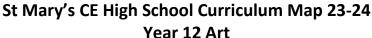
St Mary's CE High School Curriculum Map 23-24 Year 12 Art



The Art department aims to promote an awareness of the visual language as a means of communication. With this, students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
CONTENT	Students need	Students need	Students need	Students need	Students need	Students need
	opportunities to	opportunities to	opportunities to	opportunities to	opportunities to	opportunities to
Declarative	generate ideas and	generate ideas and	generate ideas and	generate ideas	generate ideas	generate ideas
Knowledge	research from	research from	research from	and research from	and research from	and research
- 'Know	primary and	primary and	primary and	primary and	primary and	from primary and
What'	contextual sources,	contextual sources,	contextual sources,	contextual	contextual	contextual
VVIIGE	record their	record their	record their	sources, record	sources, record	sources, record
	findings,	findings,	findings,	their findings,	their findings,	their findings,
	experiment with	experiment with	experiment with	experiment with	experiment with	experiment with
	media and	media and	media and	media and	media and	media and
	processes,	processes,	processes,	processes,	processes,	processes,
	and develop and	and develop and	and develop and	and develop and	and develop and	and develop and
	refine their ideas	refine their ideas	refine their ideas	refine their ideas	refine their ideas	refine their ideas
	towards producing	towards producing	towards producing	towards producing	towards producing	towards
	outcome(s). It is	outcome(s). It is	outcome(s). It is	outcome(s). It is	outcome(s). It is	producing
	essential	essential	essential	essential	essential	outcome(s). It is
	that students	that students	that students	that students	that students	essential
	review their	review their	review their	review their	review their	that students
	progress at	progress at	progress at	progress at	progress at	review their
	appropriate points	appropriate points	appropriate points	appropriate points	appropriate points	progress at
	in the development	in the development	in the development	in the	in the	appropriate
	of	of	of	development of	development of	points in the
	their work.	their work.	their work.	their work.	their work.	development of
	Each component	Each component	Each component	Each component	Each component	their work.
	aims to develop	aims to develop	aims to develop	aims to develop	aims to develop	





students' ability to	9
generate and	ç
develop ideas for	C
their practical work	t
and to build	ā
contextual	c
understanding,	ι
from either a	f
selfselected	S
or teacher-	c
negotiated focus.	r
Students will be	9
required to:	r
 develop ideas 	•
through sustained	t
and focused	ā
investigations	i
informed by	i
contextual and	C
other sources,	c
demonstrating	c
analytical and	ā
critical	C
understanding	ι
 explore and select 	•
appropriate	ā
resources, media,	r
materials,	r
techniques and	t
processes,	ŗ
reviewing and	r
refining ideas as	r
work develops	٧
record ideas,	•
observations and	C

insights relevant to

students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teachernegotiated focus. Students will be required to: develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops record ideas, observations and insights relevant to

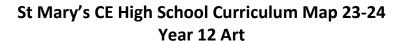
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insights relevant

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Each component aims to develop students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teachernegotiated focus. Students will be required to: develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding explore and select appropriate resources, media, materials, techniques and processes, reviewing and





intentions, reflecting critically on work and progress

 present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

For all titles, students should also:

- understand how ideas generate starting points for art and design practice and form an integral part of the creative process
- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas
 develop their
- develop their visual language to communicate ideas

intentions, reflecting critically on work and progress

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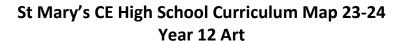
For all titles, students should also:

 understand how ideas generate starting points for art and design practice and form an integral part of the creative process understand how images and artefacts relate to ethical and political contexts undertake sustained development and

refining ideas as work develops • record ideas, observations and insights relevant to intentions, reflecting critically on work and progress • present a

- personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements .
- understand how ideas generate starting points for art and design practice and form an integral part of the creative process
 understand how images and artefacts relate to ethical and

political contexts





 demonstrate
skilful use of the
formal elements,
including line, tone
colour,
shape, pattern,
texture, form and
structure
record avidence

- record evidence of their progress, in an on-going critical and analytical review
- respond to a theme, stimulus or ideas
- make connections between their investigations and creative intentions
- realise intentions
- produce and present outcome(s).

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refinement of ideas

- develop their visual language to communicate ideas
- demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
- record evidence of their progress, in an on-going critical and analytical review
- respond to a theme, stimulus or ideas
- make connections between their investigations and creative intentions
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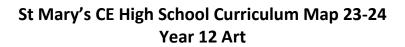
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- of their progress, in an on-going critical and analytical review respond to a
- theme, stimulus or ideas make
- connections between their investigations and creative intentions
- realise intentions
- produce and present outcome(s).





Skills	painting and	painting and	• painting and	• painting and	• painting and	• painting and
	drawing	drawing	drawing	drawing	drawing	drawing
Procedural	printmaking	printmaking	printmaking	 printmaking 	 printmaking 	 printmaking
Knowledge	• sculpture	• sculpture	• sculpture	• sculpture	• sculpture	• sculpture
	• lens-based image	• lens-based image	• lens-based image	• lens-based	• lens-based	• lens-based
– 'Know	making.	making.	making.	image making.	image making.	image making.
How'	Students will be	Students will be	Students will be	Students will be	Students will be	Students will be
	required to work in	required to work in	required to work in	required to work	required to work	required to work
	one or more of the	one or more of the	one or more of the	in one or more of	in one or more of	in one or more of
	disciplines to	disciplines to	disciplines to	the disciplines to	the disciplines to	the disciplines to
	communicate	communicate	communicate	communicate	communicate	communicate
	their ideas. By	their ideas. By	their ideas. By	their ideas. By	their ideas. By	their ideas. By
	working across	working across	working across	working across	working across	working across
	disciplines, they will	disciplines, they will	disciplines, they will	disciplines, they	disciplines, they	disciplines, they
	extend their	extend their	extend their	will extend their	will extend their	will extend their
	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
	the scope of fine	the scope of fine	the scope of fine			
	art; by focusing on	art; by focusing on	art; by focusing			
	one discipline, they	one discipline, they	one discipline, they	one discipline,	one discipline,	on one discipline,
	will gain a deeper	will gain a deeper	will gain a deeper	they will gain a	they will gain a	they will gain a
	understanding of	understanding of	understanding of	deeper	deeper	deeper
	specific processes	specific processes	specific processes	understanding of	understanding of	understanding of
	within fine art.	within fine art.	within fine art.	specific processes	specific processes	specific
				within fine art.	within fine art.	processes within
						fine art.
Key	How will I	How will I	How will I	How will I	How will I	How will I
Questions	develop ideas	develop ideas	develop ideas	develop ideas	develop ideas	develop ideas
	through	through	through	through	through	through
	sustained and	sustained and	sustained and	sustained and	sustained and	sustained and
	focused	focused	focused	focused	focused	focused
	investigations	investigations	investigations	investigations	investigations	investigations
	informed by	informed by	informed by	informed by	informed by	informed by
	contextual and	contextual and	contextual and	contextual and	contextual and	contextual
	other sources,	other sources,	other sources,	other sources,	other sources,	and other
	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating	sources,



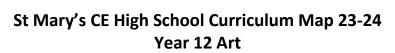


analytical and	analytical and	analytical and	analytical and	analytical and	demonstratin
critical	critical	critical	critical	critical	q
understanding?	understanding?	understanding?	understanding	understanding	analytical and
			?	?	critical
How will I	How will I	How will I			understandin
explore and	explore and	explore and	How will I	How will I	g?
select	select	select	explore and	explore and	
appropriate	appropriate	appropriate	select	select	How will I
resources,	resources,	resources,	appropriate	appropriate	explore and
media,	media,	media,	resources,	resources,	select
materials,	materials,	materials,	media,	media,	appropriate
techniques and	techniques and	techniques and	materials,	materials,	resources,
processes,	processes,	processes,	techniques and	techniques and	media,
reviewing and	reviewing and	reviewing and	processes,	processes,	materials,
refining ideas as	refining ideas as	refining ideas as	reviewing and	reviewing and	techniques
work develops?	work develops?	work develops?	refining ideas	refining ideas	and
			as	as	processes,
Have I recorded	Have I recorded	Have I recorded	work	work	reviewing and
ideas,	ideas,	ideas,	develops?	develops?	refining ideas
observations	observations	observations			as
and insights	and insights	and insights	Have I	Have I	work
relevant to	relevant to	relevant to	recorded ideas,	recorded ideas,	develops?
intentions,	intentions,	intentions,	observations	observations	
reflecting	reflecting	reflecting	and insights	and insights	Have I
critically on work	critically on	critically on	relevant to	relevant to	recorded
and progress?	work and	work and	intentions,	intentions,	ideas,
	progress?	progress?	reflecting	reflecting	observations
Have I			critically on	critically on	and insights
presented a	Have I	Have I	work and	work and	relevant to
personal and	presented a	presented a	progress?	progress?	intentions,
meaningful	personal and	personal and			reflecting
response that	meaningful	meaningful	Have I	Have I	critically on
realises	response that	response that	presented a	presented a	work and
intentions and,	realises	realises	personal and	personal and	progress?
where	intentions and,	intentions and,	meaningful	meaningful	
appropriate,	where	where			



St Mary's CE High School Curriculum Map 23-24 Year 12 Art

	makes connections between visual and other elements?	appropriate, makes connections between visual and other elements?	appropriate, makes connections between visual and other elements?	response that realises intentions and, where appropriate, makes connections between visual and other elements?	response that realises intentions and, where appropriate, makes connections between visual and other elements?	Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?
Assessment	Weekly 1-2-1 yellow sticker feedback Skills and Processes	Weekly 1-2-1 yellow sticker feedback	Weekly 1-2-1 yellow sticker feedback	Weekly 1-2-1 yellow sticker feedback	Weekly 1-2-1 yellow sticker feedback	Weekly 1-2-1 yellow sticker feedback
	project assessment Concluding piece of work assessment	Concluding piece of work – larger scale	Mock Exam Concluding piece of work	Concluding piece of work	Concluding piece of work	Concluding piece of work assessment
		Mixed Media piece		Writing piece – 1000+		Component 1
Extended Learning /Extension Activitie	Art Inve More ir Explorii	 Art project estigation – extra credit n depth pieces of work on ng more complicated med and Exhibition visits	•			





Museums and Galleries	Tate Britain http://www.tate.org.uk/visit/tate-britain			
	Tate Modern http://www.tate.org.uk/visit/tate-modern			
	 The National Gallery http://www.nationalgallery.org.uk/ 			
	 The National Portrait Gallery http://www.npg.org.uk/ 			
	 The Victoria and Albert Museum http://www.vam.ac.uk/ 			
	 The British Museum http://www.britishmuseum.org/ 			
	The Design Museum http://designmuseum.org/			
	The Natural History Museum http://www.nhm.ac.uk/			
	The Science Museum http://www.sciencemuseum.org.uk/			
	 The Wallace Collection http://www.wallacecollection.org/ 			
The super curriculum	There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities.			
	Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.			
	Visits to galleries allow students to experience real life artwork; observing and connecting with the artists' messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual.			
	 language. Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them. 			



St Mary's CE High School Curriculum Map 23-24 Year 12 Art

• Students are expected to keep an A5 art journal to document their own connection to the visual art world around them – this will feed into their own projects of work.