

## KS5 Curriculum Overview (Fine Art)

### Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> <li>• Introduction to coursework theme (this is different each year)</li> <li>• Visual mind-map exploring the theme.</li> <li>• Good sketchbook habits and presentation of information</li> <li>• Effective research</li> <li>• Using the writing framework for analysis</li> <li>• Drawing from primary and secondary sources</li> <li>• Introduction to printmaking</li> <li>• Stretching paper and preparing surfaces for paint</li> <li>• Painting skills</li> <li>• How to annotate using a specialist vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Divergent thinking skills</li> <li>• Creative presentation skills</li> <li>• Evaluative and analytical writing</li> <li>• Developing visual literacy</li> </ul>	<ul style="list-style-type: none"> <li>• All jobs in the creative industries require good drawing and recording skills.</li> <li>• Understanding how artists and designers create work</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> <li>• Contextual referencing (putting their own work into the context of famous artists)</li> <li>• Introduction to mixed media</li> <li>• Combining printmaking, painting and drawing skills</li> <li>• Formal analysis of key works of art chosen by students</li> <li>• Observational drawing using a viewfinder and measuring techniques to establish the correct proportions and scale.</li> <li>• Planning and preparing for first personalised outcome based on the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the ways in which artists, designers and crafts persons develop and refine a creative idea.</li> <li>• Documenting a creative journey</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at a range of artists and designers work highlights these as a career option.</li> <li>• Media experimentation- students learn about techniques and processes and what is deemed good professional practice</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> <li>▪ Creating a personal response to the theme</li> <li>▪ Large scale charcoal drawing</li> <li>▪ Observational drawing focussing on negative space as an introduction to abstraction</li> <li>▪ Refining and developing an idea</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are taught that there are many ways to record ideas.</li> <li>▪ A wide range of drawing, printmaking and painting skills are taught.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working and thinking like a professional artist/designer</li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> <li>• Transferring images using emulsion-based techniques</li> <li>• Exploration of a range of techniques and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction skills</li> </ul>	
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> <li>▪ Introduction of personal study</li> <li>▪ Choosing a personalised topic for contextual study (1,000-3,000 word illustrated essay)</li> <li>▪ Compiling a notebook containing visual and written supporting evidence for the above</li> <li>▪ Plan and prepare second outcome related to personalised theme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analytical and communication skills</li> <li>▪ Artistic and aesthetic skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual liberty: Students are given the opportunity to express individuality through individually tailored projects. They are given regular opportunities to make own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries which need to be respected.</li> </ul>

**KS5 Curriculum Overview (SUBJECT HERE)**

**Year 13**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> <li>• Submission of first draft of contextual study essay</li> <li>• Identify major art movements and understand historical context.</li> <li>• Work collaboratively to produce a time-line of artistic movements.</li> <li>• Create a second outcome which plays to students' strengths and the theme is negotiated with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Students should understand and explore a range of skills in the development of their personal work informed by first hand experiences and appropriate secondary sources.</li> <li>• Demonstrate the characteristics, properties, and effects of using different media, materials, techniques, and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy: students are taught to be aware of and consider the views and values of others, particularly when working collaboratively. Votes may be taken, and discussions held when making decisions about their work, and collaborative projects.</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<ul style="list-style-type: none"> <li>• Refine and develop personal outcome.</li> <li>• Research artists who have produced work based on the same theme.</li> <li>• Produce transpositions and written analysis of work by the artists who have most inspired the student's response.</li> <li>• Mock examination (this is a 10-hour session used to complete and formalise the second outcome)</li> <li>• Mount and present work</li> </ul>	<ul style="list-style-type: none"> <li>• Producing a portfolio</li> <li>• Learning to sustain an idea over a long period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Producing a portfolio exposes students to wide ranging creative careers including architecture, web design, marketing, graphic design and gallery work.</li> </ul>
<b>TERM 3 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<ul style="list-style-type: none"> <li>• The ESA (externally set assignment) is issued at the beginning of this term. It is a new theme set by the examination board. The students have at least ten weeks to plan and prepare a personal response with teacher support. Students must start working in a new sketchbook for this component.</li> <li>• Produce a visual mind-map exploring the theme.</li> <li>• Produce copious visual and written research of artists listed on the examination paper.</li> <li>• Begin to develop ideas in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responding to a brief introduces the students to the design process undertaken by artists in the creative industries</li> </ul>
<b>TERM 4 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<ul style="list-style-type: none"> <li>• Refine and develop ideas using a range of media.</li> <li>• Recording experiences and observations using a sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• A range of recording skills such as drawing, annotation, photography and visual diagrams will be taught,</li> </ul>	<ul style="list-style-type: none"> <li>• Working to a client brief and following a design process introduces students to practice in the creative industry.</li> </ul>
<b>TERM 5 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<ul style="list-style-type: none"> <li>• 15-hour examination. During this time students will produce an outcome which realises their intentions.</li> <li>• Mount and prepare work for exhibition.</li> <li>• External moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Realising ideas to produce an outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance: Students are taught to be tolerant of different beliefs and cultures by supporting each other on their creative journeys.</li> </ul>
<b>TERM 6 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>