or art movement  • 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. | | Feb 1st - Students will be issued with a question paper from the exam board which will consist of a choice of questions to be used as starting points. Students are required to select one.  Preparatory work will be presented in a sketchbook and loose if larger than A3.  Students will then complete 15 hours supervised time. In the 15 hours students will produce a piece 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. 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  • 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 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. | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 12**  **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** | Technique and skill building | | Externally set assignment (and Mock exam 10 hours) | | (Yr 13) Coursework Portfolio (60% of A Level) | |
| **Skill** | Students will be required to demonstrate skills in areas from the following:  • 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  • understanding of a variety of photographic skills such as composition, shutter speed, lighting, arrangement, sculptural construction techniques and any new media.  Students will be issued with a question paper from the exam board which will consist of a choice of questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook or loose if larger than A3.  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 complete a 10 hours supervised time. In the 10 hours students will produce a piece 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 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  • understanding of a variety of photographic skills in the darkroom and use of digital packages, arrangement and lighting, sculptural construction techniques such as cardboard, 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 from the following:  • 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 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. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** | 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  • 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  • 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 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. | |  |  |