**Art Curriculum Progression Map Year 12 (A Level)**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
| **YEAR 12** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 5th September –21st October | 31st October– 21st December | 9th January – 10th February | 20th February- 31st March | 17thh April – 27th May | 5th June-21st July |
| **Weeks** | 7 Weeks | 7.5 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 Weeks |
| **Lessons** | 35 Lessons | 37 Lessons | 25 Lessons | 30 Lessons | 30 lessons | 35 lessons |
| **Inset** | 1st and 2nd September | | 6th January | | TBC | |
| **Unit Title** | **Personal study (Exploring Artists and Techniques and processes) Personal Study (Recording and developing ideas) Personal Study ( Producing a range of outcomes)** | | | | | |
| **Sequence** | * Students will start exploring a wide range of artists as their introduction to the A Level course and their Personal Study. Students will be encouraged to explore very different artists who cover a range of themes and use different materials, techniques and processes. * Students will produce research boards and sketchbook pages recording artists work, materials and processes used gaining an insight into their chosen artists work and what inspires them. * To support this, students will have set tasks to visit Galleries such as The Tate, Walker and any other Galleries /Studios to broaden their knowledge and understanding of artists further. Students will consolidate their learning in their sketchbooks, exploring ideas, techniques and processes. * From this initial starting point students will develop ideas from photographs they will take which have been inspired by their artist research. Students will experiment and produce potential ideas and outcomes and see what works well and what doesn’t. Students will start to gain confidence in taking inspiration from two or more artists when developing their ideas. * AP1 will be to produce an outcome inspired by the work studied and explored to date. * To support the development of ideas students will use Photoshop and relevant digital techniques to edit photographs in the style of their artists, designers and photographers. * From this students will start to make a Personal Response to their work and therefore start to move away from their initial artists. Students will be encouraged to think of what angle/theme they wish to explore for their Personal Study. * Students will be encouraged to adopt an Academic title for their study, rather than a word/phrase. This will be vital for students achieving the higher Grades. * Students will start to gather initial research for their theme to create a focus for their Personal Study/Investigation. | | * Students will start to research their theme chosen for their Personal Study in a broad sense. They will start to research words and images through collages, drawings, sketches and mind maps. * From their initial research, students will start to research relevant artists and photographers as well as any other relevant craftspeople or designers who can inspire and support the development of ideas. * Students will also do several Gallery Visits to gain further inspiration for their Personal Study. * Students will explore a selection of artists in depth on both mountboards and in their sketchbook. Annotations and analysis will allow students to develop their knowledge and understanding further. * From this research, students will take photographs and gather first hand observations through drawings and sketches to start the development of their own ideas. Students will take their own photographs as a starting point, taking inspiration from the artists, designers, photographers they have researched so far. The photographs taken, must also captures their Personal Study/theme (these look effective when they are taken in school with a DSLR camera). * Students use Photoshop to edit photographs in the style of their artist and produce developmental drawings and paintings in preparation for outcomes. * Students will annotate and write about their work as it progresses. * Outcomes will be produced throughout the creative journey/ process using materials, techniques and processes selected by the student. Students will explore a wide range of materials and techniques in their outcomes. * Students will now be starting to create a personal response throughout their Personal Study. Students will annotate and write about their work as it progresses. * Students will start to become more familiar with the Assessment objectives throughout this process. * Students will complete AP2 producing an outcome from their development to date. | | * Continuation of Personal Study. * Emphasis is on outcomes. * Students will start to plan their 1000-word essay. * Work is displayed, marked and moderated. | |
| **Key Building Blocks** | * Students Selecting relevant artists, photographers, craftspeople and designers. * Taking additional photographs. How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes) more advanced Photoshop and Photography skills. * Developing ideas and creating a Personal Response using a wide range of materials and techniques. * Developing ideas as preparation for producing a personal response. * Outcomes as Student’s work progresses using a wide range of materials and processes which relate to the theme. | | * Observational drawing of relevant images. * Formal elements of drawing (Line, tone, colour, pattern, texture) * How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes) * Developing ideas and responding to the theme/question. * Drawing materials and exploring different techniques and processes. * Producing a personal response. * Students will complete AP2 over 5 hours producing an outcome from their development to date. | | * Observational drawing of relevant images. * Formal elements of drawing (Line, tone, colour, pattern, texture) * How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes) * Developing ideas and responding to the theme/question. * Drawing materials and exploring different techniques and processes. * Producing a personal response. * Students will complete AP3 over 5 hours producing an outcome from their research and development to date. | |
| **Retrieval Practices** | * Applying drawing and painting techniques and processes with accuracy. * Photography techniques and processes in relation to the theme. * Exploring drawing, painting and photography materials and techniques skilfully. * Developing ideas effectively and creatively to produce a Personal Response. * Producing a Personal Response throughout the students Personal Investigation and Final Outcomes. | | * Working through the creative process using the assessment objectives as guidance. * Making reference to relevant artists in relation to the theme/personal study. * Selecting and using relevant materials, techniques and processes with accuracy and within context. * Exploring materials and techniques. * Responding to the work of others. * Annotating and analysing their work and the development of their ideas. * Producing a Personal Response. | | * Applying drawing/painting techniques and processes with accuracy. * Exploring materials and techniques. * Responding to the work of several artists, designers and photographers. * Producing a Personal Response. | |
| **Key Skills** | * Drawing, painting and photography techniques * Understanding the formal elements within art. * Exploring techniques and processes. * Using a DSLR to respond to the theme and collect and gather own images for development. * Photography and Photoshop and other digital techniques and processes. * Annotating and writing about their own work and the work of others. * Producing a Personal Response. | | * Drawing techniques * Understanding the formal elements within art. * Composition. * Stylisation. * Scale. * Structure. * Mark-making * Printmaking techniques. * Painting techniques and processes. * Digital working methods. * Drawing techniques. * Experimentation with colour and colour mixing. * Annotating their work and the work of others. * Students will draw together different knowledge, skills and understanding from initial engagement from their starting point through to their realisation of intentions with their outcomes | | * Drawing, painting and photography techniques * Understanding the formal elements within art. * Exploring techniques and processes. * Using a DSLR to respond to the theme and collect and gather own images for development. * Photography and Photoshop and other digital techniques and processes. * Annotating and writing about their own work and the work of others. * Producing a Personal Response. | |
| **Literacy** | Students develop literacy skills through their annotation of their work, research into relevant Artists, craftspeople and Photographers. Key vocabulary is used and highlighted on student Knowledge Organizers. Students will be using literacy skills throughout the developmental process. Students will develop critical understanding when annotating and writing about their work and producing 1000 word written assignment. | | Students will be analysing their work as it progresses through their annotations. This should help students realise their final intentions. Annotations should feature as an integral part of the A Level course which enables and supports students through the creative process. Students will develop critical understanding when annotating their work. | | Students develop literacy skills through their annotation of their work, research into relevant Artists. Key vocabulary is used and highlighted on student Knowledge Organizers. Students will be using literacy skills throughout the developmental process. Students will develop critical understanding when annotating their work. | |
| **Numeracy** | Cropping images  Rule of thirds  Using view Finders  Composition and Perspective  Proportion when using tone, mixing paint and blending colours. | | Composition  Structure  Proportion  Measuring  2D and 3D  Placement  Repetition | | Composition  Structure  Proportion  Measuring  2D and 3D  Placement  Repetition | |
| **Formative Assessment** | Self/Peer Assessment  Whole-class feedback  Individual personalised checklists  Tracking documents shared with students (when necessary)  A Level Assessment Objectives | | Self/Peer Assessment  Whole-class feedback  Individual personalised checklists  Tracking documents shared with students (when necessary)  A Level Assessment Objectives | | Self/Peer Assessment  Whole-class feedback  Individual personalised checklists  Tracking documents shared with students (when necessary)  A Level Assessment Objectives | |
| **Summative Assessment** | Preparation for AP1 through development boards and sketchbook research. AP1 will be to produce an outcome in five hours based on their current research for the mock exam. | | Preparation for AP2 through development boards and sketchbook research. AP1 will be to produce an outcome in five hours based on their current research for the mock exam. | | Moderation process following departmental marking which is submitted to EDUCAS | |
| **Social** | Students need to work as part of a team as a classroom community when sharing ideas in class, some of the artists studied explore social issues which broaden students’ knowledge of current affairs and issues. Students will also need to talk about and discuss their experiences and opinions. | | Students research themes and issues which are thought provoking and challenging. In order to see this on a local scale, students will be encouraged to visit local galleries and exhibitions. Students will also see how art plays an important part in the wider world. | | Students need to work as part of a team as a classroom community when sharing ideas in class, some of the artists studied explore social issues which broaden students’ knowledge of current affairs and issues. Students will also need to talk about their experiences and opinions. | |
| **Moral** | A Level exam questions often cover relevant and current social and moral issues. Students will become aware of these when they research relevant artists and art movements which portray these issues through their artwork and designs. | | Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them. | | Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them. | |
| **Spiritual** | Students get a sense of wonder and awe from exemplar work, as part of their journey in Art, students experience the ability to express themselves creatively. Students often like to research issues and artists which give them a spiritual outlet and enjoy finding quotes of positivity and spiritualism. | | Resilience and independence skills are developed when workload becomes a challenge to manage. Students can express themselves imaginatively through the AP2 task when producing a Personal Response. | | Resilience and independence skills are developed when workload becomes a challenge to manage. Students can express themselves imaginatively through the AP3 task when producing a Personal Response when developing their ideas. | |
| **Cultural** | Students research artists from different cultures and we also touch on how photography and art is perceived in other cultures and how this differs from our own culture. | | Students will be encouraged to visit the local community as inspiration for artwork, visit local galleries and exhibitions. Through this exploration students will understand the influences around them and the impact that it has on their art work. | | Students research artists from different cultures and we also touch on how photography and art is perceived in other cultures and how this differs from our own culture. | |
| **British Values** | Rule of Law: legal implications of taking photographs and painting controversial themes and issues.  Tolerance: becoming aware and tolerant of other cultures and social groups through art and photography.  Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art and photography. | | Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art photography. Taking a more active interest in art will students will understand the influences and values around them and the impact that it has on their art work. | | Rule of Law: legal implications of taking photographs and painting controversial issues.  Tolerance: becoming aware and tolerant of other cultures and social groups through art and photography.  Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art and photography. | |
| **Gatsby** | Working as a team, working to deadlines, sharing ideas, working to a brief with limits and constraints. Students will see the end result in their own exhibition at the end of year 13 and also see how art work is portrayed in museums and galleries. Develops enquiring minds. | | Responding to briefs, adhering to deadlines, developing tolerance and acceptance of others are all behaviour traits which will be required in the workplace. Students actively engage in the creative process which requires a solution. | | Working as a team, working to deadlines, sharing ideas, working to a brief with limits and constraints. Students will see the end result in their own exhibition at the end of year 13 and also see how art work is portrayed in museums and galleries. Students will be encouraged to take risks with their work and develop their independence, confidence and resilience. | |