

Share Multi Academy Trust

Curriculum Planning Template

|  |  |
| --- | --- |
| Subject: Art | Year 12/into year 13 (Project 2 - Component 1) Ability - Mixed |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term / Date(s) | Half-term 3&4 (Weeks 1-9 of 37) | Half-term 4 (Weeks 10-16 of 37) | Half-term 5 (Weeks 17-22 of 37) | Half-term 6&1 (Week 23-30 of 37) | Half-term 1&2 of year 13  (Week 31-37 of 37) |
| Topic | Research and Initial Idea Development | Recording Observations | Media Experimentation | Final Outcome Development and Planning | Final Outcome Planning and Production |
| Topic overview  Pupils will learn… | To expose students to the skill of advanced research skills, akin to degree level study (in order to inform and inspire their own creative practice).   1. How to research beyond the obvious and dig deeper into the meaning of art work. 2. How to use both academic and practical research to develop a deeper contextual understanding of their own creative intentions. 3. How to write an academically advanced essay ‘Introduction’. | To showcase an advanced and creatively confident understanding of how to use tone to replicate 3D form effectively; demonstrating practical skills within this area:   1. How to showcase mastery of recording skill by selecting the most appropriate media for them and their ability. 2. How different mark-making can communicate differently. 3. How to utilise primary and secondary source imagery within the final outcomes to create stronger quality work. | To showcase the ability to develop and experiment with a variety of designs, media and colour schemes in order to develop appropriate ideas for a final outcome:   1. How to best demonstrate their advanced skills and understanding of the experimentation process: design success, review and refining of work in order to create appropriate outcomes. 2. How they can use the formal elements to visually communicate their own ideas within their artwork. | To skilfully utilise experimentation within the design process; media and technique development in order to develop appropriate ideas for a final outcome:   1. How to best demonstrate their advanced skills in the experimentation process; how to sequence the development of design ideas, review work and refine it in order to create appropriate outcomes. 2. How they can use the formal elements to visually communicate their own ideas within their artwork. | To skilfully create an original and meaningful final outcome that effectively culminates the student’s Component 1 project:   1. How to work independently on a prolonged piece of work (15-hour final piece), thus demonstrating creative thinking and skill mastery. 2. How to culminate a project through to a fully resolved outcome in shortened and more demanding timescales (to prepare for the Externally Set Task). |
| Components | Students will:   * Analyse the work of selected artists (chosen by the students) in order to gain a deeper understanding of the visual communication of others and determine their own creative intentions for their Component 1 study. * Explore the theorisation of artistic study in order to better determine their own creative intentions for their own art work – this will set them off on a stronger journey and improve their review and refine processes. * Create their own art work (own responses) inspired by the work of artists in order to develop ideas that will progress towards a final outcome. * Demonstrate their understanding of how to create an original piece of work (as opposed to a pastiche) in order to demonstrate advanced creative ability and originality. | Students will:   * Demonstrate mastery of skill and understanding when replicating 3D form in order to showcase their skills in Component 1. * Demonstrate personal mastery of skill and understanding when replicating 3D form in order to create an individualised and personal set of outcomes. * Consider a personal use of rendering in order to develop and showcase a creatively independent style and application. * Use recordings with intent – explore the imagery so that it can be most effectively incorporated into the students own work. * Review and refine processes with confidence in order to achieve advanced quality outcomes. | Students will:   * Review their project journey so far in order to ensure that they plan for an outcome to match the journey. * Theorise their artistic journey so far through the creation of the main body of the Component 1 essay; to cement and articulate their own understanding of their journey success so far. * Experiment with different compositions, designs, colour schemes and materials in order to ensure that they create the ’best’ outcome for their project. * Continuously review and refine their final outcome designs to ensure that they understand/demonstrate what success looks like and why. * Explore how to create an original piece of work as opposed to a pastiche.   Consider the meaning/message within their work and how they will communicate this visually. | Students will:   * Review their project journey so far in order to ensure that they plan for an outcome to match that journey. * Experiment with different compositions, designs, colour schemes and materials in order to ensure that they create the ’best’ outcome for their project. * Continuously review and refine their final outcome designs to ensure that they understand/demonstrate what success looks like and why. * Explore how to create an original piece of work as opposed to a pastiche in order to communicate their own artistic ideas. * Consider the meaning/message within their work and how they will communicate this visually. | Students will:   * Culminate their project in order to showcase their skills and their independently driven creative journey. * Demonstrate mastery of technical skill in order to showcase their artistic ability. * Demonstrate understanding of how to utilise the Formal Elements effectively in order to communicate their own creative intentions. * Explore how to think and work like an artist in order to demonstrate their advanced creative ability. * Theorise their practical journey by completing their Component 1 essay in order to fully evaluate their final outcome and its success in realising their intentions. |
| What pupils should already know  (prior learning components) | Specifically linked to this topic, they should know:   * How to analyse the work of others, with the specific focus on subject matter, technique, mood and message. * How to analyse the use of the Formal Elements in order visually communicate and apply this to considerations about how they will develop their own work in the next Topic. * How to create original artwork that is informed by the work of others. * How to skilfully demonstrate mastery of skill and technique in order showcase skills and own artistic style. | Specifically linked to this topic, they should know:   * How to draw from observations whist evidencing mastery of skill. * How to use a full tonal scale within art work and how to most successfully apply it to the replication of 3D form. * How to use primary and secondary sources within their own work to develop and enhance their project journey and outcomes. * About different rendering styles/techniques and how they impact on the mood of art work. * How to review and refine their own work in order to drive improvements. | Specifically linked to this topic, they should know:   * How to create a range of compositional alternatives to develop an appropriate outcome from. * How to experiment with different media with advanced mastery of skill and understanding of what they are trying to achieve. * How to use the Formal Elements in order visually communicate their own messages within their work. * How to skilfully demonstrate mastery of skill and technique in order showcase skills and own artistic style. | Specifically linked to this topic, they should know:   * How to create a range of compositional alternatives to develop an appropriate outcome from. * How to experiment with different media with advanced mastery of skill and understanding of what they are trying to achieve. * How to use the Formal Elements in order visually communicate their own messages within their work. * How to skilfully demonstrate mastery of skill and technique in order showcase skills and own artistic style. | Specifically linked to this topic, they should know:   * How to work with different media at a high skill level. * How to use the Formal Elements in order visually communicate their own messages within their work. * How to review and refine their work as they progress through its creation. * How to culminate a project through to resolution with confidence in their understanding and applied mastery of skill. |
| Transferrable knowledge (skills) | 1. How to analyse artwork at and advanced and theoretical level. 2. How to review the use of the Formal Elements effectively. 3. The consideration as to how to make visual links with their selected artist. 4. How to ‘think like an artist’ and apply original creative intentions to their work. | 1. The application of different tones/hues in order to replicate 3D form (in a wide range of media). 2. An understanding of the implied symbolism of mark-making. 3. How to develop a personal style and way of working with tone creatively. 4. How to develop a personal style and way of working with primary and secondary sources creatively. 5. How experimentation should be celebrated within artistic practice as it leads to developed ideas and outcomes. | 1. How to analyse the success of their own artwork. 2. How to drive improvements through the process of experimentation (review and refine). 3. How to utilise the Formal Elements effectively. 4. Creating original creative art works. 5. How to ‘think like an artist’ and apply original creative intentions to their work. 6. How to make visual links with their selected artist. | 1. How to analyse the success of their own artwork. 2. How to drive improvements through the process of experimentation (review and refine). 3. How to utilise the Formal Elements effectively. 4. Creating original creative art works. 5. How to make visual links with their selected artist. 6. How to ‘think like an artist’ and apply original creative intentions to their work. | 1. How to create a final outcome over a prolonged amount of time to showcase their own enhanced skills. 2. How to work effectively with creative independence. 3. How to drive their own improvements through the process of continuous ‘review and refine’. 4. How to utilise the Formal Elements effectively in order to communicate their own ideas. 5. Creating original creative art works. 6. How to make visual links with their selected artist/s. |
| Key vocabulary pupil will know and learn | Analysis, Formal Elements, subject matter, technique, colour scheme, mood, message, intent, influence, original, visual links, media selection, journey, creative ownership, independence, showcase. | Observing, shape, 2D, line, 3D, mapping out, blending, tonal scale, structure, form, shadows, highlights, mid tones, 2B-6B, rendering, experimental, creative, personal, gradation, realism, showcase, creative ownership. | Analysis, review, refine, Formal Elements, experiment, composition, media, subject matter, technique, colour scheme, mood, message, intent, influence, original, visual links, culminate, appropriate, showcase. | Analysis, review, refine, Formal Elements, experiment, composition, media, subject matter, technique, colour scheme, mood, message, intent, influence, original, visual links, culminate, appropriate, showcase. | Analysis, review, refine, Formal Elements, experiment, composition, media, subject matter, technique, colour scheme, mood, message, intent, influence, original, visual links, culminate, appropriate, showcase |
| Assessment activities | 1. Continuous ‘live’ assessment within the lesson – this will focus on students making appropriate personal progress against the lesson activity. 2. Written formative assessment will take place once every 2-4 weeks – this will focus on how to improve the work that has been completed (this may or may not link to specific A.O.’s at this point – it is very much dependent on the students individual progress). 3. Holistic summative assessment will take place once all 4 assessment objectives have been explored (around week 10). | 1. Continuous ‘live’ assessment within the lesson – this will focus on students making appropriate personal progress against the lesson activity. 2. Written formative assessment will take place once every 2-4 weeks – this will focus on how to improve the work that has been completed (this may or may not link to specific A.O.’s at this point – it is very much dependent on the students individual progress). 3. Holistic summative assessment will take place once all 4 assessment objectives have been explored (around week 10). | 1. Continuous ‘live’ assessment within the lesson – this will focus on students making appropriate personal progress against the lesson activity. 2. Written formative assessment will take place once every 2-4 weeks – this will focus on how to improve the work that has been completed (this may or may not link to specific A.O.’s at this point – it is very much dependent on the students individual progress). 3. Holistic summative assessment will take place (against all 4 assessment objectives) and scores should grow upwards as the work progresses. | 1. Continuous ‘live’ assessment within the lesson – this will focus on students making appropriate personal progress against the lesson activity. 2. Written formative assessment will take place once every 2-4 weeks – this will focus on how to improve the work that has been completed (this may or may not link to specific A.O.’s at this point – it is very much dependent on the students individual progress). 3. Holistic summative assessment will take place (against all 4 assessment objectives) and scores should grow upwards as the work progresses. | 1. Continuous ‘live’ assessment within the lesson – this will focus on students making appropriate personal progress against the lesson activity. 2. Written formative assessment will take place once every 2-4 weeks – this will focus on how to improve the work that has been completed (this may or may not link to specific A.O.’s at this point – it is very much dependent on the students individual progress). 3. Holistic summative assessment will take place (against all 4 assessment objectives) and scores should grow upwards as the work progresses. |
| Resources available | [How to analyze an artwork: a step-by-step guide for students (studentartguide.com)](https://www.studentartguide.com/articles/how-to-analyze-an-artwork)  [How to Avoid the Cliché in a High School Art Project (studentartguide.com)](https://www.studentartguide.com/articles/avoiding-cliche-art) | [YouTube videos to support skill development.](https://www.google.com/search?q=you+tube+tonal+drawing+tutorials&tbm=isch&ved=2ahUKEwiF6saeycP0AhUEhXMKHWUUC2oQ2-cCegQIABAA&oq=you+tube+tonal+drawing+tutorials&gs_lcp=CgNpbWcQAzoHCCMQ7wMQJ1DJBVicCmDODmgAcAB4AIABaogBhgWSAQM1LjKYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=uOynYYWuHISKzgPlqKzQBg&bih=657&biw=1366) | [YouTube sketchbook ‘walk through’](https://www.youtube.com/watch?v=WIY5irSOr28)  [YouTube sketchbook ‘walk through](https://www.youtube.com/watch?v=W6UGxVJv9F4)’  [Student Art Guide](https://www.studentartguide.com/) | [YouTube sketchbook ‘walk through’](https://www.youtube.com/watch?v=WIY5irSOr28)  [YouTube sketchbook ‘walk through](https://www.youtube.com/watch?v=W6UGxVJv9F4)’  [Student Art Guide](https://www.studentartguide.com/) | [YouTube sketchbook ‘walk through’](https://www.youtube.com/watch?v=WIY5irSOr28)  [YouTube sketchbook ‘walk through](https://www.youtube.com/watch?v=W6UGxVJv9F4)’  [Student Art Guide](https://www.studentartguide.com/) |
| Notes  Why this topic is important… | * This topic is the starting point and driver for all subsequent work created for Component 1. It is essential that students understand the work of the artists that they research as they have to respond to that work whilst demonstrating both depth of understanding and originality. * The ability to understand how to utilise the Formal Elements effectively; success in this area is the key to success in other assessment areas. | * This topic builds upon the student’s previous exploration into developing own responses to artist research (which they will develop into a final outcome). By exploring the introduction of primary and secondary sources, the work will develop and enhance the personal meaning within in it. * This topic allows students to demonstrate skills in prolonged observational drawing – skills of ‘review and refine’. * The ability to understand how to utilise tonal qualities extends into a vast array of art production, therefore success in this area is the key to success in other areas. | * This enables students to experiment independently in order to best determine which imagery, techniques and media best suit their ability and needs. * This topic allows students to experiment playfully and fully engage with the creative process. * This topic allows students to theorise own their practical outcomes and assess their success in working and thinking like an artist – are they resolving their intentions? | * This topic builds upon the student’s previous exploration into responding artwork to develop their own ideas. It is important for the students to independently ‘review and refine’ their design ideas and experimentation in order for them to create original artworks. * This topic allows students to create artworks over a prolonged period – to develop their sense of self as an artist. * This topic allows students to create artworks over a prolonged period – this will prepare them for the production of the final piece by focusing on quality. * The ability to understand how to utilise the Formal Elements effectively; success in this area is the key to success in other assessment areas. | * This topic allows students to showcase their developed skills at their peak. * This topic allows students to move onto their Component 2 project (Externally Set Task) with creative confidence and a sense of themselves as an artist. * This topic allows students take pride in their developed ability to engage with and understand that codes that exist within the visual art and the visual world around them. |