

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

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