

Art Curriculum Overview – Year13

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Theme given by centre Unit one Sample title: 'TRANSFORMATION' (these change annually)</p> <ul style="list-style-type: none"> Gallery visits Artist copies Observational drawing 	<p>Introduction to course structure for Year 13 and four A level Assessment Objectives.</p> <p>Explanation that the course has greater depth compared to Year 12.</p> <p>Independent learning – gallery visits focusing on artists that are inspirational and influential to them.</p> <p>Highly detailed mind map / graph with as many 'branches' & information linked to the theme.</p> <p>First 6 observational drawings in a range of suitable materials.</p>	<p>Higher level thinking.</p> <p>Written comparisons and analysis of Great Masters work.</p> <p>Research of techniques and styles to be emulated.</p> <p>Sketches, annotation and exploration of the historical contexts.</p> <p>Guided talks and further study into the lives and influences on the artist's work.</p> <p>Cross gallery comparisons of exhibits and different curating styles.</p> <p>First initial drawings linked to the chosen artist and them.</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments</p>	<p>Chose a topic, take 5 photos relating to the topic.</p> <p>Develop into a mixed media response.</p> <p>Drawings from posed still life forms, to lead into 'Transformation' -where their interpretation is informed by their own research on their chosen artists.</p>	<p>Students will be made aware of links to the Catholic Social teaching *through art tutorials.</p> <p>Capital culture* will be evident in the connections made with everyday living and students will be made aware of the pathways to careers* in the creative sectors.</p> <p>Many of the themes covered also have cross curriculum* connections</p> <p>*Cross Curriculum</p> <ul style="list-style-type: none"> History Geography PE Maths Art English Literature Design & Technology 	<p>DoE 2. Curriculum content. Subject Aims actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring mind</p> <ul style="list-style-type: none"> Respond to a theme, stimulus or ideas Make connections between their investigations and creative intentions
Autumn Term 2						
<ul style="list-style-type: none"> Developments 	<p>Explore technical aspects of lighting, contrast and hues</p> <p>Experiment with colour, texture, surfaces and materials.</p>	<p>Development</p> <p>Plotting, composition – referring back to Framing, Leading lines, the rule of third, Juxtapositions of colours, man-made and natural. Surface, reflection. Texture.</p> <p>Contrast, vignetting, feathering & scale. Subjective and Objective drawing,</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p>	<p>Teacher guidance in lateral thinking and the different pathways their ideas can take.</p> <p>Homework would be a continuation of these ideas and their visual development.</p>	<p>*Careers</p> <ul style="list-style-type: none"> Advertising and marketing, Art director. Architecture Product Designer, Graphic Designer 	<p>Develop the skills to:</p> <ul style="list-style-type: none"> record a range of experiences /observations using drawing or other appropriate visual forms; Research; gather, select and organise visual and other

<ul style="list-style-type: none"> Refinements Final art piece for unit one. Final essay 	<p>Analyse, critique and compare artist styles and technical elements.</p> <p>Develop several ideas in depth – explain the concept and the context.</p> <p>Develop 4-6 large pieces of art based on the styles of your chosen artist. –</p> <p>Refine 1-2 of developments</p> <p>Make connections and annotate fully each process.</p> <p>Leading to an impactful final ‘showpiece’</p> <p><i>Complete a 16-17 pages (A4) - comprehensive study on the agreed ‘closed’ question set by your teacher.</i></p> <p><i>This should include an introduction, evidence and conclusion.</i></p>	<p>Balance, symmetry, value, negative space</p> <p>– primer, monochromatic painting, under painting. sgraffito, complementary colours, impasto, chiaroscuro, palette knife painting, relief texture</p> <p>Develop ideas to include style/techniques/content or influences of chosen artists</p> <p>Refinements</p> <p>Independent learning at galleries linking back to artists that inspire them. Develop new techniques and use these new-found skills to inform their current work.</p> <p>Exam preparation and final piece.</p> <p>Experimental pieces and multiple refinement pieces linked to chosen artists are being produced.</p> <p>As students hone their skills, they will develop confidence in a chosen style to take forward to a more complex final piece.</p> <p><i>Formal writing with Harvard bibliography</i></p>	<p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (Final pieces)</p>	<p>Assessments and critiques lead onto further developments and refinements.</p> <p>Planning now begins for a final exam piece.</p> <p><i>Continual homework of in-depth ‘Personal Study’ section (essay)</i></p>	<ul style="list-style-type: none"> Fashion designer, Fine artist, Art gallery curator Digital Artist / Animator Film, & TV including broadcast production Photographer & videographer Theatre set designer Journalist Author Writer <p>*Capital culture</p> <ul style="list-style-type: none"> Personal Social Moral Cultural 	<p>appropriate information</p> <ul style="list-style-type: none"> explore relevant resources; analyse, discuss and evaluate Record independent judgements use knowledge and understanding of the work of others to develop and extend thinking and inform own work <p>Understanding of:</p> <ul style="list-style-type: none"> relevant materials, processes, technologies and resources how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts how images and artefacts relate to time and place and to their social and cultural contexts continuity and change in different genres, styles and traditions a working vocabulary and specialist terminology.
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Spring Term 1

<p>External exam title is given in <i>early February</i></p> <p>Exam preparation – Unit 2</p> <ul style="list-style-type: none"> Gallery visits Artist copies Observational drawing 	<p>Independent learning – gallery visits focusing on artists that are inspirational and influential to them.</p> <p>Highly detailed mind map / graph with as many ‘branches’ & information</p>	<p>The process and structure is the similar as previously listed: (but to a different theme set externally)</p> <ul style="list-style-type: none"> Gallery visits, Artist copies & research Primary observations, Developments of art work linked to the <u>theme set by the exam board.</u> 	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p>	<p>Exam preparation</p> <ul style="list-style-type: none"> Mind Map Gallery visits, Artist copies & research <p><i>These stages are both classwork and homework (art studio)</i></p> <ul style="list-style-type: none"> Primary observations, 	<p>Cross Curriculum</p> <ul style="list-style-type: none"> History Geography PE Maths Art English Literature Design & Technology <p>*Capital culture</p>	<p>Skills and knowledge</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p>
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	linked to the theme. First 6 observational drawings in a range of suitable materials.	The students work should reflect the style/technique/composition of their chosen artists with written and visual links to their research.	Portfolio assessments Summative assessments	<i>These stages are both classwork and homework (art studio)</i>	<ul style="list-style-type: none"> ○ Personal ○ Social ○ Moral ○ Cultural 	<ul style="list-style-type: none"> ● explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas
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Spring Term 2

<ul style="list-style-type: none"> ● Developments ● Refinements ● <u>Final Examination piece (May)</u> 	<p>Explore technical aspects of lighting, contrast and hues</p> <p>Experiment with colour, texture, surfaces and materials.</p> <p>Analyse, critique and compare artist styles and technical elements.</p> <p>Develop several ideas in depth – explain the concept and the context.</p> <p>Develop 4-6 large pieces of art based on the styles of your chosen artist. –</p> <p>Make connections and annotate fully each process.</p> <p>Leading to an impactful final ‘showpiece’</p>	<p>The developments inform the student of the next stage –refinement.</p> <p style="text-align: center;"><u>Refinements</u></p> <p>Independent learning at galleries linking back to artists that inspire them. Develop previous techniques and use these well practised skills to inform their current work.</p> <p><u>Exam preparation and final piece.</u></p> <p>Experimental pieces and multiple refinement pieces linked to chosen artists are being produced.</p> <p>As students use their skills, in a chosen style they take forward the relatable elements (<i>style, context, subject matter</i>) together with the formal elements (<i>line, form, shape, texture, value, colour</i>) to a more complex final piece</p> <p><i>*all written work is referenced</i></p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Portfolio assessments</p> <p>Summative assessments</p>	<ul style="list-style-type: none"> ● Developments of art (x4) ● Refinements ● Final piece planning ● Final piece <p><i>These stages are both classwork and homework (art studio)</i></p>	<p>*Careers</p> <ul style="list-style-type: none"> ○ Advertising and marketing, ○ Art director. ○ Architecture ○ Product Designer, ○ Graphic Designer ○ Fashion designer, ○ Fine artist, ○ Art gallery curator ○ Digital Artist / Animator ○ Film, & TV including broadcast production ○ Photographer & videographer ○ Theatre set designer 	<ul style="list-style-type: none"> ● record ideas, observations and insights relevant to intentions, reflecting critically on work and progress ● present a personal and meaningful response that realises intentions <p>A Level Assessment Objectives</p> <p>AO1 Develop ideas through analytical and critical understanding</p> <p>AO2 Explore and select relevant resources. Develop and refine.</p> <p>AO3 Record ideas, observations, insights relevant to intentions.</p> <p>AO4 Present a personal and meaningful response that realise intentions.</p>
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Summer Term 1

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Summer Term 2

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