

Subject: Fine Art

Year: A LEVEL

YEAR 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><u>Knowledge Prior / recall/ taught</u></p>	<p>Focus - Noticing Challenging observational drawing. Building on skills learnt during GCSE. Primary and contextual research.</p>	<p>Continuing with observational drawing, students learn more sophisticated drawing techniques and methods e.g. Palimpsest, expressive drawing, layering.</p>	<p>Develop ideas for a final outcome/s. Consolidate their ideas and communicate their thinking to others through their final piece.</p>	<p>Students revisit a number of drawing media and techniques building on prior knowledge and skills, linking work to the artists that they have studied.</p>	<p>Continue to develop skills in a range of media, producing an A4 sketchbook of experimentation, ideas, artist's work and annotations.</p>	<p>Begin final project for coursework - 'Creative Investigation'. Students select their own theme and develop ideas appropriate to their intentions.</p>
<p>Skills</p> <p>Recall of knowledge and skills will be interleaved throughout the SOW</p>	<p>Using a range of media and techniques e.g. ink on sticks, frottage, zooming in, expressive, gestural. Independent research.</p>	<p>Learning how to create a more interesting surface to work on, this time peeling away to reveal more layers.</p>	<p>Planning, selecting, composition and layout, colour theory.</p>	<p>Building on previous skills, more understanding of the constraints of the media.</p>	<p>Building on prior knowledge of Observational drawing, composition and sophisticated use of colour and tone.</p>	<p>Realise intentions</p>
<p>Key Questions</p>	<p>What did you learn about creating a surface? How can you make your surface have a purpose/ meaning?</p>	<p>What have you learnt about Palimpsest?</p>	<p>How does your work show inspiration from the artist's that you have studied?</p>	<p>How can you make progress?</p>	<p>What do you need to do to show that you have experimented fully?</p>	<p>What have you learnt about selecting materials that are appropriate for your intentions?</p>
<p>Assessment</p>	<p>AO2:Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3:Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.</p>	<p>AO2:Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3:Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.</p>	<p>AO1:Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO4:Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p> <p>Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback</p>	<p>Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.</p>	<p>Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.</p>	<p>Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.</p>

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Literacy/numeracy/SM SC/Character	Planning out pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion, critique sessions and written work.	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work.	Scaling up, zooming in, Composition arranging of objects ensuring balance within their work. Rule of thirds explained. Art vocabulary used through discussion, questioning and written work.	Composition and dividing of pages, foreground, middle ground and background, rule of thirds. Art vocabulary used through discussion, questioning and written work.	Planning out pages - Composition and dividing of pages Art vocabulary used through discussion, questioning and written work.	composition and planning out pages. Art vocabulary used through discussion, questioning and written work.
Enrichment opportunities and futures	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Students are prompted to visit galleries and museums.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Students are prompted to visit galleries and museums.
Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Continuing with 'Creative Investigation' Students to study a range of artists and art practices, building on prior knowledge. Responding and thinking critically about the work of others.	Continuing to develop independent work, developing fluent ideas, thorough experimentation of media. Produce a final piece in response to their preparatory work.	Externally set assignment - this project is set by the exam board. Students use their prior knowledge of art and art practice to independently develop their ideas.	ESA preparatory work and final timed test - 15 hours. Students continue to develop their ideas in their sketchbook and produce a final outcome in a 15 hour timed test.	15 hour timed test	
Knowledge:						
Skills	Observational drawing, noticing. Using a range of media, developing knowledge and skills through practicing and independent research. Flipped learning.	Greater understanding about how to link artist's work and develop their own ideas that are innovative.	Using skills in sequential development and knowing that one thing informs the next. Ability to refine as work progresses, producing skillful, fluent, outcomes in a range of media.	Time to draw on all of the prior knowledge and skills learnt throughout the A Level course. Realising intentions and taking risks.	Learning skills in refining, sometimes the smallest of tweaks can make all the difference.	
Recall of knowledge and skills will be interleaved throughout the SOW						
Key Question	What aspects of art are you most	How will you develop your	What message are you trying to	What subject matter and or	Have you been successful? How	

	interested in and why?	idea to create an innovative piece of work, whilst still showing inspiration from an artists/s?	portray in your artwork?	media do you feel most proficient in?	do you know?	
Assessment	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response. w AO assess...	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Final assessment and moderation	
Literacy/numeracy/SMSC/Character	Planning out pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion, critique sessions and written work. Literacy and oracy lessons embedded into scheme of work.	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work. Literacy and oracy lessons embedded into scheme of work	Composition and dividing of pages, foreground, middle ground and background, rule of thirds. Art vocabulary used through discussion, questioning and written work. Literacy and oracy lessons embedded into scheme of work	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work. Literacy and oracy lessons embedded into scheme of work	Scaling up, zooming in, Composition arranging of objects ensuring balance within their work. Rule of thirds explained. Art vocabulary used through discussion, questioning and written work. Literacy and oracy lessons embedded into scheme of work	
Enrichment opportunities and futures	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks. What's on board outside art office-displaying current exhibitions and workshops/courses Do now activities promote artists, skills, job opportunities.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks. What's on board outside art office-displaying current exhibitions and workshops/courses Do now activities promote artists, skills, job opportunities.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Students are prompted to visit galleries and museums. Gallery visits written into homework tasks. What's on board outside art office-displaying current exhibitions and workshops/courses Do now activities promote artists, skills, job opportunities.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks. What's on board outside art office-displaying current exhibitions and workshops/courses Do now activities promote artists, skills, job opportunities.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks. What's on board outside art office-displaying current exhibitions and workshops/courses Do now activities promote artists, skills, job opportunities.	

