


<p>Year: 12 Subject: ART</p>	<p>Curriculum Intent: Year 12 will challenge and pull apart what they already know of art and push their responses even further through testing and experimentation. They will take this knowledge of what they can achieve through into smaller studies, artist linked responses and a wider range of outcomes that test their skills. They will be expected to explore media and materials in a more creative manner, challenging how they can be used. Opinion and insight into the process' used are developed including a more refined and appropriate use of subject specific language. They will be expected to consider themes and topics they want to investigate, explore, refine, and present, refining their understanding of the assessment objectives as they start their personal project, working closely with staff to monitor progress and achievements.</p>					
	<p>Term 1 <i>The Built Environment</i></p>		<p>Term 2 <i>Independent Personal Project</i></p>		<p>Term 3 <i>Independent Personal Project</i></p>	
<p>Sequence of Delivery</p> <p style="text-align: center;">TERM 1 BUILT ENVIRONMENT</p> <p>PROJECT MARKING IS NOT LINKED TO COMPONENT ONE (COURSEWORK) MARKING ON THE FINE ART A LEVEL COURSE</p>	<p>COURSE INTRODUCTION ARTIST STUDY</p>	<p>POP TEST BASED ON OWN IMAGE</p>	<p>PROJECT INTRODUCTION</p>	<p>CONTINUED INVESTIGATION</p>	<p>CONTINUED INVESTIGATION</p>	<p>STOP AND REVIEW</p>
	<p>Course discussed in light of skills progression Artists introduced (Ian Murphy/ John Piper) Use of mark making HW Visual mind map/ Piper research</p>	<p>Quality response based on photo emailed in Student selection of media and materials inspired by chosen artist (Murphy/ Piper)</p>	<p>Peer examples Marking, assessment, timeline Rough mind maps on possible choices HW Refine mind maps</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing</p>	<p>Pause investigation to review and reflect Recall of mark scheme and peer example marking Written element introduced HW WE plan</p>
	<p>ARTIST INVESTIGATION</p>	<p>POP TEST BASED ON OWN IMAGE</p>	<p>MIND MAP TITLE PAGE</p>	<p>CONTINUED INVESTIGATION</p>	<p>CONTINUED INVESTIGATION</p>	<p>CONTINUED INVESTIGATION</p>
	<p>Review expectations of artist research at A Level Experimentation in media related to Murphy/ Piper HW Murphy research/ Piper response</p>	<p>Reflect on work and complete proof of progress test. Peer comments and feedback</p>	<p>Refined and visual mind map Title page representing on theme chosen HW Continue above</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation</p>
	<p>ARTIST INVESTIGATION ANNOTATION</p>	<p>BACK TO BASICS TONES AND TECHNIQUES</p>	<p>MIND MAP TITLE PAGE</p>	<p>CONTINUED INVESTIGATION</p>	<p>CONTINUED INVESTIGATION</p>	<p>CONTINUED INVESTIGATION</p>
	<p>Language, key words, sentence starters related to artist research Peer examples GCSE VS A level explored HW Reflect on and add depth to annotation</p>	<p>Murphy inspired lock Selection of Piper inspired mono print HW Rough ideas for final response</p>	<p>Refined and visual mind map Title page representing theme chosen HW Continue</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Email in photo to be used for PPE. Research deconstructions</p>	<p>Continue to work on each AO with teacher lead strategies. One to one discussion ongoing</p>
	<p>ARTIST INVESTIGATION PRESENTATION</p>	<p>BACK TO BASICS TONES AND TECHNIQUES</p>	<p>INITIAL RESPONSE THEME</p>	<p>CONTINUED INVESTIGATION</p>	<p>CONTINUED INVESTIGATION PPE EXAM</p>	<p>CONTINUED INVESTIGATION</p>
<p>Work composition, use of materials to present work in an appropriate manner</p>	<p>Tonal response and mono print completed</p>	<p>Imagery that clearly defines theme chosen</p>	<p>Continue to work on each AO with teacher</p>	<p>Continue to work on each AO with teacher</p>	<p>Continue to work on each AO with teacher lead</p>	

	HW Complete artist research Murphy/ Piper		Range of media to include testing where appropriate HW Continue	lead strategies. One to one discussion	lead strategies. One to one discussion. Exam based on deconstruction of project based image and response	strategies. One to one discussion
	QUALITY ARTIST RESPONSE	FINAL OUTCOME	ARTIST RESEARCH	CONTINUED INVESTIGATION	CONTINUED INVESTIGATION	CONTINUED INVESTIGATION
	Mixed media response inspired by Murphy/ Piper HW local architecture. Photos/ small scale response artist linked	Range of media and materials Discuss scale and time	Peer examples of successful artist research Referring to presentation, annotation etc HW Two quality responses artist focus	Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation	Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation	Continue to work on each AO with teacher lead strategies. One to one discussion ongoing HW Investigation
	QUALITY ARTIST RESPONSE	FINAL OUTCOME	ARTIST RESEARCH		CONTINUED INVESTIGATION	WRITTEN ELEMENT PLAN
	Continue response reflecting on media quality and artist link HW local architecture. Photos/ small scale response artist linked	Range of media and materials Discuss scale and time	Reflect on and refine artist research including peer assessment and peer example comparisons HW Two quality responses artist link		As above HW Investigation	Discuss rough plans/ titles/ peer examples and marking Refer to expectations and purpose HW First draft due Sep
	QUALITY RESPONSE	FINAL OUTCOME				CONTINUED INVESTIGATION
	response reviewing final refinement and link to artist and theme HW Email photo to staff ready for POP test	Range of media Discuss scale and time				As above
Key knowledge	To investigate all aspects of the built environment. Presentation of key vocabulary To investigate a relevant historical & contemporary artist. Research to include: style, techniques, inspiration and student opinion (analytical and critical understanding) Development of student responses inspired by artists' work, style, media use, link to theme	Development of student responses inspired by artists' work, style, media use, link to theme Test & explore media, materials and techniques relevant to the chosen artists. Explore the way that presentation of work is expanded beyond that of GCSE standards towards A level (expectation in Jan 24)	To investigate all aspects of the personal project. Presentation of key vocabulary To investigate a relevant historical & contemporary artist. Research to include: style, techniques, inspiration and student opinion (analytical and critical understanding) Test & explore media, materials and techniques relevant to the chosen artists.	As before but including more emphasis on time management	As before	As before but including written element structure, process, use of language, planning and essay timeline. Understanding a wider range of descriptive language, sentence starters, vocabulary and subject specific language. How to clearly link their written element to their project and what they want to learn from it.

	Test & explore media, materials and techniques relevant to the chosen artists. To offer opinion and use appropriate language.	Appreciation of where ideas come from/ start and are seen in project How to present ideas relating to a final outcome through simple steps (image, brief notes, tests) Completion of a final outcome by a set deadline that clearly links to theme and artist/s studied	To offer opinion and use appropriate language. To refer to own confidence in media, materials and techniques To show an exploration of each assessment objective To manage time effectively.			
Assessment objectives (AO's) are not taught sequentially and appear at different stages throughout the projects where all four can appear on one double page in students' sketchbooks						
Assessment	<p>SKILLS PROGRESSION</p> <p>AO1 Critical understanding Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Creative making Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops.</p>	<p>SKILLS PROGRESSION</p> <p>AO1 Critical understanding AO2 Creative making AO3 Reflective recording Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. AO4 Personal presentation Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>COMPONENT ONE PORTFOLIO</p> <p>AO1 Critical understanding AO2 Creative making AO3 Reflective recording</p>	<p>COMPONENT ONE PORTFOLIO</p> <p>AO1 Critical understanding AO2 Creative making AO3 Reflective recording</p>	<p>COMPONENT ONE PORTFOLIO</p> <p>AO1 Critical understanding AO2 Creative making AO3 Reflective recording AO4 Personal presentation</p> <p>PPE exam marked on AO1 Critical understanding AO2 Creative making AO3 Reflective recording</p> <p>Work produced in exam then amalgamated into portfolio.</p>	<p>COMPONENT ONE PORTFOLIO</p> <p>Written element first draft due Sep 2024 feedback to all students</p> <p>AO1 Critical understanding AO2 Creative making AO3 Reflective recording AO4 Personal presentation</p>