

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>Mark-making</b> <i>Students explore a range of approaches to creating abstract work in two and three dimensions. There is an emphasis on exploring a breadth of media and the inherent mark-making of each one. This is supported by research into relevant artists which also encourages students to write analytically. Students work with and meet local artists who work in similar ways.</i>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Develop an understanding of how artists represent more complex ideas through symbols, colour and pattern.</li> <li>Understanding of practising artists: Astrig Akserlian and Clem Crosby.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Critical analysis relevant to the development of independent work.</li> <li>Purposeful exploration of materials and processes.</li> <li>Develop the ability to respond to subject matter that is not visual. eg. taste, touch etc.</li> <li>Communicate meaning through mark making</li> <li>Life drawing skills</li> </ul>	<ul style="list-style-type: none"> <li>Careful selection of media and techniques, used appropriately in order to meet intentions.</li> <li>Review work and progress to deepen understanding.</li> <li>Produce work that is well informed and has meaning.</li> </ul>	Students meet requirements of the assessment objectives.	Dept. website: <a href="#">Abstraction</a> Sky Arts <a href="#">Landscape Artist of the Year</a>
Autumn 2	<b>Deconstruct / Construct</b> <i>Students develop skills in casting and other sculpture techniques. These are combined with other drawing and painting techniques to create an outcome based on a picture.</i>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Develop an understanding of how artists respond to the world around them.</li> <li>Evaluate different processes and make appropriate choices depending on intentions.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Observational drawing to initiate and develop ideas with regards to the formal elements.</li> <li>Applying mark making to observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Work is documented in the sketchbook at different points.</li> <li>Research into artists- writing formally about artist's work</li> </ul>	Students meet requirements of the assessment objectives.	Dept. website.

		<ul style="list-style-type: none"> <li>• Collograph printing</li> <li>• Develop collage techniques</li> <li>• Embed ceramic construction and decoration techniques.</li> <li>• Coil Pot construction</li> <li>• Decorative Clay surface techniques: emboss, engrave, glaze etc.</li> </ul>			
Spring 1	<p><b>Diversity</b>  <i>An independent project which begins with teacher led workshops in printing techniques. Students negotiate independent developments toward a personal outcome.</i></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Working in a gallery context</li> <li>• Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing, including for example, line, colour, tonal and textural studies, photographs and <b>annotation</b>.</li> <li>• Observational drawing / developments from objects and images - tonal studies (pencil / charcoal / chalks / ink)</li> <li>• Colour studies from collected primary sources (objects) and secondary images using a range of media (oil pastel / paint / ink / pen and water / fine liner). The choice of object / image should fit with the intention / idea.</li> <li>• Careful control in refining intentions.</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	Dept. website <a href="#">Diversity</a>
Spring 2	<p><b>Diversity</b>  <i>An independent project which begins with teacher led workshops in</i></p>	<p><b>Knowledge</b></p>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by</p>	Students meet requirements of the assessment objectives.	Dept. website <a href="#">Diversity</a>

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	<p><i>printing techniques. Students negotiate independent developments toward a personal outcome.</i></p>	<ul style="list-style-type: none"> <li>Synthesise previous research, experimentation etc to develop a personal response to the theme.</li> <li>Develop analytical skills in gathering, selecting, organising and communicating relevant information.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Document coherent evidence of each stage of the development process.</li> <li>Applications / Maquettes- explore and experiment with ideas using prior knowledge from practical tasks and artist research.</li> <li>Respond to artists' concept, subject matter, technique or use of media in order to develop work.</li> <li>Final outcome builds upon all prior research and practical work.</li> </ul>	<p>contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>		
Summer 1	<p><b>Truth, Fantasy &amp; Fiction</b></p> <p><i>An independent project which begins with teacher led workshops in 3D media and techniques. Students negotiate independent developments toward a personal outcome.</i></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing, including for example, line, colour, tonal and textural studies, photographs and annotation.</li> <li>Sculpture using found materials.</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	Students meet requirements of the assessment objectives.	Dept. website <a href="#">Truth, Fantasy &amp; Fiction</a>

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		<ul style="list-style-type: none"> <li>Negative and positive casting methods.</li> <li>Ceramic technique</li> <li>Careful control in refining intentions.</li> </ul>	<p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>		
Summer 2	<p>Truth, Fantasy &amp; Fiction</p> <p><i>An independent project which begins with teacher led workshops in 3D media and techniques. Students negotiate independent developments toward a personal outcome.</i></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Synthesise previous research, experimentation etc to develop a personal response to the theme.</li> <li>Develop analytical skills in gathering, selecting, organising and communicating relevant information.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Reflect upon work as it progresses in order to refine.</li> <li>Select and organise information that is relevant to personal interests.</li> <li>Document coherent evidence of each stage of the development process.</li> <li>Applications / Maquettes- explore and experiment with ideas using prior knowledge from practical tasks and artist research.</li> <li>Respond to artists' concept, subject matter, technique or use of media in order to develop work.</li> <li>Final outcome builds upon all prior research and practical work.</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	Dept. website <a href="#">Truth, Fantasy &amp; Fiction</a>

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project.</i>  <i>Students negotiate independent developments toward a personal outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing.</li> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine ideas.</li> <li>Select and organise information that is relevant to personal interests.</li> <li>Processes and techniques dependent on direction taken by individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Research into artists</li> <li>Personal Outcome</li> </ul> <p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	
Autumn 2	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project.</i>  <i>Students negotiate independent developments toward a personal outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Research into artists</li> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul> <p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by</p>	Students meet requirements of the assessment objectives.	

		<p>judgments by any suitable means, especially drawing.</p> <ul style="list-style-type: none"> <li>• Research into artists- writing formally about artist's work, developing a critical language.</li> <li>• Reflect upon work as it progresses in order to refine.</li> <li>• Select and organise information that is relevant to personal interests.</li> </ul>	<p>contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>		
Spring 1	<p><b>Revisiting Time:</b>  <i>Students revisit cwk to ensure all are complete, and annotated. All work is photographed and presented in a Google Slides doc.</i></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Consider different presentation formats for slideshow.</li> <li>• Understand how to photograph and present Art work</li> <li>• Reflect upon work as it progresses in order to refine ideas and annotate your work</li> <li>• Students write their own "Creative Statement" outlining the entire coursework journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Working from direct observation</li> <li>• Mixed media</li> <li>• Research into artists</li> <li>• Review and refine work / ideas</li> <li>• Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	
Spring 2	<p><b>Externally Set Assignment</b>  <i>An independent project set by the exam board.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Working in a gallery context</li> <li>• Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Working from direct observation</li> <li>• Mixed media</li> <li>• Research into artists</li> <li>• Review and refine work / ideas</li> <li>• Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists

		<b>Skills:</b> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing.</li> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine.</li> <li>Select and organise information that is relevant to personal interests</li> </ul>			
Summer 1	<b>Externally Set Assignment</b>  <i>An independent project set by the exam board.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing.</li> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine.</li> <li>Select and organise information that is relevant to personal interests</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Research into artists</li> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists
Summer 2					