

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 12 Fine Art	Autumn 1 - Induction Drawing Project/Project 1	Autumn 2 - Project 1
Knowledge to be taught	<ul style="list-style-type: none"> - Students explore a wide and diverse range of drawing and activities based on the human figure, movement, 3D structures, and nature. - Artist research linked to Portraiture/landscape and architecture - Black and white photography based on nature - Assessment criteria for A Level Fine Art - Identifying ‘gaps’ in knowledge and skills 	<ul style="list-style-type: none"> - Development of skills and ideas in creating artwork based on following titles: The Human Condition/Interrelationships/The landscape - Drawing/Painting/Mixed media techniques and processes/photography/Photoshop/printmaking techniques/ - Analysing, describing, interpreting and relating to the work of chosen artists and designers
Links to prior knowledge	<ul style="list-style-type: none"> - Embedding, updating and consolidating more detailed knowledge and understanding of differences and similarities between GCSE assessment criteria and A Level - Drawing/mixed media/Artist research – evaluating and analysing chosen artwork 	<ul style="list-style-type: none"> - Embedding, updating and consolidating more detailed knowledge and understanding of differences and similarities between GCSE assessment criteria and A Level - Drawing/mixed media/Artist research – evaluating and analysing chosen artwork - Updating and developing skills in Photography/Photoshop/Drawing/Painting/Printmaking
What knowledge is assessed	<ul style="list-style-type: none"> - Wide range of drawing techniques and skills using diverse materials - Literacy and subject specific vocabulary in evaluations 	<ul style="list-style-type: none"> - Development of ideas and work that informs a personal and coherent first project

	<ul style="list-style-type: none"> - Developing personal and coherent and involved drawing investigations - Individual Gallery visit and response 	<ul style="list-style-type: none"> - Artist Research (AO1) /Drawing and recording of ideas (AO3) and Experimenting and working with a wide range of materials and techniques (AO2) - Literacy and subject specific vocabulary in evaluations
How gaps will be addressed	<ul style="list-style-type: none"> - Verbal feedback and individual support given by teachers throughout lessons - Use detailed knowledge of assessment objectives to identify 'gaps' in knowledge and work - Group critiques, allowing students to present ongoing ideas and allowing other students and teacher to contribute suggestions - Directed questioning, open and closed, used to assess student's understanding and addressing misconceptions - Careful tracking and assessment of homework - Support and time given in independent study periods to add to consolidate work and research practice - Time allocated for recapping and consolidating skills and knowledge 	<ul style="list-style-type: none"> - Verbal feedback and individual support given by teachers throughout lessons - Use detailed knowledge of assessment objectives to identify 'gaps' in knowledge and work - Group critiques, allowing students to present ongoing ideas and allowing other students and teacher to contribute suggestions - Directed questioning, open and closed, used to assess student's understanding and addressing misconceptions - Careful tracking and assessment of homework - Support and time given in independent study periods to add to consolidate work and research practice - Time allocated for recapping and consolidating skills and knowledge
Cultural capital lessons	<ul style="list-style-type: none"> - Reference to a wide range of individual artists and art movements. - Summer Art Gallery visit – response during individual discussion and whole class - Self - expression, the human form, life drawing and its role in art history - Architecture, nature, abstraction of line, shape and form 	<ul style="list-style-type: none"> - Individual reference to a wide and diverse range of global artists and art movements - Project Titles: The Human Condition/Interrelationships/ landscape - Extra - curricular Life Drawing Classes – the role that drawing the human form has played throughout art history
Key Words	<ul style="list-style-type: none"> - Art Basic Elements (line/colour/texture/shape/pattern/scale) - Portraiture/Landscape/Human form/ Observation/memory/imagination - Positive and negative space 	<ul style="list-style-type: none"> - Personal - Informed - Sequential - Sustained investigations



	<ul style="list-style-type: none">- Risk	<ul style="list-style-type: none">- Risk taking- Printmaking (Mono/lino and dry point etching)- Analyse/Describe/Evaluate/Relate/Interpret – linked to AO1
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