Carmel College Curriculum Implementation – KS 5 Long term plan Subject: **Fine Art**

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|  | Year 12 | Year 13 |
| Autumn half term 1Sequential knowledge and skills | **AS – Building on skills/knowledge and introducing new techniques****‘Structures’**All tasks designed to improve skills and match assessment objectives* Introduction to Structures – AQA specification, assessment objectives, mind map and moodboard
* Presentation techniques using photoshop and mixed media
* Macro observation of natural structures – tonal, pen and ink – photograms
* timed, short continuous line, ink and stick studies
* A1 chalk and charcoal study of a shell/skull
* Critical analysis/comparison of botanical artists
* Still-life observed studies. Thumbnail sketches, photographs and oil pastel colour study.
* Still-life painting A1 size, working in acrylic and exploring technique of planning in paint and ‘pushing’ colour around the composition.
 | **Personal investigation continued*** Students to continue to work on their personal investigation unit

Week 2: Crit - To peer assess work using AQA assessment objectives.* Observations using appropriate media and techniques for the subject matter
* Contextual research to support and inspire development of ideas
* Initial ideas for interim outcome- sketched and photoshop
* Complete interim outcome
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| Assessment Content and methods used to judge learning | * Feedback sheets
* Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
 | * Crit: Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Feedback sheets
* Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
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| Autumn half term 2Sequential knowledge and skills | Crit - To peer assess work using AQA assessment objectives.* Architecture studies: photography, mono-print, watercolour wash, collage/mixed-media experiments
* Critical analysis of architects and artists
* Mechanical structures, using quink and bleach, photography
* Collograph and lino printing
* Initial designs sketched
* Personal response and observations, focusing ideas
 | * More focussed line of enquiry
* Begin 3,000 word essay – peer examples, mind map journey, create essay plan. Broken into weekly chunks- introduction/justifications/ conclusion
* Developing more studies, samples to lead to a final outcome
* Sketched ideas
* Adobe Photoshop designs
* Peer assessment to determine which idea is the best
* Complete feedback to improve sketch book
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| Assessment Content and methods used to judge learning | * Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop
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| Spring half term 3Sequential knowledge and skills | * Refining ideas using photoshop
* Crit to peer assess and decide best idea to take forward
* Producing final response
 | * Complete final outcome by end of January.
* Complete and present 3,000 word essay
* Feb 1st Externally set assignment
* Students to choose one theme to develop
* Mind map and mood board
* Observations using appropriate media and techniques for the subject matter
* Contextual research to support and inspire development of ideas
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| Assessment Content and methods used to judge learning | * Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
 | * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – personal investigation project marked in February.
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| Spring half term 4 Sequential knowledge and skills | * Completing ‘Structures’ personal response
* Begin investigating themes for personal investigation.
 | * Continue 0bservations using appropriate media and techniques for the subject matter
* Contextual research to support and inspire development of ideas
* Refining ideas towards sketched and photoshop designs –peer assessment
* 15 hour exam outcome
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| Assessment Content and methods used to judge learning | * Crit - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
* Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – assessing completed ‘Structures’ project
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| Summer half term 5 Sequential knowledge and skills | * Begin personal investigation unit for A level
* Mind maps, mood boards, artists, subject matter, outcome ideas
* Personal observations and artists research
 | 15 hour exam after Easter |
| Assessment Content and methods used to judge learning | * Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
 | Personal investigation and exam units marked internally/externally moderated.  |
| Summer half term 5Sequential knowledge and skills | Personal investigation unit continued. Trip to London/Newcastle – Gallery visits to V & A, Tate Modern, Tate Britain and Chelsea Art College. Or to Baltic, Laing Gallery, The Glasshouse and graffiti wallsTrip reports x 2 double pages.  | N/A |
| Assessment Content and methods used to judge learningAssessment | EOY Assessments* Teacher assessment is made on new personal investigation project
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| **Key:** | **G & T** | **Careers/Options** | **Competitions** | **Global learning** | **Trips** | **Group work** | **Closing the gap/boys:** |