ART
2026 – 2027



THE GRANGE SCHOOL

Art – Year 7

Key Learning Objectives	**Making** – to try out and develop new art skills. To develop confidence and skills when making art. To understand different ways of making art. **Investigating** – to develop ideas for art in different ways and for different types of art. To use a sketchbook to document ideas and experiments to a good standard. To understand how to research independently and select relevant information to improve skills and artwork. **Knowledge** – to learn about artists and how they make art. To develop the use of art vocabulary to express personal opinions and give reasons using key words. **Experimenting** – to explore different styles and media in art. To experiment with different processes and techniques and identify what suits individual learning styles.
Curriculum Content:	
Autumn Term 1st Half	**<u>Introduction to Art – Formal Elements and Fish/Sea Project</u>** **Making** - learners will develop their observational drawing skills and review and develop their prior knowledge of the formal elements to create a range of studies of fish and imagery related to the Sea. **Investigating -** learners will develop their skills in researching a range of imagery that can be used to develop their own ideas. They will learn how to present their sketchbook to show their work clearly. **Knowledge -** learners will study the work of Vincent Scarpace and/or Peter Clark to develop their knowledge of how-to analysis the work of others. **Experimenting -** learners will experiment with and develop their skills in observational drawing and practice using techniques such as tonal shading and mark making effectively.
Autumn Term 2nd Half	**<u>Fish Project</u>** **Making -** learners will begin to explore colour and develop their making skills using collage techniques to create their own artworks. **Investigating -** learners will use their research work to develop their own designs for a collage of found and made papers/patterns. They will use the opinions of others and their own judgements to select their best ideas to develop further. **Knowledge -** learners will further develop their knowledge and art vocabulary when discussing the work of artists. They will look at the work of Peter Clark and /or Clare Youngs in detail to understand how and why different artist's work. **Experimenting -** learners will develop confidence in using collage techniques and developing their making skills in different art disciplines. They will work in a graphic / illustrative style to create an outcome that is in the style of an artist.
Spring Term 1st Half	**<u>Fish Project</u>** **Making -** learners will develop their making skills through other art forms such as printmaking and /or ceramics. **Investigating -** learners will plan and create a range of ideas and possible outcomes in response to the artists they have looked at. **Knowledge** - learners will understand how to evaluate their work and the work of their peers to identify strengths and areas for development. **Experimenting -** learners will develop their practical skills through exploring and documenting printmaking and/or ceramic techniques and processes.
Spring Term 2Nd Half	**<u>Still Life - Observational Drawing and Recording</u>** **Making -** learners will further develop skills / knowledge of observational drawing focusing on natural forms helping learners observe and reflect upon what they see. Learners will learn to draw with increasing accuracy in a range of media. **Investigating** – learners will continue to develop their practical skills with media such as watercolour paints, oil pastels, coloured pencils and/or marker pens. **Knowledge -** learners will look at artists that have explored the theme of still life through natural forms such as plants, flowers and/or fruit and how they have represented this theme. Building on prior learning and knowledge of analysing artwork. **Experimenting –** learners will experiment with new processes and techniques that can be applied to media such as watercolour paints, oil pastels and/or marker pens.

Summer Term 1st Half	**Still Life - Observational Drawing and Recording** **Making -** learners continue to develop skills and knowledge of observational drawing to explore further accuracy. They will build to explore other still life forms such as objects with a range of textures and surfaces to understand how these are represented visually. **Investigating** – learners will continue to develop their practical skills with media such as watercolour paints, oil pastels, coloured pencils and/or marker pens. **Knowledge - l**earners will look at artists that have explored still life forms such as objects with a range of textures and surfaces to understand how they have interpreted this theme. Building on prior learning and knowledge of analysing artwork. **Experimenting -** learners will experiment with new processes and techniques that can be applied to media such as watercolour paints, oil pastels and/or marker pens.
Summer Term 2nd Half	**Still Life - Observational Drawing and Recording** **Making –** learners will create a response to the work of the artists they have analysed and researched using similar styles and techniques. **Investigating --** learners will plan and create a range of ideas and possible outcomes in response to the artists they have looked at. **Knowledge –** learners will make short written notes to explain why they chose certain things, explain what and why these aspects influenced them. **Experimenting**- learners will explore different styles and approaches to making art. Leaners will begin to identify which suit their learning style best.
Assessments	Students' work is assessed throughout the year using written and verbal feedback from teachers and self/peer assessment to review and assess their progress. Students are given termly skills assessments and end of project summative assessments that link to the Key Stage 3 Progress Objectives Grids. All Key Stage 3 students will have the Progress Objectives grid and a Sketchbook Guidance sheet in their books for reference.
Homework Structure	Homework is set once a half-term and it is expected that students spend approximately two hours on homework to ensure quality work is submitted. Homework is linked to the project of study during the term it is set in and have extension tasks to stretch and challenge learners.
School-based enrichment opportunities	Key Stage 3 Art clubs will run throughout the year after school. These will focus on a variety of skills, processes and techniques aimed to help students further develop their creative skills outside of lessons.
Resources available for home-based study	Key Stage 3 Art and Design - BBC Teach Google Arts & Culture Explore virtual galleries and look at high quality images of works of Art. Tate Kids Curriculum - Curriculum (continuityoak.org.uk) – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school.

Art – Year 8

Key Learning Objectives	**Making** – to show an improved level of skill when making art and become more certain of what works well and is successful. To develop confidence in solving more complex art problems independently and make confident choices about which style of working suits ability and/or is the most suitable for the activity. **Investigating** – develop your imagination skills and your ability to record your ideas and thoughts in different ways. Present your ideas, rough art workings and investigations in the most effective manner. Develop increasingly complex ideas to invent, to imagine, to record ideas, for design, to express your thoughts, and show your opinions. **Knowledge** – to Learn about the meanings and techniques of art, learning art language to describe your thoughts and opinions of it. Discover and learn the techniques artists' use, the ways they interpret their subject, and how they show meaning so that you can improve the way you make art. **Experimenting** – discover different approaches to making art, learn new skills, try new things, and make positive efforts to explore unknown ways of working. To use feedback, other's opinions, and assessment to help you become a more confident artist.
Curriculum Content:	
Autumn Term 1st Half	**Architecture Project** **Making** - learners will develop observational drawing techniques to record a range of architectural features and facades. Learners will develop their skills and knowledge of how to represent a range of tones and textures visually. **Investigating -** learners will develop their research skills to find a range of imagery that will help with developing their own ideas. Learners will start to develop their own style in how to present their sketchbook to show their work clearly. **Knowledge -** learners will continue to build on prior knowledge of art vocabulary and key words to help them analyse their work and artists' work using writing and oracy skills. Learners will compare a range of processes and techniques used by artists/designers to help them to develop their own outcomes. **Experimenting -** learners will explore the styles of artists/designers and work in the style of them using similar or like for like media and techniques.
Autumn Term 2nd Half	**Architecture Project** **Making** - learners will record from secondary resources to develop studies using a range of dry and wet media including pen & wash, watercolour and mixed media. **Investigating -** learners annotate their practical, explaining what they are doing, and how it links with artists. Learners will also research other artists and designers that have used architecture as a theme or is an integral part of their art practice. **Knowledge -** learners will learn how to analyse artwork with real life meanings and subject matters of artists who use the theme of architecture to express messages and/or create art for a specific purpose work using writing and oracy skills. **Experimenting -** learners will investigate a range of techniques linked to architectural imagery used by contemporary and non-contemporary artists and designers.
Spring Term 1st Half	**Architecture Project** **Making** - learners will make an outcome that will draw upon all observations and research explored so far. **Investigating -** learners will use their research and their past investigations to plan and create a painting or mixed media outcome in response to the artists they have looked at. **Knowledge -** learners will use their knowledge of the artists they have written analysis on and compared the styles of to apply their own interpretations to their own outcomes work using writing and oracy skills. **Experimenting –** learners will select from a range of techniques and process using media from their investigations and tests from previous lessons to create final composition.

Spring Term 2nd Half	**<u>Surrealism – Ordinary/Extraordinary Project</u>** **Making** – learners will record from direct observation, and/or from secondary resources and create a range of photographic collages. **Investigating -** learners will collect a range of imagery and some will take their own photos to use within their project. **Knowledge -** learners will be introduced to a range of surrealist artists to understand the messages and meanings around the art movement of Surrealism work using writing and oracy skills. **Experimenting –** learners will experiment with collage techniques and/or drawing and painting techniques to explore composition and shape and form.
Summer Term 1st Half	**<u>Surrealism – Ordinary/Extraordinary Project</u>** **Making** - learners will develop their skills in being able to record accurately, using a range of materials with focus on the formal elements. **Investigating -** learners will investigate a range of techniques linked to the formal elements. **Knowledge -** learners will look in detail at work of artists, both historical and contemporary, and be able to analyse and critique their work using writing and oracy skills. **Experimenting –** learners will develop their skills in using media and techniques.
Summer Term 2nd Half	**<u>Surrealism – Ordinary/Extraordinary Project</u>** **Making** - learners will develop their making skills to produce an outcome that will demonstrate increasing skills and accuracy. **Investigating -** learners will investigate the styles of artwork they intend to make for their outcomes using a range of materials. Learners annotate their practical work explaining what they are doing, why, and how it links with artists. **Knowledge -** learners will identify and apply aspects of the artists' work studied within the project in their outcomes. **Experimenting –** learners will make confident choices through evaluating their experiments with media to select processes and techniques that suit their learning style.
Assessments	Students' work is assessed throughout the year using written and verbal feedback from teachers and self/peer assessment to review and assess their progress. Students are given termly skills assessments and end of project summative assessments that link to the Key Stage 3 Progress Objectives Grids. All Key Stage 3 students will have the Progress Objectives grid and a Sketchbook Guidance sheet in their books for reference.
Homework Structure	Homework is set once a half-term and it is expected that students spend approximately two hours on homework to ensure quality work is submitted. Homework is linked to the project of study during the term it is set in and have extension tasks to stretch and challenge learners.
School-based enrichment opportunities	Key Stage 3 Art clubs will run throughout the year after school. These will focus on a variety of skills, processes and techniques aimed to help students further develop their creative skills outside of lessons.
Resources available for home-based study	<u>KS3 Art and Design - BBC Teach</u> <u>Google Arts & Culture</u> Explore virtual galleries and look at high quality images of works of Art. <u>Tate Kids</u> <u>Curriculum - Curriculum (continuityoak.org.uk)</u> – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school.

Art – Year 9

Key Learning Objectives	**Making –** to develop and improve skills when making art. To understand and work with the creative process, overcoming struggles and mistakes, working with instincts to explore and adapt art materials and processes. **Investigating –** to become more familiar with exploring and experimenting with art materials to find the best solutions to art intentions. To use a sketchbook to show planning for art activities, show confident, well-presented evidence of your ideas and become confident at using more complex meanings and messages when developing ideas for art. To be able to research information that is relevant to art themes and select the most appropriate parts of this to improve own artwork. **Knowledge –** to become more familiar with the meanings and techniques artists use, developing a more confident art language to describe thoughts and opinions of it. To be aware of and understand a wide range of art and cultural development from across time and from other cultures. **Experimenting –** to understand that the choice of materials or processes affects how outcomes look. To use clear and concise annotation justify creative decisions in ways that do not simply say what is obvious.
Curriculum Content:	
Autumn Term 1st Half	**<u>Portraiture Project</u>** **Making** - learners will develop observational drawing techniques to record a range of face features and techniques in showing accurate proportions of the face. Learners will develop their skills and knowledge of how to represent a range of tones and textures visually. **Investigating -** learners will develop their research skills further to find a range of imagery that will help with developing their own ideas. Learners will further develop their own style in how to present their sketchbook to show their work clearly. **Knowledge –** learners start to show confident use of prior knowledge of art vocabulary and key words to help them analyse the work of artists using written and oracy skills. Learners will compare a range of processes and techniques used by artists/designers to help them to develop their own outcomes. **Experimenting -** learners will explore the styles of artists/designers and work in the style of them using similar or like for like media and techniques.
Autumn Term 2nd Half	**<u>Portraiture Project</u>** **Making** - learners will record from secondary resources to develop studies using a range of dry and wet media including Pen/Ink, watercolour and mixed media to develop skills and techniques. **Investigating –** learners will annotate their practical, explaining what they are doing, and how it links with artists. Learners will also research other artists and designers that have used portraiture as a theme or is an integral part of their art practice. **Knowledge -** learners will become more familiar with the meanings and techniques artists use, developing a more confident art language to describe their thoughts and opinions of it. **Experimenting -** learners will investigate a range of techniques linked to portraiture used by contemporary and non-contemporary artists and illustrators.
Spring Term 1st Half	**<u>Portraiture Project</u>** **Making** - learners will make an outcome that will draw upon all observations and research explored so far and learn to make art as longer, planned projects. **Investigating -** learners will use their research and their past investigations to plan and create a painting or mixed media outcome in response to the artists they have looked at. They will learn to use evaluation to adapt and alter their work as the process evolves. **Knowledge -** learners will use their knowledge of the artists they have written analysis on and compared the styles of to apply their own interpretations to their own outcomes work using writing and oracy skills. **Experimenting –** learners will select from a range of techniques and process using media from their investigations and tests from previous lessons to create final composition

Spring Term 2nd Half	**<u>Pop Art inspired Project</u>** **Making -** learners will record from direct observation, and/or from secondary resources on a range of pop art inspired themes such as food/packaging and or objects. **Investigating -** learners will investigate the themes and concepts behind Pop Art through their own research and develop their presentation skills within their sketchbooks. **Knowledge -** learners will Be aware of and understand a wide range of art and cultural development from across time and cultures. **Experimenting -** become more familiar with exploring and experimenting with a wider range of art materials to find the most effective solutions to their goals.
Summer Term 1st Half	**<u>Pop Art inspired Project</u>** **Making** - learners will record from secondary resources to develop studies from a choice of dry and wet media such as, watercolour/ acrylic paint, printing techniques and mixed media to develop skills and techniques in creating outcomes. **Investigating** - learners will investigate a range of techniques linked to the formal elements. They will use their research skills to look further into the art movement of Pop Art to better understand the meanings and messages. **Knowledge** - learners will become more familiar with the meanings and techniques artists use within the art movement of Pop Art **Experimenting** - learners will experiment with collage techniques and/or drawing and painting techniques to explore composition and shape and form.
Summer Term 2nd Half	**<u>Pop Art inspired Project</u>** **Making** - learners will develop their making skills to produce an outcome that will demonstrate increasing skills and accuracy. They will develop skills in making an outcome in 2D and/or 3D forms. **Investigating** - learners will investigate the styles of artwork they intend to make for their outcomes using a range of materials. Learners annotate their practical work explaining what they are doing, why, and how it links with artists. They will produce increasingly personal and skillful ideas for art in different ways. **Knowledge** - show evidence of being able to improve your own personal skills by identifying and studying the way artists made their art to improve their own techniques. They will identify and apply selected aspects of the artist's work studied within the project in their outcomes. **Experimenting** - learners will make confident choices through evaluating their experiments with media to select processes and techniques that suit their learning style. They will understand that the choice of materials or processes affects how the outcomes look.
Assessments	Student's work is assessed throughout the year using written and verbal feedback from teachers and self/peer assessment to review and assess their progress. Students are given termly skills assessments and end of project summative assessments that link to the Key Stage 3 Progress Objectives Grids. All Key Stage 3 students will have the Progress Objectives grid and a Sketchbook Guidance sheet in their books for reference.
Homework Structure	Homework is set once a half-term and it is expected that students spend approximately two hours on homework to ensure quality work is submitted. Homework is linked to the project of study during the term it is set in and have extension tasks to stretch and challenge learners.
School-based enrichment opportunities	Key Stage 3 Art clubs will run throughout the year afterschool. These will focus on a variety of skills, processes and techniques aimed to help students further develop their creative skills outside of lessons.

Art, Craft and Design (GCSE)

Course Details	**Exam Board: AQA** **Level: GCSE – Art, Craft and Design** **Component 1 – Personal Portfolio** **60% of the qualification** **Component 2 – Externally Set Assignment** **40% of the qualification**
Key Learning Objectives	**Develop and explore ideas.** **Research primary and contextual sources.** **Experiment with media, materials, techniques and processes.** **Present personal responses to design themes.**
Curriculum Content – Year 10 Foundation studies skill building	
	Skill building - Theme One - Natural forms September – December **Skill building - Theme Two** – Toys and Play January – Easter **Component 1** The Built Environment Easter – December Students will investigate and experiment with a variety of materials and techniques to expand their skill set, such as drawing, printing, painting, and photography. Students will develop their analytical skill and critical understanding of artists and designers. Developing their ideas and generating work which is relevant and reflects their interests. Student outcomes will demonstrate personal preferences, thoughts, and feelings, or simply observe and record people and places, buildings in new and unique ways. Students will become more familiar with the assessment objectives and the requirements of fulfilling each objective to achieve and exceed their expected grades. **END OF EASTER TERM** **Year 10 MOCK EXAM – April 5 hours** Students will resolve ideas in a 2d format which demonstrates influences from their investigation. **<u>This unit will count towards the end of year assessment grade.</u>**
Easter - July	**Component 1: <u>An investigation into the Built Environment.</u>** Students investigate their built environment to develop a personal theme. They research, analyse, and respond to the work of relevant artists, designers, and craftspeople. This process develops in-depth independent research and analytical skills, preparing students for their personal examination project. The initial, student-led investigation forms the foundation for creating a personal response that demonstrates clear influences from their chosen artists and designers.

Curriculum Content – Year 11	
September – December	**Component 1: <u>Personal Theme – The Built Environment</u>** The focus of this unit is to develop an independent and personalised portfolio of work with teacher support. Students will review their Built Environment work completed so far and set targets to extend ideas and the quality of coursework. Students will complete a series of observational drawings and prints. Students will research, analyse, and respond to the work of Artists, Designers, and Craftspeople. They will experiment with and use a range of artistic techniques and processes to create their own responses. Essential for students to understand the importance of portfolio preparation, presentation skills and working to the final deadline. **Final pieces developed in November.**
Year 11 Art Exam January to May	**<u>January Deadline for ALL coursework to be completed</u>**. This is then marked, and feedback given back to students. **Early January Exam Papers handed out to students.** Students develop a project for the ESA (Externally Set Assignment). Students will receive support; however, it is important for students to develop an independent outcome in response to a provided theme. In the 10 weeks run up to the two-day exam, students will work independently, to produce work using a range of media, techniques, and process. Students will plan an outcome in response to their project for the ESA. Students will then produce an outcome in their two-day (10hour) exam. **April 10-hour exam** Students will develop work which resolves their ideas. It could be 2D/OR 3D and the work can be a series of pieces or one larger artwork. **Deadline for all work by end of April – Specific dates are subject to change each academic year.**
Assessments	**60% Coursework (all work in lessons and for homework goes towards the final grade)** **40% Exam work (including preparation work before the exam)** 10 hrs practical exam. 2 x 5-hour days. Dates are subject to change depending on formal exam dates and examination windows for other subjects. Exam papers for the Externally Set Assignment are released at the start of the second term in January of Year 11.
Homework / independent study	Students should work outside of lessons on their coursework and exam work. The suggested time is minimum of 2 hours a week to complete set tasks, however students aiming for aspirational grades are encouraged to stretch themselves further in order to demonstrate quality and quantity of work.
School-based enrichment opportunities	Artist days and trips potentially planned - subject to projects. Y10 September the Royal Botanical Gardens, Kew, London. Y10 February/March Pitt Rivers and Natural History, Oxford. Y11 February the Victoria and Albert Museum, London. **Course work afterschool sessions are available from all members of staff (please check via Teams and Satchel One for specific days offered**

Books suggested for independent/ wider reading	• The Story of Art - Phaidon • The Story of Modern Art - Phaidon • The Twentieth Century Art book – Phaidon • The Art Book – Phaidon • Styles, Schools and Movements - Thames & Hudson • Art Today – Phaidon • Art Now – Taschen • Creative paint workshop for mixed media artists - Ann Baldwin • Artists' journals and sketchbooks - Lynne Perella • The decorated journal (creating expressive journal pages) - Gwen Diehn • Extraordinary sketchbooks - Jane Stobart **Galleries and Museums** • Modern Art Oxford • The Ashmolean Museum Oxford • Ovada Gallery Oxford • The Old Fire Station Oxford • Pitt Rivers Museum Oxford • Natural History Museum Oxford • The Tate Modern London • The Tate Britain London • The National Portrait Gallery London • The Royal Academy of Arts London • The British Museum London • The Courtauld Gallery London • The Hayward London • The Saatchi Gallery London • The White Cube Gallery London • The V&A Museum London • The National Gallery London
Resources available for home-based study	studentartguide.com BBC Bitesize GCSE Art and Design Google Arts & Culture Explore virtual galleries and look at high quality images of works of Art. Tate Kids Curriculum - Curriculum (continuityoak.org.uk) – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school. Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork. Regular continuation of portfolio work encouraged at home.

A-Level Art and Design

Course Details	**Exam Board: AQA** **Level: GCE – Art, Craft and Design** **Unit 1 – Personal Investigation** **Component 1** **60% of the qualification** **Unit 2 – Externally Set Assignment** **Component 2** **40% of the qualification**
Key Learning Objectives	Demonstrate knowledge and understanding of: • relevant materials, processes, technologies and resources • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles and traditions. • a working vocabulary and specialist terminology Develop the skills to: • record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select, and organise visual and other appropriate information. • explore relevant resources; analyse, discuss, and evaluate images, objects, and artefacts; and make and record independent judgements. • use knowledge and understanding of the work of others to develop and extend thinking and inform own work. • generate and explore potential lines of enquiry using appropriate media and techniques. • apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations. • organise, select, and communicate ideas, solutions and responses and present them in a range of visual, tactile and/or sensory forms.
Curriculum Content – Year 12	
Sept - December	**Term 1 Inside / Outside** Students experiment in workshops to extend their skills across a range of processes, techniques and materials. Students will be given the opportunity to select an area of interest or theme of their choice. They will then create a series of outcomes through 'workshop style' units that they will need to produce prep work in the form of a sketchbook or mounted sheets that meets the following assessment objectives. **AO1** • Development of ideas that are informed by investigative contextual study of historical and contemporary art, craft and design and other sources relevant to the selected area of study. • Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. • Analytical skill and critical and contextual understanding in appraising, comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in formative and summative evaluation of personal outcomes. **AO2** • Selection of, and purposeful experimentation with, a sufficient and appropriate breadth of media and processes, mixed media and combinations of media, exercising suitable control of

	these to maximise creative potential, showing evidence of appropriate depth and breadth of study. • Exploration of stimulating resources and rich visual and tactile sources to initiate and develop innovative ideas, with due regard to relevant formal elements, particularly composition. Clear relationships should be established between working methods and outcomes. Each significant step in the creative process should be documented, with due regard given to the penultimate stage of development so that final outcomes do not suddenly appear. • Discrimination shown in reviewing and refining ideas as work progresses. Skilful control exercised in attending to detail, such as re-constructing parts of three-dimensional craft pieces, to produce well resolved outcomes of quality. **AO3** • Gathering, selecting, organising and communicating relevant information in undertaking research into visual and other sources of reference, showing personal interests and judgements. Due attention given to selecting appropriate sources of enquiry and rigorously analysing these to extract informative detail. • Recording, by drawing and other suitable means, such as colour, tonal and textural notes, photographs and annotation in sketchbooks and on study sheets, ideas, observations and insights that are in line with personal intentions. • Critical reflection on progression of work in order to effectively review what has been learned, acquire deeper understanding and clarify purposes and meanings. **AO4** • Presentation of truly personal, imaginative final outcomes that, together with selective evidence of the processes by which they were produced, effectively realise stated intentions. • Explicit connections made, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well informed and in an order which can be easily followed. • Consideration of different presentational formats and selection of the most appropriate of these for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience, such as a display of an art, a craft and a design outcome developed from a common theme, accompanied by a screen-based programme of visuals and text. Students will explore practical and critical/contextual work through a range of 2D and/or 3D processes and media including the following units. • <u>Ceramics – including tiles, vessels and glazing/oxide techniques.</u> • <u>Printmaking – including block (lino), collagraph, drypoint etching.</u> • <u>Painting and drawing & mixed media, including collage and assemblage.</u> Digital based media experiments will be explored as part of all the above to allow learners the option to eventually specialise in this media for the second part of the Personal Investigation. **<u>This will count towards the end of year assessment grade.</u>**
Jan – April **Summer term**	**Term 2 Directed Investigation: Elements/People and Places/Close-up/Still Life** Students will develop a theme, however they will from this point be able to explore techniques and contextual links that they find most relevant to their interests in more depth. During this time students will undergo individual tutorials, plan and experiment for outcomes and demonstrate connections between artists and designers, materials, processes and techniques. Students are expected to understand how to develop ideas, outcomes, and practical skills independently and with confidence to be able to meet the four Assessment Objectives. **Term 3 Component 1.**

April - July	**Personal Investigation: Elements/People and Places** Students work independently to develop a line of enquiry. This investigation continues through to December in year 13 and is supported by mock exams.
	Year 12 MOCK EXAM - Towards the end of the autumn term of year 13 • Students will plan, design and resolve their ideas in work in 2D /3D materials. This demonstrates influences from their chosen artists and incorporates their research and observational work from previous studies in their project.
Curriculum Content – Year 13	
Autumn Term September – December	**Term 1** **Component 1.** **Continuation of Personal Investigation; Elements/People and Places** • Students will have the opportunity to develop larger scale outcomes to further support their investigations. • Essential for students to understand the importance of portfolio preparation, presentation skills and working to the final deadline. • 1000 - 3000 word essay research paper on an artist or art movement of choice.
Year 13 Art Exam (February Half Term Onwards)	**January Deadline for ALL coursework to be completed**. This is then marked, and feedback provided to students. **Early February Exam Papers handed out to students.** • Students must develop a project for the ESA (Externally Set Assignment) • Students will receive support; however, it is important for students to develop an independent outcome in response to a provided theme. In the 8 – 10 weeks run up to the two-day exam, students will work independently, to produce work using a variety of artistic media, techniques, and process. • Students will plan an outcome in response to their project for the ESA. • Students will then produce an outcome in their three-day (15hour) exam. **April – 15-hour exam.** • Students will develop an outcome during this time. It could be 2D/OR 3D and the work can be a series of pieces or one larger artwork. **Deadline for all work by end of April – Specific dates are subject to change each academic year.**
Assessments	**60% Coursework - all work in lessons and for homework goes towards the final grade.** **40% Exam work - including preparation work before the exam.** 15 hrs practical exam. 3 x 5-hour days. Dates are subject to change depending on formal exam dates and examination windows for other subjects. Exam papers for the Externally set assignment are released at the start of the second term in February of Year 13.
Homework / independent study	Students should work outside of lessons on their coursework and exam work. The suggested time is minimum of 3-4 hours a week to complete set tasks, however students aiming for aspirational grades are encouraged to stretch themselves further in order to demonstrate quality and quantity of work.

School-based enrichment opportunities	Artist days and trips potentially planned - subject to projects. Catch up/afterschool sessions are available from all members of staff (please check via Teams and Satchel One for specific days offered)
Books suggested for independent/ wider reading	• The Story of Art - Phaidon • The Story of Modern Art - Phaidon • The Twentieth Century Art book – Phaidon • The Art Book – Phaidon • Styles, Schools and Movements - Thames & Hudson • Art Today – Phaidon • Art Now – Taschen • Creative paint workshop for mixed media artists - Ann Baldwin • Artists' journals and sketchbooks - Lynne Perella • The decorated journal (creating expressive journal pages) - Gwen Diehn • Extraordinary sketchbooks - Jane Stobart **Galleries and Museums** • Modern Art Oxford • The Ashmolean Museum Oxford • Ovada Gallery Oxford • The Old Fire Station Oxford • Pitt Rivers Museum Oxford • Natural History Museum Oxford • The Tate Modern London • The Tate Britain London • The National Portrait Gallery London • The Royal Academy of Arts London • The British Museum London • The Courtauld Gallery London • The Hayward London • The Saatchi Gallery London • The White Cube Gallery London • The V&A Museum London • The National Gallery London
Resources available for home-based study	studentartguide.com BBC Bitesize GCSE Art and Design Google Arts & Culture Explore virtual galleries and look at high quality images of works of Art. Tate Kids Curriculum - Curriculum (continuityoak.org.uk) – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school. Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork. Regular continuation of portfolio work encouraged at home.