

KS5 Curriculum Overview: Fine Art

Year 12-Workshop & Independent Project

Rationale: In Year 12 we endeavour to develop and build on key art skills & knowledge taught within the KS4 curriculum. The main focus for year 12 is to advance the pupils' knowledge of key art techniques, skills and uses of medias, to promote a high level of independence, intrigue and exploration. We aim to enhance pupils understanding of the assessment objectives (to which the pupils work will be assessed) by indicating where students work may have progressed or may need support, we also aim to use the assessment objectives language more frequently especially during key interaction such as tutorials and feedback so students can identify themselves, areas of focus (these Objectives are based on: AO1 Contextual influence, AO2 refinement of materials, AO3 recording ideas and insights and AO4 developing a final outcome). Students will begin by exploring and being introduced to various advanced artistic techniques and processes via workshops to push their understanding and skills further. As well workshops students will begin to develop an in-depth, thoughtful project inspired by contextual research and referencing. By doing this we aim for students to develop independent, unique and thoughtful projects with clear intentions and direction. Students will then begin to complete a Portfolio based project inspired by their own theme time, and to solely develop an independent response(s) to this theme and create a unique artistic journey towards a final outcome(s) that spans into the first half of year 13.

- Within the 1st term pupils will begin to explore into a series of workshop based tasks alongside research to develop and enhance art techniques, materials and skills. Each workshop is designed to build confidence and understanding of how materials can be used in various ways to establish a desired outcome. The workshops will be a combination of book based and portfolio/larger based outcomes. As well as contextual research students will be encouraged to reflect on their outcomes using analytical annotations & reflections/comparisons to artists. Students will be asked to complete contextual research exploring the theme of the workshop, linking imagery, literature, films, artist work, & various sub topics together (this is an independent task).
- Within the 2nd term, Pupils will solely explore independently into a more directed area of their chosen theme. Pupils are to focus on key areas they find an interest in and start plotting their creative journey from these starting points. The same structure applies to aid them, this includes in-depth contextual research, artist influences & the recoding of varied outcome with appropriate and relevant medias
Pupils will also begin in-depth tutorials with members of staff to support, guide & encouraged to explore independently into topics, techniques and medias through HL and class tasks.
- Within the 3rd Term, Pupils will begin to develop a more concise body of work, aiming towards more refined outcomes. These are to be inspired by skills and knowledge learnt in the first 2 terms. The aim is to develop confident outcomes and experimentations towards a final outcome(s). This outcome(s) will be worth up to 25% of CW marks so planning, experimenting and making will be essential for all pupils. By the end of the autumn term in year 13 pupils will have a completed final Outcome.

To reinforce pupils artistic development, we run simultaneously HL Tasks that allows pupils to cultivate their knowledge & skills from the current project, as well as developing key skills such as artist & contextual analysis. We also encourage independent exploration outside of the classroom of the theme through practical tasks to reinforce their learning and enhance the overall project.

Terms	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y12 Autumn 1	<p>Workshops: Students are to explore various advanced artistic techniques, skills and processes linked to the theme through workshops. This will be book and portfolio based tasks, and will challenge the students to enhance their understanding of artistic practises (AO2 & 3)</p> <p>Enhance understand through investigations and research linked to topics associated to the theme. (AO1)</p> <p>Students are to use prior learning established in KS4, such as the use of subject terminology and</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending)</p> <p>Verbal feedback to be completed with students recording conversations for progression</p> <p>Written non-specific, generic feedback given</p>	<p>Workshop HL linked to project: Pupils will be set a combination of structured HL structured & workshop tasks and independent research inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The independent inspired tasks will be based on continuation learning from</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p><u>Knowledge</u> -Understand and identify what key terms mean for each workshop via contextual research - Understand and identify how to develop a project independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop. - How to analysis in depth personal and work of other artists and contextual influences. -key definitions of techniques, processes &</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Etymology of words.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p>

Y12 Autumn 2	analysis, drawing and creating skills and independent contextual research.	in line with GCQ regulations	lessons eg link artists to the outcomes created etc. The timescale is set by the teacher due to timetabling.		<p>terminology linked to assessment objectives</p> <ul style="list-style-type: none"> -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences such as workshops -How to analysis in depth personal and work of other artists and contextual influences. <p><u>Skills</u></p> <p>Various media/processes/techniques use dependent on outcome eg, (observational studies, Tonal disposition/blending, biro & ink, Watercolour mixing/painting skills, mark making, Chalk and charcoal tonal blending, Mixed media collage creation, relief and etching printing, 3D construction eg clay/wire/found objects/cardboard)</p> <p>Analytical and reflection skills</p> <p>Planning and preparation for final outcome.</p> <ul style="list-style-type: none"> -Contextual research building up analytical skills 	Modelling of analysis and evaluation.
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Y12 Spring 1	<p>Independent Project: Students will develop their own independent investigations into their own theme . Building on prior knowledge of workshops and general research within the spring term, students are to begin creating personal and meaningful responses to the theme. (AO1)</p>				<p><u>Knowledge</u> -Understand and identify various topics associated with independent chosen theme via contextual research - Understand and identify how to develop a project independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop. - How to analysis in depth personal and work of other artists and contextual influences. -key definitions of techniques, processes & terminology linked to assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences such as workshops -How to analysis in depth personal and work of other artists and contextual influences.</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p> <p>Self-reflection of artistic journey through a journal</p>
Y12 Spring 2	<p>Students are encouraged to use various materials and scales including outside of sketchbooks. (AO2 & 3)</p> <p>To facilitate and aid the independent journeys of pupils work, teachers will lead in fortnightly university inspired tutorials. Students will then develop these conversations into their own investigative studies to develop meaningful outcomes (AO1,2 & 3)</p> <p>Students are to use prior learning established in KS4 and term 1, such as the use of materials, developing research into contextual influences and combining practical skills & knowledge (key words and terminology)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 weeks via their tutorial/verbal feedback (time scale depending)</p> <p>Verbal feedback sheets to be completed by students prior to tutorials and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>	<p>Independent project HL linked to project: Pupils will be set a combination of structured HL structured tasks and independent research inspired tasks. The structured HL tasks are linked to tutorials design to challenge and develop students abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The independent inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc. The timescale is set by the teacher due to timetabling.</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla</p>	<p><u>Skills</u> Various media/processes/techniques use dependent on outcome eg, (observational studies, Tonal disposition/blending, biro & ink, Watercolour mixing/painting skills, mark making, Chalk and charcoal</p>	

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Y12 Summer 1	<p>Students are to continue to explore developing their own artist journey and investigative studies into individually chosen topics. These outcomes are to be developed/ inspired by clear research, experimentations & insights from earlier in the project. It is vital that clear intentions are recorded and reflected on at this stage (AO1, 2 & 3)</p> <p>Students are encouraged to use various materials and scales including outside of sketchbooks, and are now to "specialise" into a particular direction (AO2 & 3)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 weeks via their tutorial/verbal feedback (time scale depending)</p>	<p>Independent project HL linked to project: Pupils will be set a combination of structured HL structured tasks and independent research inspired tasks. The structured HL tasks are linked to tutorials design to challenge and develop students abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The independent inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc. The timescale is set by the teacher due to timetabling.</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla</p>	<p><u>Knowledge</u></p> <p>-Understand and identify various topics associated with independent chosen theme via contextual research</p> <p>- Understand and identify how to develop a project independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop.</p> <p>- How to analysis in depth personal and work of other artists and contextual influences.</p> <p>-key definitions of techniques, processes & terminology linked to assessment objectives</p> <p>-Successful Material/technique use and linked to practical and theory key words/terminology</p> <p>-How to independently develop outcomes and responses based off contextual or first-hand influences such as workshops</p> <p>-How to analysis in depth personal and work of other artists and contextual influences. --Successful</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p> <p>Self-reflection of artistic journey through a journal</p>
Y12 Summer 2	<p>To facilitate and aid the independent journeys of pupils work, teachers will lead in fortnightly university inspired tutorials. Students will then develop these conversations into their own investigative studies to develop meaningful outcomes (AO1,2 & 3)</p> <p>Students are to use prior learning established in KS4 and term 1 & 2, such as the use of materials, developing research into contextual influences and combining practical skills & knowledge (key words and terminology)</p>	<p>Verbal feedback sheets to be completed by students prior to tutorials and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>				

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Year 13 – Portfolio completion and ESA Exam

Rationale: In Year 13 pupils will continue to explore independently into their own chosen theme. They will build on the outcomes and research generated throughout year 12 with the emphasis now being on narrowing ideas towards a final outcome(s). Students will continue with the same format as year 12 such as completing experimentation with materials, independent topical research, development of outcomes, clear annotations and intentions and design developments. Students are to continue testing and developing their knowledge of key art techniques, definitions, uses of medias, and developing their skills to obtain key marks in each Assessment Objective. Students will still have interaction with experienced staff members via tutorials, allowing all the students to become more familiar with the progress of their work and the assessment objectives (numeral marks will be discussed to highlight key areas to focus on) Pupils will continually use this time to self-assess and utilise teacher lead assessments/feedback to enhance quality of overall work. Coursework/portfolio work is to be completed by the end of January including final Outcome(s) Students are to complete a personal study during year 13. This is a passage of text where pupils are to reflect on their work against an artist or artistic movement that has inspired their work. This written element is to be a minimum of 1000 words written in blocks of a minimum of 200 words, and can be presented in a multitude of formats ranging from an essay or presentation to a screen play. This will not be marked separately.

- Within the 1st term pupils will continue developing, exploring & experimenting with their course work. They are to use their prior learning from year 12 such as key knowledge (terminologies, techniques, analysis and contextual influences) as well as Key skills (refinement of medias & techniques including final outcomes).
- Pupils will be asked for clear insights (thought in depth annotations) and intentional work clearly visible within their portfolio, and must ensure that their coursework tells a journey towards a final outcome(s)
- To reinforce pupils artistic development, we run simultaneously independently set HL Tasks based on tutorial discussions, that allows pupils to cultivate their knowledge & skills from the all projects, as well as developing/refining key skills such as artist & contextual analysis. We also encourage independent exploration/refinement outside of the classroom of the theme through practical and contextual research tasks to reinforce their learning and enhance the overall quality.
- Pupils will complete a personal study reflecting and comparing their work to that of inspirational artists or movements.
- Within the 2nd term pupils will complete their coursework by the start of February, with clear preparatory portfolio work and final outcome(s)

ESA (exam): At the start of the spring term (beginning of February), pupils will be set the externally set assessment by the exam board. This will be a Project based assessment with various choices of themes to delve into. Once a Theme has been picked pupils will use their prior knowledge of how to develop a project and begin to explore in-depth into their theme (of their choice). The students will spend the spring term investigating, experimenting and planning to generate a clear and coherent project with an insightful final outcome design. At the start of the summer term (approximately) pupils will then create their final design with a 15 hour timed controlled assessment/exam.

- Within the 2nd term, Pupils will explore into their theme and begin exploring independent contextual research and experimentation of materials. Through continuous research and experimentation students will begin to narrow down ideas and produce meaningful outcomes linked to their theme themes. Pupils will still be encouraged to explore independently into topics, techniques and medias through personalised HL and Tutorials. Pupils will be encouraged to use prior knowledge and skills by exploring into various drawing techniques inspired by prior Workshops (these include book based and larger outcomes).

Within the 3rd Term, Pupils will not be present after their exam (dates depending on the exam)

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y13 Autumn 1	Continuation of coursework & completion of Final outcome(s): Students are to continue to explore developing their own artist journey and investigative studies into individually chosen topics. These outcomes are to become narrowed	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 weeks via their tutorial/verbal	Pupils will be set personalised tasks based around their tutorials/requirements. The tasks will be linked to student's portfolio work and aid in developing student's abilities	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets &	<u>Knowledge</u> --Understand and identify various topics associated with independent chosen theme via contextual research - Understand and identify how to develop a project	Key terms based on skills, techniques and processes and their meanings. Mind-mapping. Analytical and evaluative language.

Y13 Autumn 2	<p>towards a finalised avenue of thought which has been developed/ inspired by clear research, experimentations & insights from earlier in the project. It is vital that students begin to plan out and begin creating final outcomes at this stage. (AO1, 2, 3 & 4)</p> <p>Students are encouraged to have finalised their experimentations and begin developing specific uses of materials to create final outcomes. (AO4)</p> <p>To facilitate and aid the independent journeys of pupils work, teachers will lead in fortnightly university inspired tutorials. Students will then develop these conversations into their own investigative studies to develop meaningful outcomes (AO1,2 & 3)</p> <p>Students are to use prior learning established in KS4 and term 1 & 2, such as the use of materials, developing research into contextual influences and combining practical skills & knowledge (key words and terminology)</p>	<p>feedback (time scale depending)</p> <p>Verbal feedback sheets to be completed by students prior to tutorials and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>	regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The timescale is set by the teacher due to timetabling.	exemplar	<p>independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop.</p> <ul style="list-style-type: none"> - How to analysis in depth personal and work of other artists and contextual influences. -key definitions of techniques, processes & terminology linked to assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences such as workshops -How to analysis in depth personal and work of other artists and contextual influences. --Successful Material/technique use/reflection linked to developing outcomes (using practical and theory key words/terminology) <p><u>Skills</u></p> <ul style="list-style-type: none"> -project management - Various media/processes/techniques use dependent on outcome eg, (observational studies, Tonal disposition/blending, biro & ink, Watercolour mixing/painting skills, mark making, Chalk and charcoal tonal blending, Mixed media collage creation, relief and etching printing, 3D 	<p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p> <p>Self-reflection of artistic journey through a journal</p> <p>Critical study: students are to evaluate and compare the work of an artist or movement against their own work. Using and accrediting key text sources</p>
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					construction eg clay/wire/found objects/cardboard) Contextual research & building of analytical skills	
Y13 Spring 1	<p>Students are to have portfolios and final outcome(s) completed by the end of January.</p> <p>ESA (exam)</p> <p>Students are to begin contextually exploring into their chosen theme (multiple choice narrowed down to one) Through investigations and research linked to topics associated to the theme. (AO1)</p> <p>Inspired by contextual research students are to begin exploring and experimenting with media and techniques. As well as continuously researching and linking contextual studies to their theme. (AO1)</p> <p>Students are encouraged to replicate the same process as their portfolio by creating several outcomes including large scale outcomes (out of books) focusing on inspiration from their themes. Work is to independently led including the use of materials (These include using wire, card structures & acrylic/watercolour paints, mixed media outcomes and collages, photography and editing) (AO2 & 3)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be via their tutorial/verbal feedback (time scale depending)</p> <p>Verbal feedback sheets to be completed by students prior to tutorials and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>	<p>Pupils will be set personalised tasks linked to their theme choice & personal requirements. The tasks will be linked to student's exam work, tutorials and aid in developing student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The timescale is to be set by the teachers</p>	<p>Due to staff unaware of topics in advance PowerPoints worksheets & exemplar work is subject to change</p>	<p><u>Knowledge</u> -Understand and identify the themes set for the exam -key definitions & terminology of assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences. -Understand and identify how to develop a project independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop.</p> <p><u>Skills</u> - Various media/processes/techniques use dependent on outcome eg, (observational studies, Tonal disposition/blending, biro & ink, Watercolour mixing/painting skills, mark making, Chalk and charcoal tonal blending, Mixed media collage creation, relief and etching printing, 3D construction eg clay/wire/found objects/cardboard)</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p> <p>Self-reflection of artistic journey through a journal</p>
Y13 Spring 2	<p>Students are to concentrate on developing towards their own designs/final ideas inspired by their project and investigative studies into individually chosen topic's These ideas are to be developed clearly inspired by outcomes,</p>					

	<p>research, experimentations & insights from their project. Final ideas must be clear and link to their projects with clear intentions recorded. (AO2,3 & 4)</p> <p>Students are to develop their final ideas ready to create a final outcome at the start of the summer term. Their Designs must be inspired by their project and investigative studies into individually chosen topics. These final designs are to reference continual research and experimentation with material to ensure their final outcome has clear links and intentions. (AO2,3 & 4)</p>				Contextual research & building of analytical skills Planning and preparation for final outcome.	
Y13 Summer 1	<p>GCE ART EXAM TO TAKE PLACE (Date depending)- Students are to sit their ESA exam and create their final design idea in a 15 hour controlled assessment environment. (AO4)</p> <p>Pupils portfolios can be refined after the exam if dates allow (up until the 2nd week in may only)</p>	Work is externally moderated.	N/A	N/A	N/A	
Y13 Summer 2	N/A					