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

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|  | Year 12 | Year 13 |
| Autumn half term 1  Sequential 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 |
| 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. |
| Autumn half term 2  Sequential 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 |
| 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 |  |
| Spring half term 3  Sequential 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 |
| 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. |
| 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 |
| 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 |  |
| 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 5  Sequential 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 walls  Trip reports x 2 double pages. | N/A |
| Assessment Content and methods used to judge learning  Assessment | 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:** |