

Curriculum Plan

Department/subject: Art & Photography - Fine Art

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 10 - Defining Art: Process and Influence	
	Autumn Term 1 & 2 – Drawing from Observation (workshop series)
Knowledge to be taught	<ul style="list-style-type: none"> - Drawing - importance as a foundation to making art. - Drawing skills/techniques – tonal, pen & ink, charcoal and chalk - Printmaking/techniques – mono-printing, reduction linocut - Painting skills/techniques – colour mixing, tone - Sculpture approaches/techniques – low relief, materials (card, clay) - The constraints and possibilities of art in relation to material, context and culture. - Ideas development strategies. - Art and materials – an exploration of outcomes.
Links to prior knowledge	<ul style="list-style-type: none"> - Yr.9 - A personal investigation – developing practical skill, exploring influence and development - Yr.9 - 10 Bridging Project - developing visual literacy and research skills
What knowledge is assessed	<ul style="list-style-type: none"> - Prior knowledge - Independent learning - Materials understanding - Subject specific vocabulary - Practical skills- drawing, printmaking, painting and sculpture. - Ability to experiment and record - Ability to annotate – personal reflection and opinion

	Outcome/s
How gaps will be addressed	<ul style="list-style-type: none"> - Project is designed to assess the strength of subject specific knowledge, materials awareness and practical skills. - Whole class discussion - Individual mentoring - target setting - Workshop lessons - knowledge, practical skills
Cultural capital lessons	<ul style="list-style-type: none"> - Cultural - Reference to artists, using real world examples of art from across the globe.
Key Words	<ul style="list-style-type: none"> - Observation, Development, Drawing, Recording, Tone, Refining, Materials,

Year	Spring Term 1 & 2 and Summer Term 1 (partial) – ‘The Wider World of Art’ project
Knowledge to be taught	<ul style="list-style-type: none"> - Confines of western Art History – looking beyond cultural norms - Independent research strategies. - Process – project development strategies/evidencing learning - Art in cultural context – writing about contemporary practice. - Art beyond expectation – an exploration of outcomes. - Externally Set exam practices –Students make final outcome/s under 5 hour single day time constraint (mock)
Links to prior knowledge	<ul style="list-style-type: none"> - Yr.9 - A personal investigation – developing practical skill, exploring influence and development - Yr.9 - 10 Bridging Project - developing visual literacy and research skills - Yr.10 Drawing from Observation workshop series – materials, mediums and process
What knowledge is assessed	<ul style="list-style-type: none"> - Prior knowledge - Independent learning - Subject specific vocabulary - Practical skills and materials understanding - a range of mediums - Ability to research and develop (AO1) - Ability to experiment (AO2)

	<ul style="list-style-type: none"> - Ability to annotate – personal reflection and opinion (AO3) - Outcomes (AO4)
How gaps will be addressed	<ul style="list-style-type: none"> - Project is designed to assess strength of subject specific knowledge, contextual awareness and practical skills (both 2D and 3D, and analogue and digital – context dependent). - Group critiques – whole class discussion - Individual mentoring - target setting - Workshop lessons - knowledge, practical skills - Whole Class Feedback – good practice and common misconceptions
Cultural capital lessons	<ul style="list-style-type: none"> - Careers – Specialisms and pathways - Cultural - Reference to artists and use of real-world examples of art in context from across the globe. - Moral Issues – limitations of art history; cultural appropriation - Social Issues - Understanding art in cultural contexts - Galleries and Institutions – cultural influence
Key Words	- Process – (Think, Explore, Create, Apply, Respond), Evaluation, Analysis, Research, Develop, Refine, Record, Critical writing

Year	Summer Term 1 (partial) & 2 – Yr.11 Mock Exam Project (Component 1)
Knowledge to be taught	<ul style="list-style-type: none"> - Using the last externally set assignment paper as a starting point, students will explore art techniques appropriate to their research and develop and refine their ideas. Students will complete various detailed evaluations in the research and will annotate their work throughout their sketchbook, both written and drawing sketches. - Students will use their research to develop their own idea and create a meaningful response to their starting point and develop a final outcome. Students may create smaller development pieces before their final outcome (to be completed in 5-hour mock exam)

Links to prior knowledge	<ul style="list-style-type: none"> - Yr.10 Drawing from Observation workshop series – materials, mediums and process. - Yr.10 Wider World of Art project – project process and management.
What knowledge is assessed	<ul style="list-style-type: none"> - Prior knowledge - Independent learning - Subject specific vocabulary - Practical skills and materials understanding - a range of mediums - Ability to research and develop (AO1) - Ability to experiment (AO2) - Ability to annotate – personal reflection and opinion (AO3) - Outcomes (AO4)
How gaps will be addressed	<ul style="list-style-type: none"> - Project is designed to assess strength of subject specific knowledge, contextual awareness and practical skills (both 2D and 3D, and analogue and digital – context dependent). - Group critiques – whole class discussion - Individual mentoring - target setting - Self-Assessment - Project tracking sheet - Workshop lessons - knowledge, practical skills - Whole Class Feedback – good practice and common misconceptions
Cultural capital lessons	<ul style="list-style-type: none"> - Careers – Specialisms and pathways - Cultural - Reference to artists and use of real-world examples of art in context from across the globe. - Moral Issues – limitations of art history; cultural appropriation - Social Issues - Understanding art in cultural contexts - Galleries and Institutions – cultural influence
Key Words	<ul style="list-style-type: none"> - Process – (Think, Explore, Create, Apply, Respond), Evaluation, Analysis, Research, Develop, Refine, Record, Critical writing