

## Skills

### Year 11 "Becoming KS5 Ready"

- Thoughtfully making connections in a holistic approach to their personal projects as a whole.
- Independent development and exploration are taking place with the introduction of proactive study.
- Research and the work of artists is critically analysed, making links to personal theme and wide context, demonstrating critical understanding of sources.
- Sequencing of project development supports the growing narrative of personal theme, before concluded in a final, meaningful response that realises intentions and demonstrates understanding of visual language.

### Year 10 "Developing into Independent Learners"

- Thoughtful ideas developed, linking to own sub-theme through independent investigations.
- Personal interpretations created to workshops, selecting, and experimenting with appropriate media, techniques and processes.
- Analysis makes links to own theme and considers personal interpretations and making relevant insights.
- Recall of observation skills and other art techniques, the attention to detail is built upon as the work progresses.

### Year 9 "Developing Skills to Enhance Learning"

- This foundation year builds upon the technical skills looked at KS3, practising and consolidating their understanding of observation, while also building an increase in the attention to detail.
- Exploration of different artists linking to the theme, creating links between them.
- Interpretations of workshops begin to be personalised, linking to own theme.
- Conceptual thinking is introduced, where pupils develop an understanding of thinking beyond the obviously and considering subtle symbolism.
- Pupils begin to explore personal interpretations of theme and developing an understanding of how to plan for a personal response.

### Year 8 "Taking Responsibility for Learning"

- Pupils will be able to demonstrate a consistent approach to the working on more in-depth projects, improving their practical skills, resilience and problem solving.
- Pupils will begin to develop independence in Fine Art practical and research through their decision making, ideas and practical outcomes.
- Pupils will build upon the drawing skills learnt prior and consider how finer detail is applied.

### Year 7 "Transition to High School"

- Pupils will know how to demonstrate a passion for Fine Art in their artwork, using artistic language when discussing their own work and the work of others.
- Pupils can show an understanding about different materials and how you can use them; 2D and 3D.
- Pupils will be able to recall and demonstrate their understanding of formal elements and the stages of creating an observation.

## Knowledge

Future Education, Employment & Training

KS5 Study

### Component 2: Exam Project 40%

Focus: Exam Project. AQA provide a list of topics for pupils to select from issues in January. Projects are developed using a similar format to the coursework projects. Observations, media experimentation, development, research & personal responses. Final piece is created in a 10-hour exam. Art Trip

### Conflict continued

Focus: Conclusion of coursework. Project developed further exploring refinement and development of ideas. Independent experimentations and observations develop in sequence, leading to a final response. Project concludes with an exam to create final piece which responds to your theme and development work.

Year 11

### Personal sub-theme

Focus: Personal sub-theme. Personal responses to workshops, linking to chosen sub-theme. Independent, personal development through research and practical outcomes. Independent investigation of artists Art trip.

### Conflict

Focus: Conflict. Explore the theme literally as well as conceptually. Illustrate advanced observation techniques. Develop an understanding of how to document the ideas process. Investigate printmaking techniques. Respond to the works of artists & research through personal responses.

### Component 1: Coursework 60% - Natural Forms

Focus: Natural Forms. Foundation skills project. Recapping formal elements. Focus on advanced observational skills in different media with an attention to increased tonal range & fine details. Understanding how work can be developed through experimentations.

Year 10

### Art Journal

Focus: Homemade Sketchbooks. Built upon prior learning to make more independent decisions to create personal responses to workshops. Introduction to Conceptual & Abstract Art. Develop an understanding of self-expression through colour & mark making. Understand the link between art & mindfulness. An introduction to glass painting.

### Symbolism

Focus: GCSE Foundation Year. Building on skills learnt in KS3 introducing new techniques in printmaking & observation. Developing an understanding of a project structure. Developing further ability to evaluate their and other's work. Ability to self & peer assess constructively.

### Native American

Focus: Cultural project. Exploring the Native American's beliefs. Links made to School totem. Explore stylised art through stencil & illustration. Refine observational skills increasing range of tonal values. Investigate endangered species. Begin to consider planning for personalised responses.

Year 9

### Personal Belongings

Focus: WW1. Revisiting Still Life explored in Year 7. Use wartime poems, songs & artists as a stimulus for responses. Develop an understanding of the Cubist movement. Introduction to photography in preparation of GCSE options.

### Portraiture

Recapping formal elements. Developing drawing & analytical skills. Understanding tonal values. Learning various drawing techniques such as: grid method, dot & drop method. Understanding the proportions of the face. Exploring skulls & identity in history. Learning how one piece of Art can be a catalyst for another & that Art is connected.

### Literacy & Art

Focus: Responding to Literature. Implementing knowledge of formal elements. Observational skills built upon understanding of 3D sculpture developed. Media Experiments. Links to Art History & Literature

Year 8

### In Flight

Focus: Birds & Insects. The formal elements recapped & built upon developing observational & analytical skills. Introduction to print making & 3D through media experiments, learning how to refine & select appropriate resources. Developing a critical understanding of artists through links to Art history. Learning how to evaluate their own & other's work.

### Still Life: Formal Elements

Year 6 Induction

Year 7

Focus: Foundation Art Skills. Introduction to the formal elements - 'Learning to see' - drawing from direct observation. Introduction to Art History - Learning how to talk about their own & other's work.

## Skills

### Year 13

"Are you Fit for FEET?"

- ✓ Construct and develop a personalised project which responds visually to areas of research and development.
- ✓ Assured awareness of project development and the importance of sequencing and realising intentions.
- ✓ Assured critical engagement of changes in Art History over time arising from independent analysis, research, and literature.
- ✓ Assured ability to critically reflect on outcomes, refine and develop further challenge.
- ✓ Utilise knowledge acquired over time to refine and develop personal project sensitively and perceptively.
- ✓ Engage and evaluate.



### Year 12

"Introduction to A-Level Mindset"

- ✓ Securely explore a range of different artistic processes, building upon those learnt at KS4.
- ✓ Secure knowledge and critical engagement of observational techniques, allowing for more advanced attention to detail.
- ✓ Assured understanding and analysis of key artists, and assured application, in order to construct an essay.
- ✓ Independent research and exploration of wider context of art and art movements.



## Knowledge

### Focus: Exam Project

AQA provide a list of topics for pupils to select from issued in February. Projects are developed using a similar format to the coursework projects. Observations, media experimentation, development, research & personal responses. Final piece is created in a 15-hour exam.

Future Education, Employment & Training

Exam Paper is issued 1<sup>st</sup> February

## Component 2: Exam Project 40%

Year 13 Winter Exhibition

### Focus: Conclusion of coursework

Project developed further, exploring refinement & development of ideas. Independent experimentations and observations develop in sequence, leading to a final response. Project concludes with an exam to create a final piece which responds to your theme & development work. An essay supports the project.

### Focus: Component 1

Self-directed project continued. Essay developed which explains the theory behind project theme. Respond to theme through independent investigations and observations.

Year 13

### Focus: Component 1

Self-directed project: theme chosen by pupils. Demonstrate advanced research methods. Develop contextual references through gallery visits & library visits. Demonstrated advanced observational skills. Develop an understanding of painting techniques through a large painting response.

## Component 1: Coursework 60%

### Focus: Component 1 Introduced

Themed workshops to explore different themes. Introduction on possible themes. Research techniques explored. Library research lecture. An understanding of assessment criteria further developed.

Year 12 Exhibition concludes project.

### Focus: Personal Development

Pupils select sub-theme within the larger theme. Workshop responses link to own directed theme. Independent development of ideas and personal responses. Project concludes with an exhibition of final pieces.

## Foundation Skills

### Focus: Foundation Year Project

Bridging the gap in skills between GCSE & A-level. Introducing and developing advanced skills in observation, printmaking & sculpture. Exploring Conceptual Art through exploring non-literal approaches to themes. Introduction to Visual Diary & Portfolio building. Introduction on life drawing and understanding of the human anatomy. Art History development with a focus on key Art movement and it's impact on the world.

Year 12