

## Skills

### Year 11 "Becoming KS5 Ready"

- Thoughtfully making connections in a holistic approach to their personal projects.
- Independent development and exploration are taking place with the introduction of proactive study.
- Research and the work of artists is critically analysed, making links to personal theme and wide context, demonstrating critical understanding of sources.
- Sequencing of project development supports the growing narrative of personal theme, before concluded in a final, meaningful response that realises intentions and demonstrates understanding of visual language.

### Year 10 "Developing into Independent Learners"

- Thoughtful ideas developed, linking to own sub-theme through independent investigations.
- Personal interpretations created to workshops, selecting, and experimenting with appropriate media, techniques, and processes.
- Analysis makes links to own theme and considers personal interpretations and making relevant insights.
- Recall of observation skills and other art techniques, the attention to detail is built upon as the work progresses.

### Year 9 "Developing Skills to Enhance Learning"

- This foundation year builds upon the technical skills looked at KS3, practising and consolidating their understanding of observation, while also building an increase in the attention to detail.
- Exploration of different artists linking to the theme, creating links between them.
- Interpretations of workshops begin to be personalised, linking to own theme.
- Conceptual thinking is introduced, where pupils develop an understanding of thinking beyond the obviously and considering subtle symbolism.
- Pupils begin to explore personal interpretations of theme and developing an understanding of how to plan for a personal response.

### Year 8 "Taking Responsibility for Learning"

- Pupils will be able to demonstrate a consistent approach to the working on more in-depth projects, improving their practical skills, resilience and problem solving.
- Pupils will begin to develop independence in Fine Art practical and research through their decision making, ideas and practical outcomes.
- Pupils will build upon the drawing skills learnt prior and consider how finer detail is applied.

### Year 7 "Transition to High School"

- Pupils will know how to demonstrate a passion for Fine Art in their artwork, using artistic language when discussing their own work and the work of others.
- Pupils can show an understanding about different materials and how you can use them; 2D and 3D.
- Pupils will be able to recall and demonstrate their understanding of formal elements and the stages of creating an observation.

## Knowledge

Future Education, Employment & Training

KS5 Study

### Component 2: Exam Project 40%

**Focus: Exam Project.** AQA provide a list of topics for pupils to select from issued in January. Projects are developed using a similar format to the coursework projects. Photography Trip, Observations, media experimentation, development, research & personal responses. Final piece is created in a 10-hour exam.

### 8 Topic Options continued

**Focus: Conclusion of coursework.** Sustained project developed further exploring refinement and development of ideas. Independent experimentations and observations develop in sequence, leading to a final response. Project concludes with an exam to create final piece which responds to your theme and development work.

Year 11

### Component 1: Coursework 60%

### Personal sub-theme

**Focus: Sustained Project continued.** Personal responses to workshops, linking to chosen sub-theme. Independent, personal development through research and practical outcomes. Independent investigation of artists. Photography trip.

### 8 Topic Options

**Focus: Sustained Project.** Explore the theme literally as well as conceptually. Demonstrate advanced observation techniques through photo taking. Develop an understanding of how to document the ideas process. Investigate darkroom & digital editing techniques. Respond to the works of artists & research through personal responses.

### Component 1: Coursework 60%

Year 10

### Technical Development

**Focus: Introduction to DSLR cameras and the darkroom.** Developing an understanding of the exposure triangle and different settings on the camera. An introduction to basic darkroom techniques such as pinhole cameras and cyanotypes. Focus on advanced observational skills including camera settings, composition & lighting.

### Component 1: Coursework 60%

### Popular Culture

**Focus: GCSE Foundation Year.** Building on skills learnt in KS3 introducing new techniques in printmaking & observation. Developing an understanding of a project structure. Developing further ability to evaluate their and other's work. Ability to self & peer assess constructively.

### Native American

**Focus: Cultural project.** Exploring the Native American's beliefs. Links made to School totem. Explore stylised art through stencil & illustration. Refine observational skills increasing range of tonal values. Investigate endangered species. Begin to consider planning for personalised responses.

Year 9

### Personal Belongings

**Focus: WW1.** Revisiting Still Life explored in Year 7. Use wartime poems, songs & artists as a stimulus for responses. Develop an understanding of the Cubist movement. Introduction to photography in preparation of GCSE options.

### Portraiture

**Focus: Portraiture.** Recapping formal elements. Developing drawing & analytical skills. Understanding tonal values. Learning various drawing techniques such as: grid method, dot & drop method. Understanding the proportions of the face. Exploring skulls & identity in history. Learning how one piece of Art can be a catalyst for another & that Art is connected.

### Myths and Legends

**Focus: Storytelling of Allegri and Legends.** Exploring ideas of mythology and tales which help explain the world and man's experience. Observation and illustration skills are developed to demonstrate an understanding of stories and how artists use these as a stimulus.

Year 8

### In Flight

**Focus: Birds & Insects.** The formal elements recapped & built upon developing observational & analytical skills. Introduction to print making & 3D through media experiments, learning how to refine & select appropriate resources. Developing a critical understanding of artists through links to Art history. Learning how to evaluate their own & other's work.

### Still Life: Formal Elements

**Focus: Foundation Art Skills.** Introduction to the formal elements 'Learning to see' – drawing from direct observation. Introduction to Art History Learning how to talk about their own & other's work.

Year 6 Induction

Year 7

## Skills

### Year 13

**"Are you Fit for FEET?"**

- ✓ Construct and develop a personalised project which responds visually to areas of research and development.
- ✓ Assured awareness of project development and the importance of sequencing and realising intentions.
- ✓ Assured critical engagement of changes in Art History over time arising from independent analysis, research, and literature.
- ✓ Assured ability to critically reflect on outcomes, refine and develop further challenge.
- ✓ Utilise knowledge acquired over time to refine and develop personal project sensitively and perceptively.
- ✓ Engage and evaluate.



### Year 12

**"Introduction to A-Level Mindset"**

- ✓ Securely explore a range of different artistic processes, building upon those learnt at KS4.
- ✓ Secure knowledge and critical engagement of observational techniques, allowing for more advanced attention to detail.
- ✓ Assured understanding and analysis of key artists, and assured application, in order to construct an essay.
- ✓ Independent research and exploration of wider context of art and art movements.



## Knowledge

### Focus: Exam Project

AQA provide a list of topics for pupils to select from issued in February. Projects are developed using a similar format to the coursework projects. Observations, media experimentation, development, research & personal responses. Final piece is created in a 15-hour exam.

Future Education, Employment & Training

Exam Paper is issued 1<sup>st</sup> February.

## Component 2: Exam Project 40%

Year 13 Winter Exhibition

### Focus: Conclusion of coursework

Project developed further, exploring refinement & development of ideas. Independent experimentations and observations develop in sequence, leading to a final response. Project concludes with an exam to create a final piece which responds to your theme & development work. An essay supports the project.

### Focus: Component 1

Self-directed project continued. Essay developed which explains the theory behind project theme. Respond to theme through independent investigations and observations.

Year 13

### Focus: Component 1

Self-directed project: theme chosen by pupils. Demonstrate advanced research methods. Develop contextual references through gallery visits & library visits. Demonstrated advanced observational skills. Develop an understanding of photography techniques and edits through theme.

### Focus: Component 1 Introduced

Themed workshops to explore different themes. Introduction on possible themes. Research techniques explored. Library research lecture. An understanding of assessment criteria further developed.

## Component 1: Coursework 60%

Year 12 Exhibition concludes project.

### Focus: Personal Development

Pupils select sub-theme within the larger theme. Workshop responses link to own directed theme. Independent development of ideas and personal responses. Introduction to Film photography. Project concludes with an exhibition of final pieces.

### Focus: Foundation Year Project

Bridging the gap in skills between GCSE & A-level. Introducing and developing advanced skills in observation, digital editing, film processing and darkroom experimentation. Exploring Conceptual Art through exploring non-literal approaches to themes. Introduction to Portfolio building. Introduction to film photography. Art History development with a focus on key Art movement and its impact on the world.

Year 12

## Foundation Skills