

KS5 Curriculum Overview:

Year 12

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Close-Ups Skill Development Project	Close-Ups Skill Development Project	<i>Personal Investigation</i>	<i>Personal Investigation</i>	<i>Personal Investigation</i>	<i>Personal Investigation</i>
Ethos Links	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.
Knowledge	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ The formal elements of Art and how to apply them to an artwork. ➤ How to respond to a theme brief at A Level ➤ The work of contemporary artists Sarah Graham and Brian Scott whose work relates to the theme of 'Close-Ups' ➤ The AQA A Level Fine Art Assessment Objectives ➤ About a range of extended 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to select appropriate media dependent on intentions. ➤ How to develop their own ideas and make decisions about the direction of their project. ➤ Respond to the work of artists in a personal and meaningful way. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to develop initial personal ideas through visual and written exploration. ➤ How to reflect on prior learning and interests to shape project intentions. ➤ How to understand and apply AO1 (Develop ideas through investigations informed by contextual 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to explore contextual influences relevant to personal intentions. ➤ How to understand the role of artist research in developing a personal style. ➤ How to build proficiency in specific materials, techniques or processes. ➤ How to refine outcomes through review and experimentation. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to expand contextual influences in light of project development. ➤ How to reflect more deeply on the synthesis of research and practice. ➤ How to approach the written investigation of 1000-3000 words in relation to their practical personal investigation. ➤ How to select and appropriately reference source quotes/material. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to identify and build on strengths. ➤ How to deepen exploration through composition, colour, form. ➤ How to identify gaps and build on evidence of Assessment Objectives. ➤ How to write in continuous prose demonstrating both objective and personal points of view.

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	<p>practical processes and techniques including: different forms of drawing, monoprinting, painting, and more.</p> <ul style="list-style-type: none"> ➤ The benefits and drawbacks of different art media. 		<p>and other sources).</p> <ul style="list-style-type: none"> ➤ How to explore and experiment with drawing in traditional and alternative forms. ➤ How to record ideas through photography, sketching, storyboarding or digital processes. 			
Skills	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Develop observational drawing skills using a range of materials. ➤ Understand and apply compositional principles to still life arrangements. ➤ Introduce AQA A-Level Art Assessment Objectives and 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Develop visual literacy and analytical writing skills. ➤ Explore ways of responding to and learning from the work of artists. ➤ Understand how artist research supports development of personal work. 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Experiment with a range of appropriate art media, investigating the opportunities and limitations they offer. ➤ Develop initial personal 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Develop their own personal strengths which may include: <ul style="list-style-type: none"> ○ charcoal ○ pastel ○ graphite and coloured pencils ○ biro, pen and ink ○ paint ○ printing ○ resist techniques ○ stitched, collaged, 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Develop skills for essay writing ➤ Select and appropriately reference source quotes/material. 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Refine their practical skills and individual pieces. ➤ Develop their own ideas and make decisions about the direction of their project. ➤ Develop their strongest areas to effectively communicate intentions.

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	<p>how they relate to sketchbook work.</p> <ul style="list-style-type: none"> ➤ Explore the use of line as a primary visual element in drawing. ➤ Experiment with techniques such as hatching and cross-hatching. ➤ Consider the impact of scale on drawing outcomes. ➤ Develop an understanding of tonal range and value in drawing. ➤ Use tone to create depth and represent 3D form on a 2D surface. ➤ Explore and compare materials that support tonal drawing. ➤ Develop understanding 	<ul style="list-style-type: none"> ➤ Explore textural techniques and how they support personal intentions. ➤ Begin making informed decisions about materials and processes to suit ideas. ➤ Reflect on previous work to identify strengths and areas for development. ➤ Plan and refine ideas towards a final piece. ➤ Produce a resolved final outcome that connects to previous experimentation and artist research. ➤ Present work professionally, showing critical understanding and development of ideas. 	<p>ideas through visual and written exploration.</p> <ul style="list-style-type: none"> ➤ Explore and experiment with drawing in traditional and alternative forms. ➤ Record ideas through photography, sketching, storyboarding or digital processes. 	<p>and mixed media techniques digital recording and manipulation.</p> <ul style="list-style-type: none"> ➤ How to refine outcomes through review and experimentation. 		
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	<p>of colour theory and expressive use of colour.</p> <ul style="list-style-type: none"> ➤ Apply knowledge of colour mixing and palettes to communicate mood or atmosphere. ➤ Experiment with a range of colour media (e.g., watercolour, acrylic, ink). 					
Key Vocabulary	<p>Tone Form Line Shape Texture Colour Pattern Space Context Acrylic Paint Monoprint Brayer Blot Tonal value</p> <p>*Additional dependent on individual artists and skill pathways</p>	<p>Analysis Context</p> <p>*Additional dependent on individual artists and skill pathways</p>	<p>Tone Form Line Shape Texture Colour Pattern Space Context Mixed media Proportion Realise intentions Summative Personal response</p> <p>*Additional dependent on</p>	<p>Analysis Context</p> <p>*Additional dependent on individual artists and skill pathways</p>	<p>* dependent on individual artists and skill pathways</p>	<p>* dependent on individual artists and skill pathways</p>

			individual artist and skill pathways			
Assessment	<ul style="list-style-type: none"> Formative assessment through verbal feedback during lessons and group critiques. Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). Sketchbook review with informal written feedback. One-to-one tutorial during lesson to support personal development. Verbal feedback and written targets for each student. <ul style="list-style-type: none"> AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, 	<ul style="list-style-type: none"> Formative assessment through verbal feedback during lessons and group critiques. Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). Sketchbook review with informal written feedback. One-to-one tutorial during lesson to support personal development. Verbal feedback and written targets for each student. Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<ul style="list-style-type: none"> Formative assessment through verbal feedback during lessons and group critiques. Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). Sketchbook review with informal written feedback. One-to-one tutorial during lesson to support personal development. Verbal feedback and written targets for each student. Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media,</p>	<ul style="list-style-type: none"> Formative assessment through verbal feedback during lessons and group critiques. Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). Sketchbook review with informal written feedback. One-to-one tutorial during lesson to support personal development. Verbal feedback and written targets for each student. Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<ul style="list-style-type: none"> Formative assessment through verbal feedback during lessons and group critiques. Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). Sketchbook review with informal written feedback. One-to-one tutorial during lesson to support personal development. Verbal feedback and written targets for each student. Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<ul style="list-style-type: none"> Formative assessment through verbal feedback during lessons and group critiques. Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). Sketchbook review with informal written feedback. One-to-one tutorial during lesson to support personal development. Verbal feedback and written targets for each student. Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>

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	<p>materials, techniques and processes, reviewing and refining ideas as work develops.</p> <ul style="list-style-type: none"> • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. 	<ul style="list-style-type: none"> • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. 	<p>materials, techniques and processes</p>		<p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>
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➤ Year 13

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
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Unit of Work	<i>Personal Investigation</i>	<i>Personal Investigation</i>	Externally Set Assessment (Exam)	Externally Set Assessment (Exam)	Externally Set Assessment (Exam)
Ethos Links	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	Respect, Responsibility and Kindness.	
Knowledge	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to work toward and plan a final outcome(s) that synthesise prior work and ideas. ➤ How to present plans for outcomes clearly with contextual understanding. ➤ How to take feedback and approach a 2nd draft of the written personal investigation 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to produce a final outcome(s) that synthesise prior work and ideas. ➤ How to present outcomes clearly with contextual understanding. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to develop initial personal ideas through visual and written exploration. ➤ How to reflect on prior learning and interests to shape project intentions. ➤ How to understand and apply AO1 (Develop ideas through investigations informed by contextual and other sources). ➤ How to explore and experiment with drawing in traditional and alternative forms. ➤ How to record ideas through photography, 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ How to work toward and plan a final outcome(s) that synthesise prior work and ideas. ➤ How to present plans for outcomes clearly with contextual understanding. ➤ How to produce a final outcome(s) that synthesise prior work and ideas. <i>(15 hour period of sustained focus)</i> 	

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			sketching, storyboarding or digital processes. <ul style="list-style-type: none"> ➤ How to explore contextual influences relevant to personal intentions. ➤ How to understand the role of artist research in developing an investigation. ➤ How to refine outcomes through review and experimentation. 		
Skills	By the end of this unit students will be able to: <ul style="list-style-type: none"> ➤ Refine their work both practical and written. ➤ Effectively communicate intentions. ➤ Compose a journey leading to a final summative outcome. ➤ Visually communicate the process and ideas 	By the end of this unit students will be able to: <ul style="list-style-type: none"> ➤ Produce a final outcome that realises intentions 	By the end of this unit students will be able to: <ul style="list-style-type: none"> ➤ Experiment with a range of appropriate art media. ➤ Develop initial personal ideas through visual and written exploration. ➤ Explore and experiment with drawing in traditional and 	By the end of this unit students will be able to: <ul style="list-style-type: none"> ➤ Refine their practical skills and individual pieces. ➤ Develop their own ideas and make decisions about the direction of their project. ➤ Develop their strongest areas to effectively 	

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	leading to a summative outcome.		<p>alternative forms.</p> <ul style="list-style-type: none"> ➤ Record ideas through photography, sketching, storyboarding or digital processes. 	<p>communicate intentions.</p> <ul style="list-style-type: none"> ➤ Work to strict coursework deadlines. ➤ Produce a large scale/summative outcome. 	
Key Vocabulary	<p>Realise intentions Summative Personal response</p>	<p>* dependent on individual artists and skill pathways</p>	<p>Tone Form Line Shape Texture Colour Pattern Space Context Mixed media Proportion Realise intentions Summative Personal response</p> <p>*Additional dependent on individual artist and skill pathways</p>	<p>* dependent on individual artists and skill pathways</p>	
Assessment	<ul style="list-style-type: none"> • Formative assessment through verbal feedback during lessons and group critiques. • Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). 	<ul style="list-style-type: none"> • Formative assessment through verbal feedback during lessons and group critiques. • Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). 	<ul style="list-style-type: none"> • Formative assessment through verbal feedback during lessons and group critiques. • Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). 	<ul style="list-style-type: none"> • Formative assessment through verbal feedback during lessons and group critiques. • Students encouraged to peer assess using specific criteria (e.g., line quality, use of texture). 	

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	<ul style="list-style-type: none"> • Sketchbook review with informal written feedback. • One-to-one tutorial during lesson to support personal development. • Verbal feedback and written targets for each student. • Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes</p>	<ul style="list-style-type: none"> • Sketchbook review with informal written feedback. • One-to-one tutorial during lesson to support personal development. • Verbal feedback and written targets for each student. • Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions</p>	<ul style="list-style-type: none"> • Sketchbook review with informal written feedback. • One-to-one tutorial during lesson to support personal development. • Verbal feedback and written targets for each student. • Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions</p>	<ul style="list-style-type: none"> • Sketchbook review with informal written feedback. • One-to-one tutorial during lesson to support personal development. • Verbal feedback and written targets for each student. • Summative assessment of final outcome against AQA mark scheme. <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions</p>	
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	connections between visual and other elements.	and, where appropriate, makes connections between visual and other elements.	and, where appropriate, makes connections between visual and other elements.	and, where appropriate, makes connections between visual and other elements.	
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