

Curriculum Planning

Subject: Fine Art

1 year Plan

Subject: Fine Art GCSE AQA

<p>GCSE Fine Art Assessment Submission of self-selected portfolio to include 2 mini projects</p>
<p>Enrichment Opportunities Visit to Art Gallery/Yorkshire Sculpture Park for original source materials</p>
<p>Cross Curricular Links Personal Development</p>

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct <i>Weeks 1 - 2</i>	Introduction	Introduction to Fine Art: The course covers the four principal areas of observation of subject matter; critical evaluation of art and artists; practical making; production of final pieces. These emphasise the qualities of experimentation, exploration, research and individual expression required at GCSE level.	Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: <ul style="list-style-type: none"> <input type="checkbox"/> charcoal <input type="checkbox"/> pastel <input type="checkbox"/> graphite and coloured pencils <input type="checkbox"/> biro, pen and ink <input type="checkbox"/> acrylic paint <input type="checkbox"/> printing <input type="checkbox"/> digital recording and manipulation. 	Students will be introduced to a number of creative careers and links to digital art.	Students will have the opportunity to read independent texts and exposure to subject specific vocabulary	Students will create their own interpretation of a well-known work as part of the baseline assessment. This allows for students to connect up experiences and give purposeful attention. <i>Boxall strand A/C.</i>

	Unit 1a Project 1 Close up	<p>Title: Close Up</p> <p>Begin to explore first major project where students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources.</p> <p>Students explore a variety of approaches to drawing and written annotation. Possible themes to work on are 'Natural Forms' or 'Close up'.</p>	<p>Students will explore and respond to a variety of contextual sources.</p> <p>Create observations and record from a range of natural and manufactured objects. With the focus on the closeup surface qualities of the chosen subject matter.</p> <p>They will explore and respond to a variety of contextual sources that display different surface qualities, exploring pattern, texture, shape, colour and form.</p> <p>Students will learn the relevant annotation skills and the opportunities to explore different approaches to written annotation.</p>	As part of developing career links will be shown a number of advertising samples in which close up images have been used, linking to careers in photography, new media, web design.	Students will start to understanding the application of subject specific vocabulary including the composition of piece both abstract and realism.	Working in small groups to best arrange a composition. <i>Boxall strand B/E.</i>
Half Term 2: Oct – Dec	Unit 1a Project 1 Close up cont.	<p>During this half term students will complete their first major project developing their planning skills.</p> <p>Students have the opportunity to fully engage with a given theme and make a personal response when developing, knowledge, understanding and skills development from the introductory phase.</p> <p><i>The ideas for the project 2 might emerge from a museum or gallery visit or a skills-based workshops.</i></p>	<p>Students will be given sources and also introduce the idea of a creative journey involving research, development, refinement and presentation of realised intentions with reference to the four assessment objectives.</p> <p>Students should know how important it is that they address the four assessment objectives in their response to the theme.</p> <p>Students use their observations, findings and analysis to develop and produce a personal response that builds upon the ideas or techniques experienced.</p> <p>The directed project encourages a personal interpretation and response from students to a given starting point or theme.</p> <p>Students need to make clear and explicit connections between sources and their practical work. The personal line of enquiry</p>	Visiting YSP will allow students to see first hand how artistic careers can be developed.	Working on developing a deeper understanding of the assessment objectives will give students additional exposure to higher level texts, decoding the assessment objectives will run thematically as a starter for the duration of the half term.	Students will be given the opportunity to reflect and feedback back on both their own and other artists work. Listening to others and creating a whole class approach to understanding. <i>Boxall strand A/B.</i>

			<p>that the student follows, with guidance and input from the teacher.</p> <p>Whatever media, processes and techniques students choose, they should use the opportunity to alter images as the process of refinement, experimentation and recording takes place. This will help with coverage of both Assessment objective 2 and Assessment objective 3.</p> <p>Students learn how to effectively access, document and process information to prepare for the YSP visit. Follow-up school-based development work could take the form of experiments, media trials and associated studies.</p>			
Half Term 3: Jan – Feb	<p>Unit 1b</p> <p>Celebration of work</p> <p><i>(Art to be displayed/ linked with industry week)</i></p>	<p>Celebration of work event, preparations including but not limited to preparing their mini project.</p> <p>As student's progress their ideas thoroughly and with pace can be given opportunities work on developing:</p> <ul style="list-style-type: none"> • An idea to include further research and study of relevant sources. • The nature of a singular outcome into a "series". • Practice by exploring and applying additional materials, processes and techniques. 	<p>Students need to explicitly evidence coverage of all four assessment objectives, drawing for different purposes and needs and written annotation. Closing any gaps left from unit 1a.</p>	<p>A number of external artists will deliver in school workshops and provide QA for students around working opportunities in art.</p>	<p>Students again will have the opportunity to carry out independent research around their chosen mini project.</p>	<p>Activity connecting up experiences through teacher lead exploration of 'artistic journey'.</p> <p><i>Boxall strand C.</i></p>
Half Term 4: Feb – April	<p>Unit 2</p> <p><i>(exam prep for externally</i></p>	<p>Externally set assignment of the specification for more information. Preparatory work must be available to students throughout the 10 hours of supervised time. All four Assessment Objectives must be evidenced. All work</p>	<p>Students select one from seven possible starting points on the paper.</p> <p>Make students aware that:</p>	<p>Students can draw upon prior career path exploration to develop their ongoing work.</p>	<p>During Unit 2 students will have a number of independent research and reading tasks to</p>	<p>The exam unit is an independent extended project.</p> <p><i>Boxall strand A/C.</i></p>

	set assignment)	<p>completed during the 10 hour supervised sessions must be clearly labelled as such.</p> <p><i>Externally set assignment (ESA) papers are available to students and teachers from 2nd January.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> They can use their own sources as well as those suggested in their starting point. <input type="checkbox"/> They need to evidence their creative journey in the preparatory work, which should show the development, refinement and recording of ideas <input type="checkbox"/> Preparatory work can be presented in any suitable format <input type="checkbox"/> There is no restriction on the scale of work, media or materials used <input type="checkbox"/> Students need to demonstrate their ability to work independently, under supervised conditions, as they progress their ideas to the realisation of intentions <input type="checkbox"/> Drawing and written annotation must be evidenced in the final submission for this component. 		complete. They will use the skills learnt in unit 1 to apply the assessment objectives to their work independently and use the language skills to create meaningful interpretations and evaluations.	
Half Term 5: April – May	Unit 2	<p>The externally set project encourage a personal interpretation and response from students to a given starting point or theme.</p> <p>The teacher can suggest sources and also introduce the idea of a creative journey involving research, development, refinement and presentation of realised intentions with reference to the four assessment objectives.</p>	<p>The selection of work chosen for submission must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coverage of the four assessment objectives <input type="checkbox"/> A sustained project evidencing the journey from initial engagement to the realisation of intentions <input type="checkbox"/> A selection of further work undertaken during the student’s course of study <input type="checkbox"/> Evidence of drawing activity and written annotation. 	Students can draw upon prior career path exploration to develop their ongoing work.	As part of the externally set assessment students will need to be reflective in their responses and use all language and decoding skills explicitly taught throughout the year.	Students need to make clear and explicit connections between sources and their practical work. <i>Boxall strand A/C.</i>
Half Term 6: June – July	Unit 2 (10-hour exam)					

