


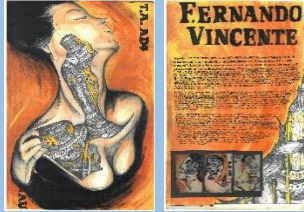
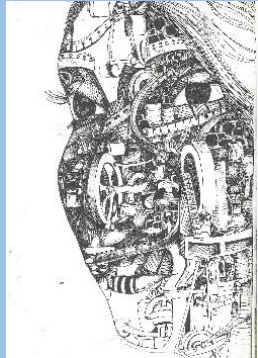


Key Strands (Golden Threads) within the curriculum:

**A-level** – Assessment Objectives: **AO1 (Develop Ideas)**, **AO2 (Explore)**, **AO3 (Record)**, **AO4 (Present)**.

	Half Term 1 (Jun-Jul)	Half Term 2 (Sep-Oct)	Half Term 3 (Nov-Dec)	Half Term 4 (Jan-Feb)	Half Term 5 (Mar-Apr)	Half Term 6 (May-Jun)
Yr12	NA	Human Form <b>Observation</b> 	Human Form <b>Techniques</b> 	Human Form <b>Starting Point, Mind Map, Photography &amp; Observations</b> 	Human Form <b>Research, Artist Studies &amp; Venn Diagram</b> 	Human Form <b>Exploration &amp; Refinement</b> 
Why now?  <b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b> <b>RS</b>	NA	Introduction to A-level Fine Art. Students become familiar with assessment objectives and apply these to exemplar project work.  Development of observational drawing techniques using a range of materials. Students will develop an understanding of composition, proportion, and tonal modelling when recording mannequins.  Development of drawing techniques using pencil, biro, pen & wash and chalk pastel. Students will also develop an understanding of painting with	Research sheet, artist study and contextual analysis of either <b>Duarte Vitoria</b> or <b>Cristina Troufa</b> . Students develop an understanding of foreshortening and how to apply acrylic paint onto acetate using techniques and approaches linked to the artists.  Research sheet, artist study and contextual analysis of <b>Anthony Barrow's</b> work. Students develop an understanding of portraiture	Students will select a personally relevant, visually complex theme based on the human subject and develop a creative mind-map and accompanying collage for their chosen theme using mixed media.  Recap good approaches to recording primary photographs. Students will gather images of the human form using approaches which are linked to their theme.  Student recap the purpose of observational drawing and produce a series of observational drawings relating to their chosen	Students select and research 3 artists whose work or ideas relate to their own theme. Development of techniques and approaches through composition studies, imitations and pastiches of their artwork using a range of mediums. Presentation of artist studies will include artist research (images & biography), stylistic typography and supporting annotations covering <b>contextual analysis</b> .  Primary photographs from relevant visits/trips to generate further research.	Through experimentation and exploration students learn particular techniques or compositional strategies. Students develop a series of paintings, drawings, sculptures or maquettes which show gradual changes and exploration of ideas.  Before arriving at the final piece work should be a combination of own ideas and the influence of several artists. Work should look original – a mixture gained from a multitude of sources.

		<p>oil paints and will produce an observation of a hand.</p> <p>Introduction to Photoshop editing to crop and manipulate hue/saturation and brightness/contrast.</p> <p>Introduction to oil painting and good practices – Mixing flesh tones and painting a hand onto canvas.</p> <p>Development of photography techniques including digital editing.</p> <p>Research sheet on <b>Lucian Freud</b> to inform presentation of oil painting and contextual analysis</p> <p>Supporting annotations providing a critical reflection.</p>	<p>and how to apply charcoal and an acrylic glaze onto gesso paper using the techniques and approaches linked to the artist.</p> <p>Supporting annotations providing a critical reflection.</p>	<p>topic using different media and on different surfaces.</p> <p>Supporting annotations providing a critical reflection.</p>	<p>Introduction to Venn Diagram – Students will explore formal, technical and content connections between their chosen artists within overlapping areas.</p> <p>Related Study (RS) – <b>INTRODUCTION</b> to RS by unpicking exemplar. Students will formulate a topic informed by the themes explored within the practical work and begin their research.</p>	<p>Presentation of experiments &amp; developments with supporting annotations covering <b>critical reflection</b>. Students will reflect critically on work and progress</p> <p>RS – Development of <b>CONTEXT</b>. Students will place their chosen artists/designers or movements within a broader historical context.</p>
--	--	--	---	--	---	--

<p>FA Yr13</p>	<p>Human Form Develop/Experiment &amp; Refine</p>	<p>Human Form Ideas for Final Piece(s)</p>	<p>Human Form Final Piece(s)</p>	<p>Externally Set Task Mind Map, Photography &amp; Observations</p>	<p>Externally Set Task Research &amp; Artist Study</p>	<p>Externally Set Task Venn Diagram &amp; Experimentation/Exploration/ Supervised Time</p>
<p>Why now?</p> <p>AO1 AO2 AO3 AO4 RS</p>	<p>Continuation of practical work to gather evidence of experimentation, exploration and refinement. Ideas must develop.</p> <p>RS – Detailed analysis of key works of art supported with the P.A.M.C document and student lead research.</p> <p>Development of BODY/LEGACY. Organised into separate sections for each artist or designer investigated. May consist of carefully chosen quotes or through the inclusion of correct terminology and background knowledge to communicate an in-depth understanding of relevant issues.</p> <p>Students may also be asked to explore the work of present day artists/designers who have been influenced by their chosen artist or movement.</p>	<p>Development of annotated sketches planning a personal and meaningful response that realises intentions.</p> <p>RS - Development of BODY/LEGACY continued.</p>	<p>Students develop a personal resolved piece as a conclusion to their journey, showing a link to their chosen Artists/Designers.</p> <p>RS – Development of CONCLUSION &amp; BIBLIOGRAPHY. Students will summarise key points from the project, arrive at final conclusions &amp; make considered personal judgements about what has been learnt.</p> <p>Bibliography to include all source material used.</p>	<p>Introduction to Externally Set Task. Students choose from 2-3 shortlisted themes from the paper and develop a creative mind-map using mixed media.</p> <p>Development of good approaches to recording primary photography linked to the theme. Presenting primary photographs or collection of documents, objects etc.</p> <p>Three or more direct observations from photographs or objects using a range of mediums i.e. paint, pencil, biro, pen etc.</p> <p>Primary photographs from relevant visits/trips to generate further research.</p>	<p>Students select and research 2-3 artists whose work relates to their subject matter and inspires them.</p> <p>Development of techniques and approaches through composition studies, imitations and pastiches of their artwork using a range of mediums.</p> <p>Presentation of artist studies will include artist research (images &amp; biography), stylistic typography and supporting annotations covering contextual analysis using P.A.M.C resource.</p>	<p>Recap of Venn Diagram – Students will explore formal, technical and content connections between their chosen artists within overlapping areas.</p> <p>Through experimentation and exploration students learn particular techniques or compositional strategies.</p> <p>Students develop a series of paintings, drawings, sculptures or maquettes which show gradual changes and exploration of ideas.</p> <p>Before arriving at the final piece work should be a combination of own ideas and the influence of several artists. Work should look original – a mixture gained from a multitude of sources.</p> <p>Presentation of experiments &amp; developments with supporting annotations covering critical reflection. Students will reflect critically on work and progress.</p> <p>Final piece ideas planning for Supervised Time.</p>

