

Art Department: Curriculum Overview 2024-25

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		Tone	Colour	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.		Tonal pencil blending, chalk and charcoal blending, observational drawing, mark-making.	Mixing watercolours, brush techniques, identifying strengths and areas for development.	Design, manipulating wire, mixed media skills, sculpture, health and safety, using tissue paper, photographing in an environment.		
Content	<p>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.</p> <p>2) Converting personal interests into recognisable symbols. Understanding and responding to the work of Frida Kahlo. Compositional photograph.</p> <p>3) Observing and using shape to create a personal composition using imagination.</p>	<p>4) Discovering ways colour can be sensitively blended using coloured pencils and applying this carefully to their composition.</p> <p>5) Discovering how mark-making can communicate texture and movement and learning how this can be applied to deepen symbolism in their work.</p> <p>6) Adding thick and thin lines to refine drawings and create depth in their compositions.</p> <p>7) Adding colour into students' surreal composition.</p>	<p>Tone: Knowledge of sketching pencils and blending sensitively.</p> <p>1) Tonal scale, learning how to use 2B, 4B and 6B pencils and 2D to 3D shape sheet including rubik's cube extension. Demonstration with torch and shapes.</p> <p>2-3) Applying knowledge of tone to a step by step tonal bug showing 3D form, surface texture, light and shadow.</p>	<p>Colour wheel (primary and secondary colours). Colour theory. (Tertiary, harmonious, complementary).</p> <p>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.</p> <p>2) Colour-matching to an image using only the primary colours to communicate tone and texture. Half bug composition.</p> <p>3) Work into composition in coloured pencils</p>	<p>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/</p> <p>1. Raku Inoue, Researching different insect shapes and features. Designing own bug.</p> <p>2. War horse as a skeletal structure. Converting an initial design into a simplified 3D wire bug shape.</p> <p>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.</p>	<p>Discovering how to use and manipulate wire to create form. 3D modelling.</p> <p>4. Making of their wire bug. Creating moving parts.</p> <p>5. Tissue paper wings and body.</p> <p>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.</p>	<p>Students will be able to:</p> <p>Understand what Symbolism is, how artists use this and ways they can use symbolism to communicate deeper messages in their own work.</p> <p>Understand how to create tone using different medias such as watercolour, tonal pencils, coloured pencils and charcoal.</p> <p>Use mark-making to develop texture, movement and to emphasise meaning in their work.</p> <p>Develop prior knowledge of colour theory and feel confident when identifying different colour groups.</p> <p>Improve their observational drawing skills, working from first and second- hand source material for more accurate outcomes.</p>
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	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).	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	Completed head composition - mark given, student and teacher marking rubric. Verbal feedback	Teacher feedback given for step-by-step bug Verbal feedback	Teacher feedback given for colour half bug Verbal feedback	Own insect design – peer feedback Verbal feedback	Wire bug self-evaluation Verbal feedback	Understand how tone is created on shapes when we consider the light

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?	Can you identify the differences between artworks by looking at their use of the visual elements? How can tone help show which direction light is coming from? Which techniques can help a drawing appear 3-dimensional?	Why would a contemporary artwork derive from a famous old artwork? What is the job role of a scientific illustrator? How are different colours made?	What are the principal considerations when designing your Inone inspired bug? What are the main differences between a 2D drawing and a 3D sculpture? Which wire joining and manipulation technique will you be using and why?	What health and safety protocols would you identify as a priority when manipulating wire? Which animation character creates more interest for the viewer and why? How could you reinvent household recycled items into a bug sanctuary?	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.
Direct Vocab Instruction	Symbolism Surrealism Composition	Observational Interpretation Illustrate Refinement	Elements Tone 2-Dimensional	Derived Entomology Colour	Skeletal Structure 3-Dimensional	Converting Simplify Manipulation	
Standardised Homework	1. Personal vanitas photograph 2. Frida Kahlo analysis 3. Gathering visual inspiration	4. Colour blending sheet 5. Mark-making sheet 6. Reciprocal HW - Laeticia Ky 7. Surreal Fish	1) Tonal centipede 2) Tonal scale photograph 3) Tonal half bug	1. World in a Teacup 2. Colour wheel photograph 3. Reciprocal homework - Colour	1. Raku Inoue photoshoot 2. Researching possible bug shapes 3. Reciprocal homework – The War horse	4. Designing a bug hotel 5. Photographing a bug background	

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	Structure		Architecture - Our Town		Urban Art		
Skill	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.		Architecture: Our Town, photography, 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.		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,	Collage: Anastasia Savinova, Marshall Brown artist research. Understanding elements that give a sense of place. 5. Creating a collaged background. Cutting out and arranging architectural elements by merging old and new structures.	Moulding and manipulating clay. 9. Learning how to create a sense of perspective by adding areas that protrude forward by layering the clay and moulding 10. Attention to finer detail: Using clay	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.	4 th Plinth inspired recycled 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 4 th Plinth. Refining and drawing out sculptural design onto 4 th Plinth image.	4. Creating personal sculpture. 5. Creating personal sculpture. Photographing this in the photography cube. Evaluation of personal piece.	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

	<p>layout placement and arrangement of paper strips / squares x 1 lesson</p> <p>4. Exquisite Corpse, surreal drawing, learning to work as a group. Merging old and new architectural styles.</p>	<p>6. Drawing different imaginary architectural elements onto the collaged images in black and white media.</p> <p>7. Planning the 2D group design (3.) into a 3D clay structure (A5)</p> <p>8. Creating a clay architectural structure. Background shape from template reduced photocopy (3.)</p>	<p>tools to emulate manmade textures</p> <p>Let the structure dry</p> <p>7. Painting onto the clay structure and evaluation.</p>	<p>3. Finishing watercolour. Developing sense of depth using thick and thin lines, in response to street art style.</p>	<p>3. Experimenting with sculptural techniques using recycled materials – heat gun with plastic, weaving/ironing carrier bags, wire manipulation.</p>	<p>6. Assembling into group sculpture.</p>	<p>basis for their ideas and outcomes.</p> <p>Develop knowledge of how sculptures interact in public spaces and the global or wider issues these can carry.</p> <p>Utilise the properties of different recyclable materials and manipulate these to create a sculpture.</p>
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	<p>What is architecture?</p> <p>How are models used as part of the architectural design process? Why is this important?</p> <p>How does architecture take inspiration from the world around us?</p> <p>How can we combine the past, present and future architecture in the local area?</p>	<p>How is collage used by architects as part of their creative process?</p> <p>How can artworks capture the atmosphere of a place?</p> <p>What is visual language?</p> <p>How can a collaborative drawing be developed into an individual 3D clay design?</p>	<p>How do you create a sense of perspective and depth?</p> <p>How do we use clay tools to emulate man-made textures?</p> <p>What are the 5 S's when working with clay?</p> <p>How does combining individual clay tiles together change their meaning?</p>	<p>What is a mural?</p> <p>Where does the word mural come from?</p> <p>Are murals art or vandalism?</p> <p>How does context affect the success of a mural?</p>	<p>What is the 4th Plinth and where can it be found?</p> <p>What is the value of the 4th plinth rotating its installations?</p> <p>How do artists use public spaces to convey messages in their artwork?</p> <p>What are the benefits and limitations of outdoor artworks?</p>	<p>How do recycled and outdoor sculptures raise the profile of the environmental issues we are currently facing?</p> <p>What are the H&S tips for using a heat gun safely?</p> <p>How do we use experiments to inform the development of our work?</p>	
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	<ul style="list-style-type: none"> Zaha Hadid video with questions Origami task Paper installation visual research 	<ul style="list-style-type: none"> Annotating own images Analysis Anastacia Savinova's visual elements Observational drawing of a section of students' house Cutting out reduced photocopy 	<ul style="list-style-type: none"> Manmade texture biro grid using mark making Joshua Smith video with questions Local urban texture rubbings 	<ul style="list-style-type: none"> Inferring meaning behind Banksy's murals Thinking like a Fullbrook Artist sheet exploring opinions about art vs vandalism. Photographing murals in the local area. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> What is an environmental activist: Creating a research profile. Anthony Howe analysis. Image gathering of Dale Chihuly's work. 	
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Year 9	Term 1		Term 2		Term 3		End Point
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic	Portraiture and Identity						
Skill	Proportions of the face. Drawing an eye and sections of the face—observational and tonal skills. Learning different methods used to achieve correct proportions. Gridding up method. Chuck Close – portrait squares. Marc Quinn – Blood head	Focusing on facial features. Composition, shape, mark making and tone. Sarah Simblet body skeleton.	Charcoal and chalk, high contrast tonal areas, highlights, details, and mark making. Disguise photoshoot, monoprinting, developing monoprints using acrylic paint, chalk and charcoal, collage, watercolour. Collage – nk, chalk pastel, watercolours, fine liner, geometric shape		Coffee painting, blending tones using different dilutions of coffee. photography, photoshop, simplified shape, heavy outlines. Gilbert and George ? Kehinde Wiley pattern – Hannah Hoch using students' portrait photographs https://www.tate.org.uk/documents/121/gg_teacherspack.pdf	Sculpting in soap, understanding their own qualities. Soap spiritual animal Von Hagen – skin removed	<p>Students will be able to:</p> <p>To develop knowledge on different methods to be able to draw a realistic proportioned portrait.</p> <p>To learn about different artists and how they link to our heritage and history.</p> <p>Exploring mixed media techniques to represent students' identity.</p> <p>To manipulate and distort a portrait linked to an artist's work.</p> <p>To experiment with different medias.</p> <p>To understand the skull shape, muscle formation and anatomy.</p> <p>Experimentation with objects or manipulations to disguise a portrait.</p> <p>Photography</p>

							Using pattern to represent cultural identity.
Content	<p>1. Introduction to portraiture. Picasso self-portrait starter. Learning the proportions of the face and how to draw a portrait from observation using different colours for structure and features.</p> <p>2. Change pencil colour to show features step-by – step</p> <p>3. Students learn how to grid up their work following an introduction to Chuck Close and his method of creating portraits.</p>	<p>4. Grided up portrait (second lesson) and peer feedback</p> <p>5. Wonky face – playfully exploring the use of an elongated grid method.</p> <p>6. Wonky Grid (second lesson) and peer feedback</p> <p>7. Students begin by drawing the eye from memory to establish misconceptions and as a starting point. Step-by-step tonal drawing of an eye.</p>	<p>8. Continue drawing of an eye, including refinements. Peer/self-feedback.</p> <p>9. Pencil outline, charcoal and chalk skull drawing on coloured sugar paper and coffee background. https://www.youtube.com/watch?v=vLp6OGOkok4</p> <p>10. Second lesson drawing the skull, drawing with charcoal, chalk and white acrylic</p>	<p>11. Black out Poetry. Students use a figure from the past to create a narrative by blocking out words on a book page, creating a wholly new work from what remains.</p> <p>12. Second lesson blackout poetry – visual narrative. Take a photograph of students in disguise</p> <p>13. Layered Acetate portraits using photograph taken in last lesson. Thin then thick lines on acetate.</p>	<p>14. Acrylic painting using primary colours with black and white</p> <p>15. Background taking a line for a walk in watercolour</p> <p>16. Second watercolour lesson</p>	<p>17. Art History reinvented. To take the remains of the three famous artworks and doodle them into the 21st century.</p> <p>18. Create a surreal collage portrait</p> <p>19. Second lesson collaged portrait</p>	
Prior Knowledge Required	Students will have visited step-by-step demonstrations on specific techniques in year 7 and 8 in pencil, coloured pencil and fine liner	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)	Students have worked in fine pencil outline, in Year 7 and 8, however experiencing coffee, charcoal, chalk and acrylic will be additional skills learned.	Black out poetry will be a new technique, however using fine liners students have prior knowledge from Year 7 and 8. Students will have experienced thick and thin lines in Year 7 and 8, now adding additional skills into one piece creates an understanding of possibilities.	Colour was visited in Year 7 in depth and Year 8, as a recap. Watercolours have been step-by - step demonstrated in both year 7 and 8.	Collage has been introduced as a homework task with a demonstration in Year 7. In Year 8 students have created an artwork using collage.	
Feedback Points							

Key Questions	Why do you think Marc Quinn would create a portrait using his own blood? How many pints of blood do you think he needed? What makes it a self-portrait?	What do you think has been used to create distortion in these images? Why might an artist make a piece with unrealistic proportions? Why might an artist use grid lines to support them achieving the correct proportions?	What is the purpose of using a rubber or eraser in your charcoal drawing? What are some advantages of using charcoal for drawing? Can you explain how the techniques for using charcoal and chalk are similar or different?	What is blackout poetry, and how is it created? Why might blackout poetry be considered a form of visual art and literary art? What can portraits tell us about the subject's personal aspirations or societal roles?	What are the specific characteristics of Opie's work? How can choosing a set of colours which are opposite, and contrasting be used to represent two very different traits or qualities you possess? What is a pro and a con of using acrylic paint?	What would be your challenges when doodling an old master painting into the 21st century? There are many adaptations of this famous artwork. How have these 3 examples changed the symbolic meaning? Doodling refers to the unconscious or unfocused drawings made while otherwise preoccupied. Why might the technique be used in Art Therapy sessions?	
Direct Vocab Instruction	Portraiture Proportion Grid	Distortion Observation Contrast	Structure Narrative Pixel	Layered Pattern Design	Contour Collage Visual	Zentangle Manipulation	
Standardised Homework	1) Portraiture title homework 2) Reciprocal homework – Chuck Close grid method 3) Take one moment exhibition – Photograph eyes shut in black and white	4) Photograph manipulated or scrunched and presented 5) Grid eye drawing in pencil tone 6) Features homework in biro	7) 2 Homeworks: Pixel Self Portrait 8) Extended Pixel portrait 9) Reciprocal homework – Black out poetry. To deepen students' understanding of blackout poetry and its significance while encouraging critical thinking and personal reflection.	10) Julian Opie virtual gallery with questions 11) Role of a portrait 12) Reciprocal homework – The role of a portrait.	13) Doodle the famous artwork into the 21 st century. 14) Bring in a magazine to use in lesson - collage. Warning: It will be cut up. 15) Instagram #	16) Post-it note self – portrait 17) Zentangle portrait 18) Mindful Doodles	

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%	

<p>Skill</p>	<p>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:</p> <ul style="list-style-type: none"> • Fine liner • Acetate • Perspex • Wood • Collage • Printing • Clay • Wire • Cardboard • Photography • Photoshop application • Pencils (tonal and coloured) • Acrylic paints • Watercolour • Inks • Magazine collage materials <p>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.</p>	<p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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. 	<p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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. 	<p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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. 	<p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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. <p>The Photography Project starts through the summer holidays with a purposeful photoshoot.</p>	
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<p>Content</p>	<p>Natural Forms - Beginning of coursework – 60% Skill building initially within Project title</p> <ol style="list-style-type: none"> 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 <p>Discuss expectations for Assessment 1</p>	<ol style="list-style-type: none"> 13) Planning and experimenting / developing ideas 14) Planning and experimenting / developing ideas 15) Planning and experimenting / developing ideas 16) Experimentation and preparation for a subsidiary piece 17) Assessment conditions (1) 5 hours – creating an inspired piece 18) Assessment conditions (2) – creating an inspired piece 19) Assessment (3) - 3-hour block 20) Refinement and actioning personal and teacher feedback 21) Refinement and actioning feedback 22) Refinement and actioning feedback 23) Monoprinting from own Wisley photographs 24) Monoprinting – watercolours from photocopies of monopint 25) Monoprinting acrylics from photocopies of monopint 	<ol style="list-style-type: none"> 27) Monoprinting Charcoal and Chalk – white wash from photocopies of monopint 28) Prep for Assessment 2 starts 29) Inspiration board for plaster relief or clay sculpture. 30) Artist research linking to what students wish to do. 31) Initial designs annotated 32) Experimentation in the media students have chosen. 33) Students branch out into their own journeys from here. 	<ol style="list-style-type: none"> 34) Students branch out into their own journeys from here. 	<ol style="list-style-type: none"> 35) Students branch out into their own journeys from here. 	<ol style="list-style-type: none"> 36) Students branch out into their own journeys from here. 37) Photographic Project – Introduction to project titles of which students choose one title. 38) Students take a Photoshoot over the summer.
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			in lessons and homework time.	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	<p>Students will be able to recognise their strengths and be confident in most skills.</p> <p>Students will continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> 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 <p>Students will continue to demonstrate the ability to work creatively with numerous processes and techniques to inspire the development of their ideas.</p>		<p>Students will be able to recognise their strengths and be confident in their ability.</p> <p>Students will continue to demonstrate the ability to:</p> <p>Students will be assessed on the four objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Focused examination skills will have been practiced in a Mock.</p>			

Content	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	<p>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.</p>		
Prior Knowledge Required	<p>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.</p>	<p>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.</p>		
Feedback Points	<p>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.</p>	<p>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.</p>		
Key Questions	<p>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?</p>	<p>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?</p>		
Direct Vocab Instruction	<p>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</p>			
Standardised Homework	<p>The individual targets set, will incorporate activities to be completed as homework.</p>	<p>The individual targets set, will incorporate activities to be completed as homework.</p>		

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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	<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will 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.</p> <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsperson, designer or art movement • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
Content	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>		<p>Students will choose an area of study that they feel they would like to research and investigate – Personal Investigation. Students will use their personal investigation as a springboard to start their practical project showing a creative journey. This portfolio will take the form of a presented sketchbook, subsidiary support developments and outcome(s).</p>		<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	

	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 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.	
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: <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsman, designer or art movement 		Feb 1 st - 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			

	<ul style="list-style-type: none"> • understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media. <p>Students will be assessed on the four objectives in the context of the content and skills presented: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>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:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsman, 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. <p>Students will be assessed on the four objectives in the context of the content and skills presented: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		
Content	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.		
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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	<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art and photography, such as shape, line, scale, colour, texture, pattern, contrast, form and viewpoint • ability to respond to works of an artist, photographer, culture, craftsman, 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. <p>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.</p> <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>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.</p> <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsman, 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. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> • Students will be assessed on the four objectives in the context of the content and skills presented: <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
Content	<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>		<p>Students will choose an area of study that they feel they would like to research and investigate – Personal Investigation. Students will use their personal investigation as a springboard to start their practical project showing a creative journey. This portfolio will take the form of a presented sketchbook, subsidiary support developments and outcome(s).</p> <p>Students work will be inspired by relevant artists from their Personal investigation and subsequent research, connecting with artists, art movements, crafts people and or designers.</p> <p>Students will then complete 15 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their</p>		<p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>	

		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 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	<p>Students will continue with the portfolio started in Yr 12. They will continue to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, form, and viewpoint. • ability to respond to works of an artist, culture, craftsman, 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. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>		<p>Students will be required to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> • awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form • ability to respond to works of an artist, culture, craftsman, 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. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>			

	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.	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.		