St Mary’s Catholic School

Department Curriculum Planning

Department: ART

Year Group: 13 FINE ART

This is the plan for the taught curriculum during achievement period: Achievement 2 November-March (Externally Set Exam themes issued in February)

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| **Brief summary of the topic/work being covered during this period** |
| * Students will continuing their main AQA NEA coursework project based on the theme on Personal Investigation until the 1st February. * Students will use teacher feedback to strengthen their Personal Investigation project. (NEA) * Students will be gathering extra research around their topic and artists to write a 1,000-3,000 essay about their investigation. Students will be taught how to analysis the work of their chosen artist and how to present their ideas in a formal essay. * **February – May is dedicated to Component 2 Externally Set Exam themes concluding in a 15 hour exam.** * Student will use the Spring term to create a sketchbook/boards based around the chosen title from the AQA exam paper. The will be provided with a weekly checklist to help them organise the sketchbook and address all 4 assessment objectives. (Research/development , experimenting, recording and final development into final outcomes) * The students will then use their sketchbook research and experiments to create final pieces under exam conditions for 15 hours. (The final exam usually takes place in early May) |
| **Prior knowledge needed for this unit/topic from previous teaching** |
| * At this stage in the ALEVLE course students will have a sustained personal investigation underpinned by artist research. * The recording skills and quality of drawing and painting will continue to be a focus. * The exam follows the same process as the NEA Component 1. |
| **Rationale for students studying this unit/topic** |
| **Rationale for studying this topic**   * The Personal Investigation (Component 1) is required by the exam board, the project needs to be concluded before the students begin Component 2. * *The exam titles and timings for this component are set by the AQA.*   **Rationale for timing of this topic**   * AQA release the exam papers in February and the formal 15 hour exam will take place in early May. This time frame gives students enough time to produce evidence for all four assessment objectives before producing a final piece in the 15 hour exam. |
| **Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these** |
| * Teachers will ensure students are given a weekly checklist to help them manage their time in order to meet the coursework and exam deadlines. * Teachers will adapt students weekly checklists based on individual needs of the students. * Artist research and visual response lessons will continued to be differentiated for mixed ability groups. * Exemplar Exam project Alevel books and teacher modelling will be used as part of most lessons to demonstrate new techniques and processes. |
| **New key terminology students will be taught during this topic/unit** |
| * Negative space, tonal shading, shape, depth, form, scale, textural, sculptural, detail, 2D and 3D, shadow, highlight, mixed media, relief, slip, clay, form, (Students should be able to apply the relevant key formal elements when discussing an artwork and taking steps to apply these elements to their own drawings, paintings, ceramics), acrylic, tone, hue, tint, collage, etching, monotype, poly block, collagraph, dry point, printmaking, sculptural. Oil, expressive, photorealism. |
| **Plan for Assessment** |
| * Informal assessment is ongoing through homework, classwork, contributions to class discussion/ small group critiques. * Written teacher feedback in sketchbooks making reference to AQA assessment descriptors. (A01-A04)  1. Research and how well students respond to the chosen artists with development studies 2. Experimentation and how confidently students manipulate a range of materials 3. Quality of recording/drawing in any material 4. Final outcome and how well they have used their sketchbook work to aid the design and executing of the final piece.  * **The exam project is marked using the ALEVEL assessment objectives and students are awarded a mark out of 96 at the end of the project. The grades are not shared with students until the August results day.** |