

Art Curriculum Overview – Year 12

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>Project Title 'GEOMETRIC FORMS'*</p> <p>(*This is a sample title, as it changes annually. The format remains the same.)</p>	<p>Introduction to course structure and four A level Assessment Objectives.</p> <p>Explanation that the course has greater depth compared to GCSE.</p> <p>Handling materials differently to GCSE.</p> <p>Genre of still life. Observational charcoal drawing of man- made (geometric still life/ urban landscapes; man-hole covers, wire fences etc)</p> <p>Using different coloured supports/ charcoal/ smudgers</p>	<p>Students will gain a greater accuracy in their observational drawing skills,</p> <p>broaden knowledge of materials and processes.</p> <p>They will explore more sophisticated subjects, artists/movements.</p> <p>Primary observations</p> <p>Students can opt to study one of the following themes for Year 12 :</p> <p>The Figure –The Portrait</p> <p>The Landscape / Urban Space</p> <p>Still- life traditions going into</p> <p>Abstraction (Symbolism, Spanish still-life, Picasso)</p> <p><i>Essay writing</i> and annotation, analysis and critiques.</p> <p><i>Geometrical drawings</i>, scaling, perspective, rule of third</p>	<p>Formative assessment with individuals.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p>	<p>Finish for homework. (The term 'homework' in A- level art can also mean the use of the art studio outside of lesson times)</p> <p>Drawings from under stairs, cupboards, laundry spaces, garage spaces, attic spaces, garden sheds.</p>	<p>Students will be guided to include Ursuline Values in their chosen themes – although these will differ from student to student</p> <p>Students will be made aware of links to the Catholic Social teaching *through art tutorials. 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 <i>For example:</i></p> <p><i>Art history, social history. (History)</i> anatomical drawings, figure drawing, portraits (Science. PE)</p> <p><i>Artists and their cultures.</i> Differing art styles from around the world influenced by cultural differences.</p> <ul style="list-style-type: none"> • Geography • English language • English Literature • Science, • Drama • Maths 	<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 appropriate information • 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.
Autumn Term 2						
	<p>Observational drawing of natural form (fish/plant stems/ shellfish/ boxes/ human form)</p> <p>-still life with geometric form</p> <p>Human form –<i>portrait Urban landscape</i>).</p> <p>Graphite or charcoal response.</p> <p>Working ahead: Pen and ink response.</p> <p><i>All responses must be based on <u>primary observations</u>.</i></p>	<p>** <u>Artist studies</u></p> <p>Including <i>German Impressionists, The Italian Futurists, Camden Town school, Pop Art</i></p> <p><u>Contemporary practicing artists:</u></p> <p><i>Euan Uglour, Jenny Saville, Geogia O’Keeffe,</i></p> <p><u>Other influential artists</u></p> <p><i>Frank Auerbach, Gillian Ayres, Joan Eardley</i></p> <p><i>George Braque, , Patrick George, Gicometti,</i></p> <p><i>Samuel Palmer, Pablo Picasso, Edward Hopper</i></p>	<p>Formative assessment.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p>	<p>Finish for homework.</p> <p>Drawings from posed still life forms to create geometrical shapes (criss-crossed stems) natural patterns/ angles (close up of fish scales, leaf patterns etc)</p>	<p><i>Below are examples of personal developments and not specific to a given term</i></p> <p>*Ursuline Values</p> <ul style="list-style-type: none"> ○ Grateful ○ Faith-filled and hopeful ○ Discerning and joyful ○ Leading others in pursuit of justice ○ Service and sacrifice ○ Dignity of the human person ○ Courageous and resilient ○ Loving and compassionate ○ United in harmony 	<p>● Apply knowledge and generate and explore potential lines of enquiry using appropriate media and techniques</p> <p>● Understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others’ evaluations</p> <p>● organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms</p>
Spring Term 1						

	<p>Reductive print on different surfaces.</p> <p>Extension: colour collage transfer of least successful prints. Artist research. Practice 'related study'.</p> <p>From drawings done in a sketchbook (introduce students to rapid mixed media drawings) and</p> <p>Longer sustained drawings using – graphite, ink, oil bars, rubbers, collage – devise personal ways to change initial drawings into something else based on looking and responding to the work of a list of artists, illustrators and designers. **</p>	<p>Development</p> <p>Plotting, composition 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, 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>Formative assessment with individuals,</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p>	<p>Finish for homework.</p> <p>Complete 4 artist copies- 100-word annotation on chosen artist</p>	<p><i>Below are examples of personal developments and not specific to a given term</i></p> <p>*Catholic Social teaching</p> <ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Dignity in work Solidarity ○ Care for creation ○ Dignity of God's people ○ Community and participation Care for creation ○ Dignity in work ○ Peace and reconciliation 	<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> <ul style="list-style-type: none"> ● explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas ● record ideas, observations and insights relevant to intentions, reflecting critically on work and progress ● present a personal and meaningful response that realises intentions
--	---	---	---	---	---	--

Spring Term 2

	<p>Portraiture/facial proportions.</p> <p>Angle/composition. Creating expression, atmosphere, communicating mood.</p> <p>Experimentation with extreme light and dark compositions (chiaroscuro) –refer to Edward Hopper, Caravaggio</p>	<p><u>Illustrators & Graphic Designers</u></p> <p><i>Paul Rand, Rene Vincent, Edwin Georgi, Norman Rockwell</i></p> <p><u>Other influential artists</u></p> <p><i>Samuel Palmer, Pablo Picasso, Edward Hopper</i></p>	<p>Formative assessment with individuals,</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p>	<p>Finish for homework.</p> <p>-Finish self-portrait</p>	<p><i>Below are examples of personal developments and not specific to a given term</i></p> <p>*Capital culture</p> <ul style="list-style-type: none"> ○ Personal ○ Social ○ Moral ○ Cultural 	<ul style="list-style-type: none"> ● Understand how images and artefacts relate to ethical and political contexts ● Undertake sustained development and refinement of ideas
--	--	---	---	--	---	---

Summer Term 1

	<p>A2/A1 painted portraits, using atelier techniques (facial planes, coloured primer, monochromatic base layers, complementary colour layering, highlights, background colours)</p> <p>Introduction to typography in art and its incorporation in geometrical form.</p> <p>Photographic manipulation, (over painting, collage, rip & tear, mixed media)</p> <p>Digital manipulation</p> <p>Scanning, Photoshop</p>	<p>Refinements</p> <p>Independent learning at galleries, researching artists that inspire them. Develop new techniques and use these new-found skills to inform their current work.</p> <p><i>Areas explored:</i> colour, shape, form, collage, lino printing, colour reduction, dry point printing, charcoal.</p> <p>2D Drawing, painting, collage, wax resistance, sponge painting, impasto painting</p>	<p>Formative assessment with individuals,</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p>	<p>Finish for homework.</p> <p>Chose a topic, take 5 photos relating to the topic.</p> <p>Develop into a mixed media response</p>	<p><i>Below are examples of personal developments and are not specific to a given term</i></p> <p>*Cross Curriculum</p> <ul style="list-style-type: none"> ○ History ○ Geography ○ PE ○ Maths ○ Art ○ English Literature ○ Design & Technology <p>*Careers</p> <ul style="list-style-type: none"> ○ Advertising and marketing, ○ Art director. ○ Architecture ○ Product Designer, 	<p>Understand how ideas generate starting points for art and design practice and form an integral part of the creative process</p> <ul style="list-style-type: none"> ● Develop their visual language to communicate ideas ● Demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
--	---	---	---	---	---	--

Summer Term 2

<p>Mock Exam title</p> <p>'SURFACES & TEXTURES</p> <p><i>(*This is a sample title, as it changes annually. The format remains the same.)</i></p>	<p>Sketchbook given out.</p> <p>Introduction to mock examination topics.</p> <p>Assessment objective given out and explained.</p> <p>Mind-map –developing own ideas.</p> <ul style="list-style-type: none"> ● Development ● Refinements ● Annotation skills <p>Essay tutorials in preparation for Year 13</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 assessment.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessment group discussion/reflection.</p>	<p>Finish for homework</p> <p>Continue with exam preparation studies.</p> <p>Draft copy of essay based on the 'closed' question mutually agreed with your teacher.</p> <p><i>(Include introduction, evidence and conclusion)</i></p>	<ul style="list-style-type: none"> ○ 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 evidence of their progress, in an on-going critical and analytical review ● Respond to a theme, stimulus or ideas ● Make connections between their investigations and creative intentions ● Realise intentions ● Produce and present outcome(s).
--	---	---	---	--	---	---