

# Year 12

# Subject: Art

## Overview of the year:

We follow the A-level Art Craft and Design Specification of the AQA Exam board. This course is 60% coursework and 40% Externally Set assignment. Both units follow the same assessment objectives, and this is what the course is planned around;

**Assessment objective 1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**Assessment objective 2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**Assessment objective 3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**Assessment objective 4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

## Ways to consolidate and extend your learning in art:

Ask your child to observe the visual world around them and continuously consider how it links to their lessons. Relevant observations and recordings from outside of lesson can build their portfolio and evidence independent learning.

Ensure your child is on top of the work load, completes unfinished lesson work, and encourage them to extend their learning by exploring the lesson themes with their own ideas at home.

Encourage your child to visit art galleries and exhibitions at home and abroad, ensure they draw and photograph in these exhibitions, to help them make the links to their artwork as part of their project and investigative work.

Look into additional opportunities to take part in art classes, for example the Royal Drawing School runs regular exciting free courses at weekends and during school holidays. Look into the Young Tate membership, giving reduced price entrance to amazing exhibitions for the whole year.

Encourage your child to do their own research into artists or art movements. There are some very well-made TV documentaries about art on BBC iPlayer, and ensure they discuss these with their teacher as part of their investigation.

SOW	Unit focus	Content	Skills	Assessment
I	At HWS, the first term is a foundation term, where students consolidate and improve their art skills. Introduction and collaborative project around the theme of Self-Image / Identity.	Students build an in-depth understanding of how artists represent themselves, and how this is relevant in contemporary practice. Artists that may inform students work are Dryden Goodwyn, Kaethe Kollwitz alongside an exploration of how collage and expressive writing can form part of self-expression.	Consolidating basic art skills such as drawing, painting, printmaking, sculpture and mixed media techniques	Collaborative installation

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5 ART

2	<p>The Human Condition; Approaches to the figure and the contemporary portrait. Students will dig deeper within their theme with an option of chosen pathways. For example; Myths, <b>Metamorphosis</b> and Transformations or Reality, <b>Relationships</b>, Reflection. Students will build confidence in investigating an idea or concept towards a refined outcome.</p>	<p>Consolidating understanding of the assessment objectives, and how they link to developing of ideas through a project. Students will, for example, experience life drawing, study how artists such as Lucien Freud have captured the nuances of the Human condition, and use this to develop their skills towards a refined outcome</p>	<p>Drawing, Life Drawing, painting, colour theory, sculpture, printmaking, photography, mixed media. This unit is designed to enable students to work more independently and build confidence in working around the assessment objectives holistically.</p>	<p>Prep work in sketchbooks and 10-hour final piece completing the human condition cycle</p>
3	<p>AQA style choice of themes, in preparation for externally set assignment in year 13. These could be themes such as Towers, Reflections or Interwoven. These may be adapted to suit the cohort. These themes may also provide students with their starting point for their personal investigation, if they have not found an area of interest at this stage in their study.</p>	<p>Students will be introduced to artists and processes relevant to their theme. For example, if they have chosen Interwoven they would study the work of Al Held or Richard Deacon, explore their work practically and then use this learning to inform their ideas toward a refined outcome.</p> <p>Residential trip abroad February Half term (optional)</p>	<p>Drawing, painting, sculpture, ceramics, printmaking, photography, mixed media</p>	<p>Prep work in sketchbooks and 10-hour final piece, completing the chosen Theme cycle</p>
4	<p>Personal Investigation developed from previous work taking shape in visual explorations, development around their theme leading to a resolved outcome realising their intentions. This could be based around the figure, and human condition work, or equally come out of the Shorter theme explored. Practical and visual work will be supported by a written independent investigation 1000 word (minimum) essay</p>	<p>Independent starting point and investigation, derived from strengths and areas of interests evidenced in their previous work. Students will be studying the work of Artists that have explored similar themes, analysing their work, and experimenting on how their practice can influence their own ideas. Their work needs to become increasingly purposeful and refined. At this stage we expect all students to be able to work independently through the assessment cycle and to engage fully with in-depth content for their investigations.</p>	<p>Develop independent art process and working methods</p>	<p>Prep work in sketchbooks and Continues into year 13</p>