

Art KS5

	Year 12	Year 13
Autumn 1	<p>Environment - Introductory project</p> <ul style="list-style-type: none"> • Summer homework - collect sources/gallery visits • Intensive practical skill building workshops using figure-head artist reference/movements to develop understanding - covering the formal elements of Line, Tone, Colour, Texture/surface, Pattern, Shape, Composition • 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. 	<p>Personal Project continued</p> <ul style="list-style-type: none"> • Identifying 5 figure-head 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 • Develop response informed by an artist - creating specific sets of imagery to develop in the style/technique of each artist • The focus is to explore and exhaust the possibilities of the artists' choice of device - media/style/technique/composition/concept/presentation etc... • Written statements for each figure-head artist
Autumn 2	<p>Environment - Introductory project continued</p> <ul style="list-style-type: none"> • Introduction to 'concept' - building a personal and interesting concept for a project, developing a 'Title' or 'Question' for their project • Photography focus - taking a specific set of imagery to 'sum up' a concept • Writing focus - introduction to their concept and theme • selecting/researching own choice of 'critical' artists to challenge and provoke idea generation 	<p>The focus</p> <ul style="list-style-type: none"> • Full development of practical ideas and concept/written work to support • Develop research skills, using a concertina proforma to target research activity • Develop practical responses to figurehead artists, thoroughly exploring their work, using their own imagery supported by a written statement for each • Presenting and selecting imagery/composition • Experimenting with style and technique, selecting from successful trials • Culmination of ideas resulting in a mini mock up • Building independence with managing materials/resources for a final outcome • Producing a final outcome under exam conditions

Spring 1	<p>Environment - Introductory project continued</p> <ul style="list-style-type: none"> Whistlestop tour of the Development Process, looking at imagery and composition, style and technique, building confidence in selecting ideas from sketchbooks and combining them The focus being to develop an idea for a final outcome, considering the impact of scale and executing it 	<p>Externally set Exam...</p> <ul style="list-style-type: none"> Responding to a theme widely - selecting a strand of interest to pursue as a line of enquiry Identify key devices by which artists have responded to the same theme, select figurehead artists/movements that use each device, supported by a written statement outlining and explaining their choices Working in the style of an artist by producing copied sections Photography and image collection/manipulation, focussing on creating specific set of imagery that relate to each device
Spring 2	<p>Transformation - Research and Development project</p> <ul style="list-style-type: none"> The focus - responding to a 'mock' exam paper/research and written response skills/concept building/development and exploration of ideas Students taught how to explore a theme widely, producing a creative mind map Selecting a strand of interest to pursue as a personal theme, setting the context of the theme, supported by a written preamble Identify key devices by which artists have responded to the same theme, select figure-head artists/movements that use each device, supported by a written statement outlining and explaining their choices Working in the style of an artist by producing copied sections Photography and image collection/manipulation, focusing on creating specific set of imagery that relate to each device 	<p>Externally set Exam...</p> <ul style="list-style-type: none"> The focus - full development of practical ideas and concept/written work to support Develop research skills, using a concertina proforma to target research activity Develop practical responses to figure-head artists, thoroughly exploring their work, using own imagery supported by a written statement for each Presenting and selecting imagery/composition Experimenting with style and technique, selecting from successful trials Culmination of ideas resulting in a Mini Mock up

Summer 1	<ul style="list-style-type: none"> • The focus - Full development of practical ideas and concept/ written work to support • Develop research skills, using a concertina proforma to target research activity • Develop practical responses to figure-head artists, thoroughly exploring their work, using own imagery supported by a written statement for each • Presenting and selecting imagery/composition • Experimenting with style and technique, selecting from successful trials 	<p>Externally set Exam...</p> <ul style="list-style-type: none"> • Managing materials/resources for a final outcome • Produce a final outcome in an exam (15 hours)
Summer 2	<ul style="list-style-type: none"> • Culmination of ideas resulting in a Mini Mock up • Building independence with managing materials/resources for a final outcome • Producing a final outcome under exam conditions • Personal project planning - looking at past project titles, identifying common pitfalls - planning for success • Solidifying Personal Project theme, writing an introduction to the project, underpinning it with historical context • Identify key devices by which a wide range of artists have responded to the same theme, supported by a written preamble, and primary recording of imagery linked to the wider theme • Focus on clear and concise presentation of research in sketchbook 	