

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12		Skill Building and Portfolio Development. Project 1. Form & Sculpture What is carving, casting, moulding, constructing and assembly. *Formal elements re-visited. *Research and investigation into a range of artists are observed focusing on shape, line, and organic forms. * Ways of analysing and responding to the work of others how to organise and present work effectively. Students are introduced how to structure and organise sketchbooks, alternative ways of researching and investigating ideas through drawing, colour studies, photography and note taking. *Skeletal form (drawing from direct observation) drawings- timed pen/ pencil sketches which develop into larger mixed media zoomed in pieces of work - understanding negative space how to handle a range of two- and three-dimensional media *Draw still life using just those three tones Using just a rubber and charcoal students develop drawings responding purely to light and shade. These are particularly useful for developing 3D ideas. *Graphite workshop which leads into an A3 graphite skeletal study working from photographs and initial sketches. *Still life set up, group work. A3 acrylic painting (re-visit acrylic work) * How to sit and observe over a period/ diverse ways of supporting work using digital media.		Portraits Students to explore ideas under subheadings such as light, colour, scale, texture, emotional impact, gesture, and mood. <ul style="list-style-type: none"> Thumbnail sketches - Mediums include coffee (to create blotched, stained washes), watercolour, biro and coloured pencil. In addition, physical elements such as lighting conditions are explored through photographic investigations that are then developed into further accurate and detailed observational drawings Photoshoot and charcoal final outcomes produced Students will select a technique and explore it further allowing them to develop the skills to explore, create and communicate their own idea further.	Landscape Tatton Park trip to experience plein air drawing and to gather first-hand information Research relevant artists, looking at how they create movement and different atmospheres in their work- Using a sketchbook Quick drawings – intro to quick observational sketching techniques Perspective/ foreground/ background Collage – using found pictures/pieces of print -Using photoshop to manipulate landscape images in preparation for large scale canvas.	Personal Investigation Introduction to Personal Investigation with teacher lead workshops while developing skills and new techniques, processes, and ways of working. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). <ul style="list-style-type: none"> Brain storming/ visual mind map, decision making Generate and develop personal ideas, Research primary and contextual sources Record practical and written observations, Experiment with media and processes generate and explore potential lines of enquiry using appropriate techniques Demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure 	
	Assessments	<i>Initial learning conversations, sketchbook guidance – final pieces of the unit used a building points.</i>		<i>Portrait Response</i>	<i>Landscape Response</i>	<i>On-going tutorials that guide students through coursework element.</i>	

Year 13		Personal Investigation Continuation of Personal Investigation: consolidating ideas, reviewing and refining work as it progresses. Organise, select and communicate ideas, solutions and responses, and present them in a creative and coherent way fully annotating and documenting the individual artistic journey. • Build on artist analysis and research skills making clear links with the work of others outlining how the inspiration as informed their creative process. Reviewing and refining final responses, completion of essay, sketchbook work and final outcomes for Personal Investigation Refine ideas towards producing personal resolved outcome(s).	Externally set exam 40%, Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Specific tasks to be decided by the student(s). However, students will be guided to complete: - Title page - Mind-map responding to the title - Artist workshops - Individualised drawings – with annotations - Artist information page 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. Continuation of exam preparation: consolidating ideas, reviewing and refining work as it progresses.	Exam Unit and Completion AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Final stages of exam preparation with 15 hour examination in May. Media experiments for final piece - Mixed media - 1 media Application experiments - Surface experiments - Final piece ideas - Trial final pieces - Final piece - Evaluation Students will use this time to make improvements to their coursework unit. Students will display Year 13 work in the A Level Art Exhibition in May. All coursework and examination work marked by teachers and marks sent to the exam board in May. Work displayed by teachers ready for the external moderator in June.
	Assessments	<i>Ongoing tutorials with teacher</i>	<i>Ongoing tutorials with teacher</i>	<i>External Assessment</i>