

	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2
7	<p>Topic: Matisse's Green Stripe.</p> <p>Exam: Analysis of Matisse's Green Stripe</p> <p>Subject Skills</p> <p>To research context of the painting. Develop an understanding of how artist used colour to emphasis emotion. Create an original response</p> <p>Learner Skills</p> <p>Visual and written analysis. the use of observational skills to record from sources and communicate ideas.</p> <p>The use of expressive and descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of drawing materials, media and techniques such as graphite, oil pastel.</p>	<p>Topic: Pointillism then and now</p> <p>Exam: Experimentation looking at Pointillism and how it has developed in contemporary art.</p> <p>Subject Skills</p> <p>To use the techniques of the original Pointillists and create original artwork. Compare with contemporary artists using modern techniques.</p> <p>Learner Skills</p> <p>Use and experiment with a range of media including graphite, collage, watercolour, pen and ink.</p>	<p>Topic: Flora and Fauna with related artists</p> <p>Exam: Observational drawing and development into painting</p> <p>Subject Skills</p> <p>To refine and experiment with a range of media after researching different artists. Beatriz Milhazes, Georgia O'Keefe and Simon Bull.</p> <p>Learner Skills</p> <p>The use of expressive and descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.</p>			<p>Topic: British Pop Art</p> <p>Exam: Analysis of era and changes in art.</p> <p>Subject Skills</p> <p>To use a range of different painting techniques with montage appropriate to the movement.</p> <p>Learner Skills</p> <p>To use the ideas behind the work of Eduardo Paolozzi to create original 2D and 3D work with reference to modern technology and AI.</p>	<p>Topic: British Pop Art</p> <p>Exam: Analysis of era and changes in art.</p> <p>Subject Skills</p> <p>To use a range of different painting techniques with montage appropriate to the movement.</p> <p>Learner Skills</p> <p>To use the ideas behind the work of Eduardo Paolozzi to create original 2D and 3D work with reference to modern technology and AI.</p>
	<p>Rationale:</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Rationale:</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Rationale:</p> <p>Record ideas in a number of different ways.</p>			<p>Rationale:</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p>Rationale:</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>

8	<p>Topic: American pop art</p> <p>Exam: Analysis of era and resulting major artworks</p> <p>Subject Skills</p> <p>To research context of different works of art and political events. Develop understanding of how artist used media to communicate ideas.</p> <p>Learner Skills</p> <p>To use a range of 2D media to produce original response.</p>	<p>Topic: Food and American pop art</p> <p>Exam: Analysis of era and 2D and 3D artworks</p> <p>Subject Skills</p> <p>To research context of different works of art and political events. Develop understanding of how artist used media to communicate ideas.</p> <p>Learner Skills</p> <p>To use a range of 2D and 3D materials to produce original responses</p>	<p>Topic: Cultural selection</p> <p>Exam: Analysis of chosen culture and the artwork specific to culture</p> <p>Subject Skills</p> <p>To research and explore the work created and specific to chosen culture. Develop understanding of how the culture uses that art.</p> <p>Learner Skills</p> <p>To use a range of materials to produce original design works</p>	<p>Topic: Animal Illustration project</p> <p>Exam: Analysis of the purpose of illustration</p> <p>Subject Skills</p> <p>To research and explore the work of chosen illustrator to understand how they employ devices that communicate the story to the viewer.</p> <p>Learner Skills</p> <p>To use a range of techniques to create a personal response referencing the artist.</p>	<p>Topic: Animal Illustration project</p> <p>Exam: Analysis of the purpose of illustration</p> <p>Subject Skills</p> <p>To research and explore the work of chosen illustrator to understand how they employ devices that communicate the story to the viewer.</p> <p>Learner Skills</p> <p>To use a range of techniques to create a personal response referencing the artist.</p>
	<p>Rationale:</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Rationale:</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p>Rationale:</p> <p>Record ideas in a number of different ways.</p> <p>Create a personal response</p>	<p>Rationale:</p> <p>Record ideas in a number of different ways.</p>	<p>Rationale:</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>Create a personal response</p>
9	<p>Topic: Cubism</p> <p>Subject Skills</p> <p>Students learn how to contextualise a piece of art referencing historical and contemporary events. A taught and structured year aimed at laying the foundations for future developments. Students are introduced to a number of different ways of working including: the importance of sketchbooks for researching and developing ideas the importance of drawing for different purposes, exploring a range of drawing media how to use a range of materials and techniques effectively and</p>		<p>Topic: Still life</p> <p>Subject</p> <p>Observational Drawings, students develop their observational skills through the study of some of still life observation and artist.</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyse the work of relevant sources visually 	<p>Topic: Pen and Ink</p> <p>:</p> <p>Subject Skills</p> <p>Students are provided with a starting point. They are taught how to create select one and two point perspective drawings from which they develop ideas and produce work using different media. Pupils are taught the different between linear and atmospheric perspective and how to apply them.</p> <p>Learner skills Understand how to apply tone and the properties of colour and</p>	

<p>safely how to use digital techniques purposefully and effectively how to reference sources appropriately how to select and present work effectively.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • An idea to include further research and study of relevant sources • The nature of a singular outcome into a “series” • Practice by exploring and applying additional materials <p>Learner Skills</p> <p>Students guided how to analyse pieces of art looking to make links and interpretation.</p> <p>Document their findings in their sketchbook pages, mood boards, digital presentation, design sheets and journals</p> <ul style="list-style-type: none"> • include annotated or written analysis of sources, together with any primary and secondary visual evidence 	<p>and/or through written annotation</p> <ul style="list-style-type: none"> • use drawing methods and media • record their ideas in their sketchbooks <p>Learner Skills: Drawing can be applied in all its forms across traditions and technologies, and it can be critical and accurate as well as explorative and experimental. Drawing takes many forms dimensional space.</p>	<p>light such as hue, tint, saturation, from two-dimensional mark-making, to lines made using materials to define three.</p>
<p>Rationale:</p> <p>Students who progress their ideas thoroughly and with pace can be given opportunities for extension work.</p>	<p>Rationale:</p> <p>Drawing is essential to recording from life, describing a mood or emotion, as well as capturing an expression, atmosphere or tension.</p>	<p>Rationale:</p> <p>Students include one or more outcomes demonstrating their use, knowledge and understanding of different media and techniques. They will also include additional written analysis work produced on the renaissance.</p>

GCSE Subject AOS	AO1	AO1	AO2	AO3	AO3	AO1	AO4
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Picasso’s Weeping Women</p> <p>Exam: Analysis of Picasso’s Weeping Women</p> <p>Subject Understand how to create meaning in a work of art. How an artist has conveyed a message based on emotive beliefs.</p> <p>Learner</p> <p>Visual and written analysis. the use of observational skills to record from sources and communicate ideas.</p> <p>The use of expressive and descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.</p>	<p>Topic: Guernica</p> <p>Subject Experimentation - properties of colour and light such as hue, tint, saturation and tone</p> <p>Learner</p> <p>The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and non-digital applications.</p>	<p>Topic: Banksy</p> <p>Subject Development of Ideas - the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media</p> <p>Learner</p> <p>The creation of surfaces from which an image can be transferred to communicate ideas.</p> <p>The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas.</p>	<p>Topic: Follies Bergere</p> <p>Subject Digital Manipulation – Experimentation, the use of digital and/or non-digital applications.</p> <p>Learner</p> <p>The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre-and post-production manipulation.</p>	<p>Topic: Cezanne</p> <p>Subject Formal Elements, the use of formal elements and visual communication through a variety of approaches</p> <p>Learner</p> <p>The use of expressive and descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.</p>	<p>Topic: Portraiture</p> <p>Subject Chiaroscuro - Light and Dark The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate ideas.</p> <p>Learner</p> <p>The camera and its functions, including depth of field, shutter speed, focal points and viewpoints</p> <p>the use of formal elements to communicate a variety of approaches</p> <p>The use of the photographic process to provide a narrative of events and/or situations. The control of light and photographic processes to create non-traditional experimental outcomes.</p>
	<p>Rationale:</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Rationale</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Rationale:</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media,</p>	<p>Rationale:</p> <p>The use of a range of experimental imagery materials, tools and techniques such as analogue and digital photography,</p>	<p>Rationale:</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media,</p>	<p>Rationale:</p> <p>The use of a range of photography materials, tools and techniques such as compositional, proximity to the subject, focal points and the involvement of the photographer</p>

			materials, techniques and processes	manual manipulation and digital and non-digital processes and outcomes.		with the scene being documented
11	<p>Topic: Identity</p> <p>Exam: Analysis of Artist work</p> <p>Subject The use of formal elements and visual communication through a variety of approaches</p> <p>Learner</p> <p>Students given the opportunity to develop their knowledge, understanding and skills, to include:</p> <p>Exploring and experimenting with materials, processes, technologies and techniques</p> <p>Recording practical and written observations</p> <p>Researching and investigating contextual sources</p> <p>Drawing / mark-making</p>	<p>Topic: Development and Experimentation</p> <p>Exam:</p> <p>Subject Component 1: thematic response project</p> <p>Learner</p> <p>Work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio</p> <p>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</p> <p>Developing and exploring ideas</p> <p>Researching primary and contextual sources</p> <p>Experimenting with media, materials, techniques and processes</p>	<p>Topic: Mock exam</p> <p>Exam: A period of sustained focus</p> <p>Subject Skills Subject Component 1: thematic response project</p> <p>Learner</p> <p>Work produced during this project is submitted for the final assessment of the Personal Portfolio</p> <p>Students given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or the Sample Assessment Materials (SAMs) available on the Edexcel website, to include:</p> <p>Experimenting with media, materials, techniques and processes</p> <p>Presenting personal response(s)</p> <p>The use of a variety of materials, media and techniques such as linoleum, screen, intaglio, relief, lithography, drypoint, etching and monoprint, using a range of inks and printing surfaces.</p>	<p>Topic: Set by exam board</p> <p>Exam: The 10-hour period of sustained focus during which students produce their final response(s) to the theme</p> <p>Subject Component 2: Externally Set Assignment</p> <p>Learner Skills</p> <p>Paper released 2 January</p> <p>Preparatory period begins in January and students start work on their preparatory studies in response to the theme</p> <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the ESA theme</p> <p>Students complete all preparatory studies before the start of the period of sustained focus</p>	<p>Topic: Exam Theme</p> <p>Exam: Year 11 Exams: Set by exam board. 10 hours to complete a sustained piece.</p> <p>Component 1: Personal Portfolio projects (thematic response and mock exam assignment).</p> <p>Subject Skills</p> <p>Students to finalise unfinished work in light of feedback from teacher and their own experience of completing the Externally Set Assignment</p> <p>Learner Skills</p> <p>Students to select and present appropriate work for assessment of their Personal Portfolio</p> <p>External moderation window begins on 1 May</p>	
	<p>Rationale:</p> <p>Develop ideas through</p>	<p>Rationale:</p> <p>Develop ideas through</p>	<p>Rationale:</p> <p>Refine work by exploring</p>	<p>Rationale:</p> <p>The use of a range of</p>	<p>Rationale:</p> <p>Present a personal and meaningful response that realises</p>	

	<p>investigations, demonstrating critical understanding of sources</p>	<p>investigations, demonstrating critical understanding of sources</p>	<p>ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p>experimental imagery materials, tools and techniques such as analogue and digital photography, manual manipulation and digital and non-digital processes and outcomes.</p>	<p>intentions and, where appropriate, makes connections between visual and other elements</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 12 Teacher 2	<p>Topic: Internally Set Project – Critical and Contextual Understanding</p> <p>Subject Skills</p> <p>How the formal elements evoke responses in the viewer</p> <p>Various forms or presentation in fine art and the ways that audiences may respond to or interact with them</p> <p>Sustainable materials and production processes in the construction of work</p> <p>The potential of collaborative working methodologies in the creative process</p> <p>Learner Skills</p> <p>Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information</p>	<p>Topic: Development of ideas</p> <p>Subject Skills</p> <p>Characteristics of materials such as plasticity, opacity, translucence, malleability and transparency</p> <p>Properties of colour, such as hue, tint, saturation, tone and colour perception</p> <p>Materials such as graphite, wax crayon, oil pastel, soft pastel, aquarelle, charcoal, ink, chalk, conté crayon, gouache, watercolour, acrylic paint, oil paint, dyes and computer software</p> <p>Learner Skills</p> <p>Use knowledge and understanding of the work of others to develop and extend thinking and inform own work</p>	<p>Topic: Analysis of Existing Artist</p> <p>Subject Skills</p> <p>The use of a range of tools, such as artists’ brushes, decorators’ tools, knives, sponges, digital software, fingers, card squeegees, scrapers, sticks, found objects and natural forms</p> <p>The potential for exploring combinations of materials, such as combining drawn and painted elements, collage, found objects, including inert materials to add textures/impart meaning.</p> <p>Learner Skills</p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p>	<p>Topic: Experimentation</p> <p>Subject Skills</p> <p>Students should make links between investigation, drawing, design development, project management, technical and digital applications, final presentation and evaluation.</p> <p>There should be a continuous critical response to their own work, through methods such as an on-going learning log or blog, annotations and written explanations of technical and creative processes as well as notes about references and sources of</p> <p>Learner Skills</p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p>	<p>Topic: Essay</p> <p>Subject Skills</p> <p>A minimum 1000 words of continuous prose.</p> <p>These elements should be seen as integrally connected. Supporting studies may combine investigation and research for both the practical work and personal study, however, the personal study must be presented as a separate outcome.</p> <p>The practical work and personal study may be approached in any order, or progress simultaneously. in relation to the practical portfolio.</p> <p>This component offers teachers ample opportunities to structure programmes of study that encourage breadth and depth information.</p> <p>Learner Skills</p> <p>The purpose of the Personal Investigation is to develop a portfolio of practical work and a minimum 1000 words of continuous prose that shows critical understanding apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others’ evaluations</p>	<p>Topic: Final Outcome</p> <p>Subject Skills</p> <p>Learner Skills</p> <p>Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms</p>
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	<p>Rationale:</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating Analytical and critical understanding</p>	<p>Rationale:</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating Analytical and critical understanding.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>Rationale:</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p>	<p>Rationale:</p> <p>Explore and select appropriate resources, media, materials, Techniques and processes, reviewing and refining ideas as work develops</p>	<p>Rationale</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding:</p>	<p>Rationale:</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
<p>A LEVEL Subject AOs</p>	<p>AO1</p>	<p>AO2</p>	<p>AO3</p>	<p>AO4</p>	<p>AO5</p>	

A LEVEL Subject AOS	AO1	AO2	AO3	AO4	AO5
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 13 Teacher 1	<p>Topic: Personal Investigation</p> <p>Subject Skills Critical and Contextual understanding</p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p> <p>Learner Skills</p> <p>record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information</p>	<p>Topic: Contextual studies</p> <p>Subject Skills</p> <p>Use knowledge and understanding of the work of others to develop and extend thinking and inform own work.</p> <p>Learner Skills</p> <p>Students should make links between investigation, drawing, design development, project management, technical and digital applications, final presentation and evaluation. There should be a continuous critical response to their own work, through methods such as an on-going learning log or blog, annotations and written explanations of technical and creative processes as well as notes about references and sources of information.</p>		<p>Topic: Development of Ideas</p> <p>Subject Skills</p> <p>Students should make links between investigation, drawing, design development, project management, technical and digital applications, final presentation and evaluation.</p> <p>There should be a continuous critical response to their own work, through methods such as an on-going learning log or blog, annotations and written explanations of technical and creative processes as well as notes about references and sources of</p> <p>Learner Skills</p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p>	<p>Topic: Create a personal response.</p> <p>Subject Skills</p> <p>Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms</p> <p>Learner Skills</p> <p>apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations</p>
	<p>Rationale:</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p>	<p>Rationale:</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>		<p>Rationale:</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding:</p>	<p>Rationale</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>

