

Yr12 (KS5)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	<p>Mark-making</p> <p><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.</i></p> <p><i>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></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Develop an understanding of how artists represent more complex ideas through symbols, colour and pattern. ● Understanding of practising artists: Astrig Akserlian and Clem Crosby. <p>Skills</p> <ul style="list-style-type: none"> ● Critical analysis relevant to the development of independent work. ● Purposeful exploration of materials and processes. ● Develop the ability to respond to subject matter that is not visual. eg. taste, touch etc. ● Communicate meaning through mark making ● Life drawing skills 	<p>Dept. website:</p> <p>Abstraction</p> <p>Sky Arts Landscape Artist of the Year</p>
Autumn 2	<p>Landscape</p> <p><i>Students apply their understanding of mark making and materials to the subject of Landscape. Teacher led workshops develop into more personal outcomes.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Develop an understanding of how artists respond to the world around them. <p>Skills</p> <ul style="list-style-type: none"> ● Drawing en plein air ● Observational drawing to initiate and develop ideas with regards to the formal elements. ● Applying mark making to observational drawing. ● Collograph printing 	<p>Dept. website.</p>
Spring 1	<p>Diversity</p> <p><i>An independent</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Working in a gallery context 	<p>Dept. website</p>

	<p><i>project which begins with teacher led workshops in printing techniques. Students negotiate independent developments toward a personal outcome.</i></p>	<ul style="list-style-type: none"> ● Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills</p> <ul style="list-style-type: none"> ● 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. ● Observational drawing / developments from objects and images - tonal studies (pencil / charcoal / chalks / ink) ● 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. ● Careful control in refining intentions. 	<p>Diversity</p>
Spring 2	<p>Diversity</p> <p><i>An independent project which begins with teacher led workshops in printing techniques. Students negotiate independent developments toward a personal outcome.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Synthesise previous research, experimentation etc to develop a personal response to the theme. ● Develop analytical skills in gathering, selecting, organising and communicating relevant information. <p>Skills</p> <ul style="list-style-type: none"> ● Document coherent evidence of each stage of the development process. ● Applications / Maquettes- explore and experiment with ideas using prior knowledge from practical tasks and artist research. ● Respond to artists' concept, subject matter, technique or use of media in order to develop work. ● Final outcome builds upon all prior research and practical work. 	<p>Dept. website</p> <p>Diversity</p>
Summer 1	<p>Truth, Fantasy & Fiction</p> <p><i>An independent project which begins with teacher led workshops in 3D media and</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills</p> <ul style="list-style-type: none"> ● Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing, including for example, line, colour, 	<p>Dept. website</p> <p>Truth, Fantasy & Fiction</p>

	<i>techniques. Students negotiate independent developments toward a personal outcome.</i>	<p>tonal and textural studies, photographs and annotation.</p> <ul style="list-style-type: none"> ● Sculpture using found materials. ● Negative and positive casting methods. ● Ceramic technique ● Careful control in refining intentions. 	
Summer 2	<p>Truth, Fantasy & 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>Knowledge</p> <ul style="list-style-type: none"> ● Synthesise previous research, experimentation etc to develop a personal response to the theme. ● Develop analytical skills in gathering, selecting, organising and communicating relevant information. <p>Skills</p> <ul style="list-style-type: none"> ● Reflect upon work as it progresses in order to refine. ● Select and organise information that is relevant to personal interests. ● Document coherent evidence of each stage of the development process. ● Applications / Maquettes- explore and experiment with ideas using prior knowledge from practical tasks and artist research. ● Respond to artists' concept, subject matter, technique or use of media in order to develop work. ● Final outcome builds upon all prior research and practical work. 	<p>Dept. website</p> <p>Truth, Fantasy & Fiction</p>
Yr13	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	<p>Personal Portfolio: Phoenix Project</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions in 'Personal Study'. ● Show relevant understanding and demonstrate the impact the written study has had on the development of practical work. <p>Skills:</p> <ul style="list-style-type: none"> ● Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. 	<p>Dept. Website:</p> <p>https://fortismereartdepartment.weebly.com/yr-13--phoenix.html</p>

		<ul style="list-style-type: none"> ● Research into artists- writing formally about artist's work, developing a critical language. ● Reflect upon work as it progresses in order to refine ideas. ● Select and organise information that is relevant to personal interests. ● Processes and techniques dependent on direction taken by individual students. 	
Autumn 2	<p>Personal Portfolio: Phoenix Project</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions in 'Personal Study'. ● Show relevant understanding and demonstrate the impact the written study has had on the development of practical work. <p>Skills:</p> <ul style="list-style-type: none"> ● Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. ● Research into artists- writing formally about artist's work, developing a critical language. ● Reflect upon work as it progresses in order to refine ideas. ● Select and organise information that is relevant to personal interests. ● Processes and techniques dependent on direction taken by individual students. 	<p>Dept. Website: https://fortismereartdepartment.weebly.com/yr-13--phoenix.html</p>
Spring 1	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project.</i></p> <p><i>Students negotiate independent developments towards a personal outcome which</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Working in a gallery context ● Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> ● Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. ● Research into artists- writing formally about artist's work, developing a critical language. ● Reflect upon work as it progresses in order to refine ideas. 	

	<p><i>they produce at the end of the prep period.</i></p>	<ul style="list-style-type: none"> ● Select and organise information that is relevant to personal interests. ● Processes and techniques dependent on direction taken by individual students. 	
Spring 2	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project.</i></p> <p><i>Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Working in a gallery context ● Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> ● Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. ● Research into artists- writing formally about artist's work, developing a critical language. ● Reflect upon work as it progresses in order to refine. ● Select and organise information that is relevant to personal interests. 	
Summer 1	<p>Revisiting Time:</p> <p><i>Students revisit coursework units to ensure all are complete, and annotated. All work is photographed and presented in a Google Slides doc.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Clearly present personal intentions. ● Demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication. <p>Skills</p> <ul style="list-style-type: none"> ● Consider different presentational formats and select the most appropriate for the final pieces. 	Dept website
Summer 2			