

KS5 Long Term Plan

Subject: Art



Statement of Intent

The curriculum is designed to maximise the students opportunity to achieve their full potential at A 'Level, giving them the opportunity to build a portfolio of work that explores a wide range of media and technique over a sustained period of time, allowing them the opportunity to personalise and refine their work as it progresses, develop their own ideas and realise these in a refined and skilled way.

Statement of Implementation

The Art curriculum has been designed around the assessment objectives for AQA A 'level. These are embedded throughout the two-year curriculum. In each year visits take place to ensure that the students are able to take a greater appreciation of art and the world around them and these are directly linked to the topics covered at that point. At the end of the autumn term students are taken into London to a lecture series given by the Creative experience team, where lead practitioners show their work and discuss how they create and develop their own ideas and work. In February they visit The National Gallery and National Portrait Gallery. In the summer Term the visit the Royal Academy Summer Exhibition.

Teacher assessment is continual, and the learning and teaching is personalised to each candidate.

Lesson content and structure

All schemes of work are created by the individual class teacher. In year 12 students will begin the course focussing on learning and developing a range of skills and techniques this will be linked to a visit to the creative experience lectures in the autumn term, the department staff have the freedom and creativity to introduce the students to a range of different artists and techniques within this period that will allow the students to develop an range of skills that will benefit them when they start their personal project.

Lessons are structured in a similar way but will vary dependant on the practical task being undertaken. Students collect their own sketchbooks and resources and the practical part of the lesson will begin. During the lesson the teacher will undertake 1:1 reviews with the students to guide them through and post it notes of discussions are added to sketchbooks with tasks designed to push the students forward.

At the end of the lesson the students are responsible for clearing away and storing work.

Marking & homework

Homework tasks are set during the 1:1 review and are personal to each student. Marking is an ongoing task in the lesson and is part of a discussion between the class teacher and student that is personalised to the individual student.

| Term | Topics Covered | Why now? & Why? | Assessment |
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| Yr. 12 Autumn 1 | <p>- AO1 - Artist research</p> <ul style="list-style-type: none"> • Creating Transcriptions • Analysing Artwork • Researching Artists • Presenting work creatively in your sketchbook <p>- AO2 - Use of materials</p> <ul style="list-style-type: none"> • Pencil and coloured pencils • Fine liner • Chalk and charcoal • Oil pastel and pastel • Watercolour and acrylic • Mixed media | <p><u>Why now?</u></p> <p>As a way of introducing the students to the quality of work and expectations of A 'level, we are going to work through the assessment objectives one per month over the next term. During this half term we will focus on AO1 looking at the work of others and creating response's and AO2 where they will be shown how to use a range of media in more advanced way based on the theme that the artist's that have looked at followed.</p> <p><u>Why?</u></p> <p>So they when they begin their personal project after Christmas they will have the skill base to achieve at a higher level.</p> | <p>Teacher Assessment</p> |
| Yr. 12 Autumn 2 | <p>-AO3 - Observational studies</p> <ul style="list-style-type: none"> • Taking better photographs • Composition • Scale • Proportions • Negative and positive space • Drawing styles • Continuous line drawing • Drawing for purpose <p>-AO4 – Realising intentions</p> <ul style="list-style-type: none"> • Planning and developing your own idea • A1 canvas | <p><u>Why now?</u></p> <p>To introduce the students to the last of the 4 Assessment Objectives. We are going to focus on teaching them the skills to be able to take better quality photographs to use as evidence and to then be able to draw from and manipulate to create their own individual ideas.</p> <p><u>Why?</u></p> <p>So they when they begin their personal project after Christmas they will have the skills to achieve at a higher level. As well as having the ability to create more personal outcomes and he able to explain the creative decisions that they are making.</p> | <p>Teacher Assessment</p> |
| Yr. 12 Spring 1 | <p><u>Personal project</u></p> <p>- AO1 - Artist research</p> | <p><u>Why now?</u></p> <p>So that students can select a range of different artists to inspire their personal project over the coming year, they will gain a greater understanding of the artists and the techniques that they employ, to guide them on developing their own ideas and techniques</p> <p><u>Why?</u></p> <p>So that work draw reference to leading practitioners but is developed in a personal way to show a range of different skills and techniques.</p> | <p>Teacher Assessment</p> |
| Yr. 12 Spring 2 | <p><u>Personal project</u></p> | <p><u>Why now?</u></p> <p>So that students can select a range of different artists to inspire their personal project over the coming year,</p> | <p>Teacher Assessment.</p> |

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| | - AO1 - Artist research | <p>they will gain a greater understanding of the artists and the techniques that they employ, to guide them on developing their own ideas and techniques. The practical evidence of emulating skills and techniques will also help them to analysis the skills used by the artists which they need to articulate in their written assignment.</p> <p><u>Why?</u></p> <p>So that work draw reference to leading practitioners but is developed in a personal way to show a range of different skills and techniques. They can now start work on their written assignment gathering background information on their selected artist and presenting this in the form of a continuous piece of prose.</p> | |
| Yr. 12 Summer 1 | <p><u>Personal project</u></p> <p>- AO2 - Use of materials</p> <p>- AO3 - Observational studies</p> | <p><u>Why now?</u></p> <p>After looking at the work of a range of different artist the students then embark on collecting visual resources to develop their own ideas creatively, through photography and recreations of imagery in drawing, painting and printmaking.</p> <p><u>Why?</u></p> <p>To help them develop their own ideas and experiment with techniques and materials in an engaging and personal way.</p> | Teacher Assessment |
| Yr. 12 Summer 2 | <p><u>Personal project</u></p> <p>- AO2 - Use of materials</p> <p>- AO3 - Observational studies</p> | <p><u>Why now?</u></p> <p>After looking at the work of a range of different artist the students then embark on collecting visual resources to develop their own ideas creatively, through photography and recreations of imagery in drawing, painting and printmaking.</p> <p><u>Why?</u></p> <p>To help them develop their own ideas and experiment with techniques and materials in an engaging and personal way.</p> | Teacher Assessment |
| Yr.13 Autumn 1 | <p><u>Personal project</u></p> <p>-AO4 – Realising intentions</p> | <p><u>Why now?</u></p> <p>To realise their intensions as an outcome for AO4.</p> <p><u>Why?</u></p> <p>To fulfil the project and assessment objectives and to allow the students the time to create a piece of work of a higher quality that they can be proud of.</p> | Teacher Assessment |
| Yr. 13 Autumn 2 | <p><u>Personal project</u></p> <p>-AO4 – Realising intentions</p> | <p><u>Why now?</u></p> <p>To realise their intensions as an outcome for AO4.</p> <p><u>Why?</u></p> | Teacher Assessment |

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| | | To produce a second final piece to help build a body of work that is further developed. | |
| Yr. 13 Spring 1 | <p><u>Personal project</u></p> <p>Extended writing task</p> <p><u>ESA – beginning of Exam time 1st Feb</u></p> <p>- AO1 - Artist research</p> | <p><u>Why now?</u></p> <p>Now that they have completed the practical element of the coursework they can write a review of the year and articulate how and why the artists they looked at influenced their outcomes.</p> <ul style="list-style-type: none"> - ESA time starts 1st February, we will release the paper ASAP after this date to give the students the maximum amount of time to meet the exam assessment requirements. Students will begin as per coursework with artist research. <p><u>Why?</u></p> <p>Coursework requirement to produce a piece of continuous prose of 1,000 – 3,000 words, which is much easier to write in retrospect.</p> <ul style="list-style-type: none"> - Earliest date we can release the paper and researching artists first helps the students to formulate a project that makes artist references from the start. | Teacher Assessment |
| Yr. 13 Spring 2 | <p><u>ESA</u></p> <ul style="list-style-type: none"> - AO2 - Use of materials - AO3 - Observational studies | <p><u>Why now?</u></p> <p>As students work through the project they are encouraged to use a range of different materials across each of the assessment objectives. After completing artist research the students will create a mind map of personal ideas for developing their own ideas. This will lead into them identifying themes that they will visually explore through photography and drawing over the coming term. to build a portfolio of work.</p> <p><u>Why?</u></p> <p>To build a portfolio of work for assessment that fulfils the exam board requirement.</p> | Teacher Assessment |
| Yr. 13 Summer 1 | <p><u>ESA</u></p> <p>-AO4 – Realising intentions</p> | <p><u>Why now?</u></p> <p>Sitting 12 hour exam.</p> <p><u>Why?</u></p> <p>To build a portfolio of work for assessment that fulfils the exam board requirement.</p> | Teacher Assessment |