

## KS5 Curriculum Plan 2023-24

		LP1	LP2	LP3	LP4	LP5	
TOPIC		LP1 Exploring and Developing - Virtual Reality	LP2 Exploring and Developing - Virtual Reality	LP3 Personal Investigation	LP4 Personal Investigation	LP5 Personal Investigation	
Year 12		<p><b>Exploring and developing work in the three of the four assessment objectives:</b></p> <p>AO1: Analysing the work of artists and designers. Students will research and develop work based on the stimuli. They identify personal influences in the work and respond to the project as individuals. They analyse all their research and artist studies and emotionally respond.</p> <p>AO2: Students will be introduced to new techniques in drawing, painting, printing and photography and use a variety of media. Students will show skilful improvements through continued practice. Students will build confidence and independence in a wide range of materials.</p> <p>AO3: Students will use line, tonal mark-making to build a three-dimensional effect from primary and secondary sources to complete a range of detailed observation drawings. These should be completed in a range of drawing media and effectively use composition and scale. Students will understand the formal elements of line, tone, shape, form, space and texture.</p>	<p><b>Exploring and developing work in the three of the four assessment objectives:</b></p> <p>AO1: Analysing the work of artists and designers. Students will research and develop work based on the stimuli. They identify personal influences in the work and respond to the project as individuals. They analyse all their research and artist studies and emotionally respond.</p> <p>AO2: Students will be introduced to new techniques in drawing, painting, printing and photography and use a variety of media. Students will show skilful improvements through continued practice. Students will build confidence and independence in a wide range of materials.</p> <p>AO3: Students will use line, tonal mark-making to build a three-dimensional effect from primary and secondary sources to complete a range of detailed observation drawings. These should be completed in a range of drawing media and effectively use composition and scale. Students will understand the formal elements of line, tone, shape, form, space and texture.</p>	<p><b>Students will learn-</b></p> <ul style="list-style-type: none"> <li>•How to produce a sustained and focused A Level sketchbook with purpose</li> <li>•Evaluative and analytical skills</li> </ul> <p>•How to annotate drawings and experiments to a higher standard Observational drawing</p> <p><b>Primary and Secondary Technical skills:</b></p> <ul style="list-style-type: none"> <li>•How to apply a wider range of tone</li> <li>•How to record complex shapes</li> <li>•How to record finer detail How to create a sense of realism</li> </ul> <p>•How to use a range of materials- pencil, watercolour, chalk and charcoal, ink, biro, pastel, collage.</p> <p><b>Critical understanding</b></p> <ul style="list-style-type: none"> <li>•Artist research</li> <li>•Observation-Secondary- response to artist</li> </ul> <p>•How to lay out artist research and response sketchbook pages to a high standard</p> <ul style="list-style-type: none"> <li>•Evaluative and analytical skills</li> </ul> <p>•Developing an ability to explore ideas through a process of experimentation and review</p> <ul style="list-style-type: none"> <li>•Select and experiment with media, materials, techniques and processes, reviewing and refining ideas as work develops</li> </ul> <p><b>Literacy skills:</b></p> <ul style="list-style-type: none"> <li>•How to select relevant information</li> <li>•How to analyse work</li> <li>•How to use key art words effectively</li> <li>•How to discuss context, meaning &amp; influences</li> </ul>	<p><b>Critical understanding</b></p> <ul style="list-style-type: none"> <li>•Artists as inspiration</li> <li>•Evaluative and analytical skills</li> <li>•Creativity and design</li> </ul> <p>•Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p><b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>•Control over line and shape</li> <li>•Ability to record a sense of realism</li> <li>•Ability to capture artists techniques, materials and processes</li> </ul> <p><b>Critical understanding</b></p> <ul style="list-style-type: none"> <li>•Artists as inspiration</li> <li>•Evaluative and analytical skills</li> </ul> <p>•Creativity and design Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p> <p><b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>•Control over line and shape</li> <li>•Ability to record finer detail</li> <li>•Colouring and drawing</li> </ul>	<p><b>Students will learn –</b></p> <ul style="list-style-type: none"> <li>•How to produce a personal sustained and focused A Level sketchbook which leads off of the previous project</li> <li>•How to annotate drawings and experiments to a higher standard Observational drawing</li> </ul> <p><b>Primary and Secondary Technical skills:</b></p> <ul style="list-style-type: none"> <li>•How to apply a wider range of tone</li> <li>•How to record complex shapes</li> <li>•How to record finer detail How to create a sense of realism</li> <li>•How to use a range of materials pencil, watercolour, chalk and charcoal, ink, biro, pastel, collage.</li> </ul> <p><b>Essay skills</b></p> <ul style="list-style-type: none"> <li>•Planning an essay Developing a structure Developing a line of questioning</li> <li>•Compare and contrast literary techniques Evaluative and analytical skills</li> <li>•How to create a bibliography</li> <li>•How to use footnotes How to reference</li> <li>•How to use example illustrations effectively in an essay</li> </ul>	
		<b>Skills</b>	<ul style="list-style-type: none"> <li>•Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information</li> <li>•Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements</li> <li>•Use knowledge and understanding of the work of others to develop and extend thinking and inform own work</li> <li>•Generate and explore potential lines of enquiry using appropriate media and techniques</li> <li>•Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations</li> <li>•Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.</li> </ul>				
		<b>Key Vocab</b>	Source, Select, Present, Relevant, Structure, Explore, Critical	Area of study, Perspective, Context, Concept, Response, Stimulus, Marquette, Tactile, Realise	Review, Refine, Reflect, Intentions, Analyse, Pastiche, Fluidity, Critical, Outcome.	Communicate, Reflection, Artefact, Judgement, Inform, Extend, Present, Intentions.	Generate, Sensory, Modify, Appropriate, Solution, Personalised

		LP1	LP2	LP3	LP4	LP5
TOPIC		LP1 Personal Investigation	LP2 Personal Investigation	LP3 Personal Investigation – Externally Set Assignment	LP4 Personal Investigation – Externally Set Assignment	
Year 13		<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>•Observational drawing Primary and Secondary</li> </ul> <p><b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>•How to apply a wider range of tone</li> <li>•How to record complex shapes</li> <li>•How to record finer detail</li> <li>•How to create a sense of realism</li> </ul> <p>•How to use a range of materials- pencil, watercolour, chalk and charcoal, ink, biro, pastel, collage.</p> <p><b>Literacy skills:</b></p> <ul style="list-style-type: none"> <li>•How to select relevant information</li> <li>•How to analyse work</li> <li>•How to use key art words effectively</li> <li>•How to discuss context, meaning &amp; influences</li> <li>•Developing a structure</li> <li>•Developing a line of questioning</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>•Critical understanding – Artist research</li> <li>•Observation-Secondary- response to artist</li> </ul> <p>•Developing an ability to explore ideas through a process of experimentation and review</p> <ul style="list-style-type: none"> <li>•Select and experiment with media, materials, techniques and processes</li> </ul> <p><b>Literacy skills:</b></p> <ul style="list-style-type: none"> <li>•How to select relevant information</li> <li>•How to analyse work</li> <li>•How to use key art words effectively</li> <li>•How to discuss context, meaning &amp; influences</li> <li>•How to evaluate</li> <li>•Developing a structure</li> <li>•Developing a line of questioning</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>•Critical understanding – Artist research</li> <li>•Observation-Secondary- response to artist</li> </ul> <p>•Developing an ability to explore ideas through a process of experimentation and review</p> <ul style="list-style-type: none"> <li>•Select and experiment with media, materials, techniques and processes</li> </ul> <p><b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>•How to apply a wider range of tone</li> <li>•How to record complex shapes</li> <li>•How to record finer detail</li> <li>•How to create a sense of realism</li> </ul> <p>•How to use a range of materials pencil, watercolour, chalk and charcoal, ink, biro, pastel, collage.</p> <p><b>Literacy skills:</b></p> <ul style="list-style-type: none"> <li>•How to select relevant information</li> <li>•How to analyse work</li> <li>•How to use key art words effectively</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>•Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>•How to apply a wider range of tone</li> <li>•How to record complex shapes</li> <li>•How to record finer detail</li> <li>•How to create a sense of realism</li> </ul> <p>•How to use a range of materials pencil, watercolour, chalk and charcoal, ink, biro, pastel, collage.</p>	
		<b>Knowledge</b>				

<b>Skills</b>	<ul style="list-style-type: none"> <li>•Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information</li> <li>•Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements</li> <li>•Use knowledge and understanding of the work of others to develop and extend thinking and inform own work</li> <li>•Generate and explore potential lines of enquiry using appropriate media and techniques</li> <li>•Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations</li> <li>•Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.</li> </ul>				
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