



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 <i>Declarative Knowledge</i> – ‘Know What’	Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop	Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop	Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop	Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop	Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop	Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop



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	<p>students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher-negotiated focus. Students will be required to:</p> <ul style="list-style-type: none"> • 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 	<p>students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher-negotiated focus. Students will be required to:</p> <ul style="list-style-type: none"> • 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 	<p>students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher-negotiated focus. Students will be required to:</p> <ul style="list-style-type: none"> • 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 	<p>students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher-negotiated focus. Students will be required to:</p> <ul style="list-style-type: none"> • 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 	<p>students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher-negotiated focus. Students will be required to:</p> <ul style="list-style-type: none"> • 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 	<p>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 teacher-negotiated focus. Students will be required to:</p> <ul style="list-style-type: none"> • 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
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<p>intentions, reflecting critically on work and progress</p> <ul style="list-style-type: none"> • present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements . <p>For all titles, students should also:</p> <ul style="list-style-type: none"> • 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 visual language to communicate ideas 	<p>intentions, reflecting critically on work and progress</p> <ul style="list-style-type: none"> • present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements . <p>For all titles, students should also:</p> <ul style="list-style-type: none"> • 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 visual language to communicate ideas 	<p>intentions, reflecting critically on work and progress</p> <ul style="list-style-type: none"> • present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements . <p>For all titles, students should also:</p> <ul style="list-style-type: none"> • 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 visual language to communicate ideas 	<p>to intentions, reflecting critically on work and progress</p> <ul style="list-style-type: none"> • present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements . <p>For all titles, students should also:</p> <ul style="list-style-type: none"> • 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 	<p>to intentions, reflecting critically on work and progress</p> <ul style="list-style-type: none"> • present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements . <p>For all titles, students should also:</p> <ul style="list-style-type: none"> • 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 	<p>refining ideas as work develops</p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • 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 • realise intentions • produce and present outcome(s). 	<ul style="list-style-type: none"> • 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 • realise intentions • produce and present outcome(s). 	<ul style="list-style-type: none"> • 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 • realise intentions • produce and present outcome(s). 	<p>refinement of ideas</p> <ul style="list-style-type: none"> • 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 • realise intentions • produce and present outcome(s). 	<p>refinement of ideas</p> <ul style="list-style-type: none"> • 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 • realise intentions • produce and present outcome(s). 	<ul style="list-style-type: none"> • undertake sustained development and 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 • realise intentions • produce and present outcome(s).
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	<p>analytical and critical understanding?</p> <p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate,</p>	<p>analytical and critical understanding?</p> <p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where</p>	<p>analytical and critical understanding?</p> <p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where</p>	<p>analytical and critical understanding ?</p> <p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful</p>	<p>analytical and critical understanding ?</p> <p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful</p>	<p>demonstrating analytical and critical understanding?</p> <p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p>
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	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 project assessment Concluding piece of work assessment	Weekly 1-2-1 yellow sticker feedback Concluding piece of work – larger scale Mixed Media piece	Weekly 1-2-1 yellow sticker feedback Mock Exam Concluding piece of work	Weekly 1-2-1 yellow sticker feedback Concluding piece of work Writing piece – 1000+	Weekly 1-2-1 yellow sticker feedback Concluding piece of work	Weekly 1-2-1 yellow sticker feedback Concluding piece of work assessment Component 1
Extended Learning /Extension Activities	<ul style="list-style-type: none"> • Digital Art project • Art Investigation – extra credit • More in depth pieces of work on a larger scale • Exploring more complicated media • Gallery and Exhibition visits 					



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Museums and Galleries	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.



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- 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.