

Subject: ART, CRAFT AND DESIGN		Year Group: 12
<p>Term 1 Key Focus/Topic(s)</p> <p>THE STORY- SKILLS BUILDING</p> <ul style="list-style-type: none"> • Weekly skills workshops. • Build confidence • Give knowledge of Assessment Objectives • Exploring individual style <p><i>The next 2 terms are examples of the sort of ideas that could be covered - this changes - teacher dependant.</i></p> <ul style="list-style-type: none"> • The Story research and mind mapping. • Art and photography Book Sculpting and photography - Sue Blackwell. • Memories - Mark- making – Drawing – Marbling – Emulsion transfer– John Piper. • Remnants – Still Life on found surfaces– Mark Powell. • Seasons – monoprint and frottage – Stef Mitchel. 	<p>Term 2 Key Focus/Topic(s)</p> <p>Continue ‘The Story’</p> <ul style="list-style-type: none"> • The scene of the story – Collage and montage – Mathias Jung. • The muse – drawing the human form. • Dreams and Surrealism – Drawing and collage – Magritte. • The Plot – dry point etching. • The plot twist – painting - The Fauves • The alternative plot - water colour - Emma Dibben. • The ending – chosen experimentation. 	<p>Term 3 Key Focus/Topic(s)</p> <p>START COMPONENT ONE PART ONE</p> <p>Personal Investigation</p> <p>60% of total A-level</p> <p>First part or chapters to this project. One sketchbook or digital folder. Final/larger pieces.</p> <ul style="list-style-type: none"> • Mind-mapping exploring personal project themes. Developing concepts AO1 • Artist research. • Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4. • Experimentation AO2 • Greatest hits – reviewing and reflecting.
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Weekly deadlines set and work checked. • Group tutorials and individual tutorials weekly. 	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> • End of project graded. 	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Sketchbook/ digital folders • Final pieces/ larger works • All internally assessed
<p>Term 4 Key Focus/Topic(s)</p> <p>CONTINUE WITH COMPONENT ONE PART ONE</p> <ul style="list-style-type: none"> • Experimentation. AO2 • Greatest hits – reviewing and reflecting. AO2, AO3. • Planning final piece – concept refining. • Project personal final piece. AO4 	<p>Term 5 Key Focus/Topic(s)</p> <p>COMPLETE COMPONENT ONE PART ONE</p> <ul style="list-style-type: none"> • Project personal final piece (completed in mock exam)AO4 • Evaluating the whole project and final piece. AO1,AO3,AO4 	<p>Term 6 Key Focus/Topic(s)</p> <p>START COMPONENT ONE PART TWO</p> <p>Personal Investigation</p> <p>60% Of Total A level</p> <p>2nd part or chapter to this project. One sketchbook or digital folders. Final/larger pieces.</p> <ul style="list-style-type: none"> • Mind-mapping exploring personal project themes. Developing concepts AO1 • Artist research. • Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4. • Experimentation AO2 • Greatest hits – reviewing and reflecting.
<p>Term 4 Assessment Opportunities:</p>	<p>Term 5 Assessment Opportunities:</p>	<p>Term 6 Assessment Opportunities:</p>

- Weekly deadlines set and work checked.
- One to one tutorials.

- Mock exam.
- Whole project hand in for grading towards A level.

- Sketchbook/ digital folders
- Final pieces/ larger works
- All internally assessed

Rationale:

The aim for Year 12 is to develop their understanding of the theoretical practical skills associated with art, craft and design as well as a range of artists for students to develop as individuals. The first project builds skills and techniques as a group – developed through group tutorials. Students become proficient in a variety of techniques in relation to their specialism and learn how to evaluate and analyse using analytical language, also an understanding of the assessment objectives. They develop personal style and specialise as the course goes on. The second project is submitted as Component 1 coursework and in the project students are supported through mainly 1:1 tutorials and group session where appropriate.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Objectives. Achievement is judged through ongoing reviews of work. Google Classroom is used to track students grades which can be used for audit and data analysis. Teachers in the department can see each other's grades for comparison and reflection. One to one feedback and verbal discussions help students to reflect on and develop their work.