

**Fine Art at Cox Green 2017 - 2018
Curriculum Plan**

**Key Stage 5
Year 12**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introductory Skills Workshop	Project 1 – Who am I?		Project 2 (mock exam) - Conflict		Component 1 – Personal Investigation
<p>Students are introduced to a number of different skills and ways of working including:</p> <ul style="list-style-type: none"> the importance of sketchbooks for researching and developing ideas the importance of drawing for different purposes, exploring a range of drawing media how to use a range of materials and techniques effectively and safely how to use digital techniques purposefully and effectively how to reference sources appropriately how to select and present work effectively. 	<p>Skills:</p> <ul style="list-style-type: none"> record experiences and observations in a variety of ways, using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information explore relevant resources; analyse, discuss and evaluate images, objects and artefacts to make and record independent judgements use knowledge and understanding of the work of others to develop and extend thinking and inform own work generate and explore potential lines of enquiry using appropriate media and techniques apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms. <p>Understanding and responding to Assessment Objectives:</p> <p>A01 – Develop ideas through sustained and focussed investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Assessment: Teacher to assess the complete project using the assessment matrix and assessment objectives.</p> <p>SMSC/British Values: <i>Spiritual: reflect and learn from reflection. Creativity and imagination. Exploring the observed world. Expressing self.</i> <i>Moral: look after school equipment. Considering audience, narrative and appropriateness of artistic outcomes.</i> <i>Social: Working with responding to critiques from peers. Group work and discussion.</i> <i>Cultural: Explore own culture and the cultures of others through contextual</i></p>		<p>Skills:</p> <ul style="list-style-type: none"> record experiences and observations in a variety of ways, using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information, explore relevant resources; analyse, discuss and evaluate images, objects and artefacts to make and record independent judgements use knowledge and understanding of the work of others to develop and extend thinking and inform own work, generate and explore potential lines of enquiry using appropriate media and techniques, apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations, organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms. <p>Understanding and responding to Assessment Objectives:</p> <p>A01 – Develop ideas through sustained and focussed investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Assessment: Teacher to assess the complete project using the assessment matrix and assessment objectives.</p> <p>SMSC/British Values: <i>Spiritual: reflect and learn from reflection. Creativity and imagination. Exploring the observed world. Expressing self.</i> <i>Moral: look after school equipment. Considering audience, narrative and appropriateness of artistic outcomes.</i> <i>Social: Working with responding to critiques from peers. Group work and discussion.</i></p>		<p>The Personal investigation should provide opportunities for students to develop knowledge, skills and understanding appropriate to their chosen area(s) of study. Students must demonstrate greater maturity and depth in skills, knowledge and understanding gained from year 12.</p> <p>Skills:</p> <ul style="list-style-type: none"> Independent research Planning and evaluating Reflect and refine as work progresses Presentation In depth analysis and critique of own and other's work <p>Pupils will need to demonstrate they are able to:</p> <ul style="list-style-type: none"> Evidence personal enquiry and sustained investigation into artists, genres and concepts, Demonstrate effective use of visual language, concepts and ideas in developing ideas, Exploring fundamental theories and applying these where relevant to intentions, Considering narrative, audience and aesthetics. Personal and varied outcomes, Explore a theme, Develop and record ideas relevant to intentions and make connections with the work of others', Observe Art disciplines, processes and techniques and interpreti

	<i>research and idea development (personal influences).Symbolism.</i>	Cultural: <i>Explore own culture and the cultures of others through contextual research and idea development (personal influences).Symbolism.</i>	ng/exploring these to create a p ersonal response, • The formal elements.
Enrichment/Extra Curriculum <ul style="list-style-type: none"> • <i>Art Clinic – Tuesday 3.15-5pm</i> • <i>Gallery visit – TBC</i> 			



**Fine Art at Cox Green 2017-18
Curriculum Plan**

**Key Stage 5
Year 13**

Term 6 (2017)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Component 1 Personal Investigation – 60% of final A2 grade.				Externally set task – 40% of final A2 grade.		Course complete. Marking and moderation. End of year exhibition.
Personal Investigation Pupils will choose from a range of starting points their theme of this personal investigation.				Externally set task. Exam preparatory period		
Pupils are required to respond to each of the assessment objectives below: A01 – Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. A02 – Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses. A04 – Present a personal, informed response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written oral or other elements. Skills: <ul style="list-style-type: none"> ▪ Study Skills: Independent research. Planning and evaluating. Reflect and refine as work progresses. Presentation. In depth analysis and critique of own and other’s work. . Pupils will need to demonstrate they are able to: <ul style="list-style-type: none"> ▪ Evidence personal enquiry and sustained investigation into artists, genres and concepts. ▪ Demonstrate effective use of visual language, concepts and ideas in developing ideas. ▪ Exploring fundamental theories and applying these where relevant to intentions. ▪ Considering narrative, audience and aesthetics. ▪ Personal and varied outcomes. ▪ Explore a theme. ▪ Develop and record ideas relevant to intentions and make connections with the work of others’. ▪ Observe Art disciplines, processes and techniques and interpreting/exploring these to create a personal response. ▪ The formal elements. Assessment pieces: AP1: Observational studies and contextual research (A01 and A03). AP2: Mock exam (A03, A04). AP3: Portfolio of work (All assessment bands).				Pupils are given an exam paper from the exam board which will offer them a range of themes to choose from, one of which they will respond to in producing a new unit of work. Pupils are required to respond to each of the assessment objectives below: A01 – Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. A02 – Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses. A04 – Present a personal, informed response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written oral or other elements. Skills: <ul style="list-style-type: none"> ▪ Study Skills: Independent research. Evaluating. Reflect and refine. Presentation. Analyse and critique. Pupils will need to demonstrate they are able to: <ul style="list-style-type: none"> ▪ Explore a theme. ▪ Develop and record ideas relevant to intentions and make connections with the work of others’. ▪ Observe Art disciplines, processes and techniques and interpreting/exploring these to create a personal response. Assessment pieces: AP5: Teacher prediction based on evidence within portfolio of work and externally set assignment.		

<p>SMSC/British Values: <i>Spiritual: reflect and learn from reflection. Creativity and imagination. Exploring aesthetics within art and culture</i> Moral: look after schools equipment. Concepts and ideas. Social: Group work and group discussion, peer assessment. Cultural: looking at artists from other cultures and historical contexts.</p>	<ul style="list-style-type: none"> ▪ Develop visual language techniques, concepts and ideas. ▪ Understand fundamental theories and apply these. ▪ Consider narrative, audience and aesthetics. <p>Assessment pieces: AP4: Externally set Task - Personal investigation and development of ideas, (AO1, AO2, A03).</p> <p>SMSC/British Values: <i>Spiritual: reflect and learn from reflection. Creativity and imagination. Exploring aesthetics within art and culture</i> Moral: Look after schools equipment. Concepts and ideas. Social: Group work and group discussion, peer assessment. Cultural: Looking at artists from other cultures and historical contexts.</p>		
<p>Enrichment/Extra Curriculum</p> <ul style="list-style-type: none"> • After school clinic • Gallery visits • Workshop sessions 			