

Sixth Form Curriculum Overview 2020-2021

<p>Year 12 Foundation</p>	<p>Foundation course focusing on materials and processes Processes explored:</p> <ul style="list-style-type: none"> • Silk and felt • Drawing • Life drawing • Sculpting • Mark making • Printmaking • Pattern design • Painting in oil, acrylic and watercolor • Ceramics • Sewing • Digital design • Digital manipulation 		<p>Personal portfolio</p> <ul style="list-style-type: none"> • AO1- Research and subsequent personal development • AO2- Exploration of materials and refinement of skills • AO3- Recording ideas, thoughts and reflections. • AO4- Realising intentions in the form of out of the sketchbook pieces, throughout the project. 		<p>Art History Areas covered:</p> <ul style="list-style-type: none"> • Medieval art <ul style="list-style-type: none"> • Renaissance 1300–1600 • Baroque 1600–1730 • Rococo 1720–1780 • Neoclassicism 1750–1830 • Romanticism 1780–1880 • Impressionism 1860–1890 • Post-impressionism 1886–1905 • Expressionism 1905–1930 • Cubism 1907–1914 • Futurism 1910–1930 • Art Deco 1909–1939 • Abstract Expressionism 1940s • Contemporary art 1946 — present 		<p>Essay</p> <ul style="list-style-type: none"> • The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • Include specialist vocabulary appropriate to the subject matter • Include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • Be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. 	
<p>Links</p>	<p>Key stage 3 Skills often revisited to greater depth:</p> <ul style="list-style-type: none"> • Research skills • Analysis 	<p>Key stage 4 Skills often revisited to greater depth, moving from consistent to secure:</p> <ul style="list-style-type: none"> • Exploring a range of media AO2 • Building awareness of other artists, cultural practice. 	<p>Key stage 3 Skills often revisited to greater depth:</p> <ul style="list-style-type: none"> • Research skills • Analysis • Building practical skills • Making outcomes 	<p>Key stage 4 Skills often revisited to greater depth, moving from consistent to secure:</p> <ul style="list-style-type: none"> • Research skills AO1 • Exploring a range of media AO2 • Annotations to analyse & evaluate AO3 • Original outcomes AO4 	<p>Key stage 3</p> <ul style="list-style-type: none"> • Building context for artists already visited such as Cezanne, Hundatwasser and around religion and its links to art though gargoyles project. 	<p>Key stage 4</p> <ul style="list-style-type: none"> • Building context from artists researched in response to personal projects at GCSE 	<p>Key stage 3</p> <ul style="list-style-type: none"> • Building prior knowledge of artists. • Building on written skills attained in English. 	<p>Key stage 4</p> <ul style="list-style-type: none"> • Building on formal research pages • Building on written skills attained in English.
<p>Skills</p>	<ul style="list-style-type: none"> • Drawing • Sculpting • Mark making • Ceramics • Watercolour 	<ul style="list-style-type: none"> • Drawing • Sculpting • Mark making • Ceramics • Watercolour • Research • Analysis • Digital manipulation • Printmaking 	<ul style="list-style-type: none"> • Building on some practical skills 	<p>Moving skills from consistent to confident and assured, striving for excellence.</p>		<ul style="list-style-type: none"> • Recognising source material. • Analysing • Making abstract links though explained and resonated understanding 		<ul style="list-style-type: none"> • Analytical

Year 13	Personal portfolio		Externally set exam					
	<ul style="list-style-type: none"> • AO1- Research and subsequent personal development • AO2- Exploration of materials and refinement of skills • AO3- Recording ideas, thoughts and reflections. • AO4- Realising intentions in the form of out of the sketchbook pieces, throughout the project. 		<ul style="list-style-type: none"> • AO1- Research and subsequent personal development • AO2- Exploration of materials and refinement of skills • AO3- Recording ideas, thoughts and reflections. • AO4- Realising intentions in the form of out of the sketchbook pieces, throughout the project. 		•		•	
Links	<p>Key stage 3</p> <p>Skills often revisited to greater depth:</p> <ul style="list-style-type: none"> • Research skills • Analysis • Building practical skills • Making outcomes 	<p>Key stage 4</p> <p>Skills often revisited to greater depth, moving from consistent to secure:</p> <ul style="list-style-type: none"> • Research skills AO1 • Exploring a range of media AO2 • Annotations to analyse & evaluate AO3 • Original outcomes AO4 	<p>Key stage 3</p> <p>Skills often revisited to greater depth:</p> <ul style="list-style-type: none"> • Research skills • Analysis • Building practical skills • Making outcomes 	<p>Key stage 4</p> <p>Skills often revisited to greater depth, moving from consistent to secure:</p> <ul style="list-style-type: none"> • Research skills AO1 • Exploring a range of media AO2 • Annotations to analyse & evaluate AO3 • Original outcomes AO4 	KS3		KS4	
					•		•	
Skills	<ul style="list-style-type: none"> • Building on some practical skills 	<p>Moving skills from consistent to confident and assured, striving for excellence.</p>	<ul style="list-style-type: none"> • Building on some practical skills 	<p>Moving skills from consistent to confident and assured, striving for excellence.</p>				

