

## Art KS5

	Year 12	Year 13
A u t u m n 1	<p><b><u>Environment - Introductory project</u></b></p> <ul style="list-style-type: none"> <li>● Summer homework - collect sources/ gallery visits.</li> <li>● Intensive practical skill building workshops using figure head artist references/movements to develop understanding - covering the formal elements of Line, Tone, Colour, Texture/surface, Pattern, Shape, Composition.</li> <li>● The focus is to build a set of skill bookmarks to return to and rely on in the projects ahead, to build confidence and ability to generate and develop ideas.</li> </ul>	<p><b><u>Personal Project cont...</u></b></p> <ul style="list-style-type: none"> <li>● Identifying 5 Figurehead artists for students' Personal Project, ensuring a sense of breadth and a variety of media have been considered, whilst also planning for 'creative leaps' and challenge.</li> <li>● Develop response informed by an artist - Creating specific sets of imagery to develop in the style/technique of each artist.</li> <li>● The focus is to explore and exhaust the possibilities of the artist's choice of Device - media/style/technique/composition/concept/presentation etc...</li> <li>● Written statements for each figurehead artist.</li> </ul>
A u t u m n 2	<p><b><u>Environment - Introductory project cont...</u></b></p> <ul style="list-style-type: none"> <li>● Introduction to '<b>Concept</b>' - building a personal and interesting concept for a project, developing a 'Title' or 'Question' for their project.</li> <li>● Photography focus - taking a specific set of imagery to 'sum up' a concept.</li> <li>● Writing focus - Introduction to their concept and theme.</li> <li>● Selecting/researching own choice of '<b>Critical</b>' artists to challenge and provoke idea generation.</li> </ul>	<ul style="list-style-type: none"> <li>● The focus - Full development of practical ideas and concept/ written work to support.</li> <li>● Develop research skills, using a concertina proforma to target research activity.</li> <li>● Develop practical responses to figurehead artists, thoroughly exploring their work, using their own imagery supported by a written statement for each.</li> <li>● Presenting and selecting imagery/composition.</li> <li>● Experimenting with style and technique, selecting from successful trials.</li> <li>● Culmination of ideas resulting in a Mini Mock up.</li> <li>● Building independence with managing materials/resources for a final outcome.</li> <li>● Producing a final outcome under exam conditions.</li> </ul>
S p r i n g 1	<p><b><u>Environment - Introductory project cont...</u></b></p> <ul style="list-style-type: none"> <li>● Whistlestop tour of the <b>Development Process</b>, looking at imagery and composition, style and technique, building confidence in selecting ideas from sketchbooks and combining them.</li> <li>● The focus being to develop an idea for a final outcome, considering the impact of scale and executing it.</li> </ul>	<p><b><u>Externally set Exam....</u></b></p> <ul style="list-style-type: none"> <li>● Responding to a theme widely - selecting a strand of interest to pursue as a line of enquiry.</li> <li>● Identify <b>key devices</b> by which artists have responded to the same theme, select <b>figurehead</b> artists/movements that use each device, supported by a written statement outlining and explaining their choices.</li> <li>● Working in the style of an artist by producing copied sections.</li> <li>● Photography and Image collection/manipulation, focussing on creating specific set of imagery that relate to each device.</li> </ul>

S p r i n g 2	<p><b>Transformation - Research and Development project.</b></p> <ul style="list-style-type: none"> <li>● The focus - Responding to a 'Mock' exam paper/ research and written response skills/ concept building/ Development and exploration of ideas.</li> <li>● Students taught how to <b>explore a theme widely</b>, producing a creative mind map.</li> <li>● <b>Selecting a strand</b> of interest to pursue as a personal theme, setting the context of the theme, supported by a written preamble.</li> <li>● Identify <b>key devices</b> by which artists have responded to the same theme, select <b>figurehead</b> artists/movements that use each device, supported by a written statement outlining and explaining their choices.</li> <li>● Working in the style of an artist by producing copied sections.</li> <li>● Photography and Image collection/manipulation, focussing on creating specific set of imagery that relate to each device.</li> </ul>	<p><b>Externally set Exam....</b></p> <ul style="list-style-type: none"> <li>● The focus - Full development of practical ideas and concept/ written work to support.</li> <li>● Develop research skills, using a concertina proforma to target research activity.</li> <li>● Develop practical responses to figurehead artists, thoroughly exploring their work, using own imagery supported by a written statement for each.</li> <li>● Presenting and selecting imagery/composition.</li> <li>● Experimenting with style and technique, selecting from successful trials.</li> <li>● Culmination of ideas resulting in a Mini Mock up.</li> </ul>
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S u m m e r 2	<ul style="list-style-type: none"> <li>● Culmination of ideas resulting in a Mini Mock up.</li> <li>● Building independence with managing materials/resources for a final outcome.</li> <li>● Producing a final outcome under exam conditions.</li> <li>● <b>Personal project planning</b> - Looking at past project titles, identifying common pitfalls - planning for success.</li> <li>● Solidifying <b>Personal Project theme</b>, writing an <b>Introduction</b> to the project, underpinning it with <b>historical context</b>.</li> <li>● Identify <b>key devices</b> by which a wide range of artists have responded to the same theme, supported by a written <b>preamble</b>, and <b>primary recording</b> of imagery linked to the wider theme.</li> <li>● Focus on clear and concise presentation of research in sketchbook.</li> </ul>	