

Year 12 Art

<p>HT1</p>	<p>Students will research the artist Martin Pallottini and produce a collage of selected images of the artist's work</p> <p>Students will produce an A3 copy of Martin Pallottini's portrait work</p> <p>Students will produce a series of experimental portraits using photography techniques</p>	<p>1. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>2. Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops</p>	<p>Students are taught that throughout this course they will study context that is culturally diverse and relevant to their own lives. They are taught that the work produced will be challenging in nature and will also ensure that students develop advanced art skills</p> <p>Essential knowledge Reading to provide greater breadth and understanding: Famous Portrait Paintings - Looking at the Most Famous Art Portraits (artincontext.org)</p> <p>Students are introduced to a range of processes and techniques through a series of mini workshops that will further develop their knowledge and practical skills previously gained throughout the GCSE course.</p>	<p>Assessment will be both formative and summative through the ks5 journey.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>All skills and knowledge will be consolidated through completion of a series of small outcomes.</p>	<p>The studying of Advanced level art and Design will allow students to study and develop and apply knowledge, skills and understanding through a range of rich and varied contexts.</p> <p>Students will develop an interest and enthusiasm for, and enjoyment of art, craft, and design</p> <p>A series of mini workshops will allow students to develop further their knowledge of art techniques that they will have used throughout GCSE Art and will introduce them to new techniques.</p>
<p>HT2</p>	<p>Students will practice and develop tonal recording skills using tonal pencils, blending tools and putty rubbers</p> <p>Students will produce a series of drawing studies that</p>	<p>3. Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>Students are taught to explore culturally diverse concepts or themes for themselves and will be introduced to the work of artists who have explored similar themes</p>	<p>Summative Assessment of total completed pages. Pages marked holistically using A' Level framework.</p> <p>Individual teacher marking, group and departmental moderation are all used</p>	<p>Students are introduced to advanced key elements and techniques throughout the term and subsequent year. This Knowledge is collated in</p>

<p>HT3</p>	<p>demonstrate an understanding of the pencil and tonal techniques used by the artist Martin Pallottini</p> <p>Students will produce a display of their artwork using a range of sketchbook presentation techniques</p>	<p>4. Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>During this term students will explore and experiment with traditional materials, processes, and resources such as etching and printmaking.</p> <p>Students will be introduced to the techniques and work of Martin Pallottini a portrait artist who produces creative pencil studies.</p> <p>Students will be introduced to the sculptures of Michelangelo an historical artist and painter who is considered an expert in portraying human form, drawing from life and studying anatomy</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Michelangelo Sculptures - Explore the Famous Michelangelo Works (artincontext.org)</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Renaissance Facts - A Brief Overview of Renaissance History (artincontext.org)</p> <p>The theme of portraits is introduced so that students understand the difficulties and complexities of the techniques and skills required to</p>	<p>when assessing the outcomes produced.</p>	<p>the production of a portfolio of artwork.</p> <p>The introduction of new processes and techniques will allow students to demonstrate ambitious skills in the context of Fine Art.</p> <p>This knowledge will also introduce students to the ambitious content, language, and expectations of Advanced level Art & Design.</p> <p>Recording their own portrait images will allow students to develop intellectual, imaginative, creative, and intuitive capabilities when photographing a portrait.</p> <p>The introduction to advanced and alternate presentation techniques will help students to understand how the creative presentation of work adds to the overall quality of the work and the personal</p>
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			<p>Students will demonstrate newly acquired recording skills in the production of a series of portrait photographs and drawings.</p> <p>Students will be introduced to exemplar and varying sketchbook presentation techniques that are used successfully within A' Level. (Concertina sketchbooks, Large A3 Sketchbooks or A1 worksheets).</p> <p>Students will learn that all work produced throughout the course should demonstrate a personal response/journey from start to finish.</p> <p>Throughout this term students will be taught how to use a working vocabulary and the specialist terminology which are relevant to the study of Art and Design.</p>		
HT4	<p>Students are introduced to the Personal Investigation of the year 13 course.</p> <p>Students will choose a personal</p>	<p>1. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating</p>	<p>Students start this term being introduced to the first element of the A' Level course. This work will require students to produce a personal investigation/response to a theme of their choice. The outcomes produced will be a Practical portfolio (Element 1)</p>	<p>Assessment will be both formative and summative through the KS5 journey.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding 	<p>Throughout this term students will produce work in the form of a Personal investigation which consists of a (Practical portfolio and Related study).</p>

<p>HT5</p>	<p>theme/focus to research.</p> <p>Students will produce a minimum of two comprehensive artist research</p> <p>Students will produce a range of recorded images that will then be used to draw from</p> <p>Students will develop and explore new techniques producing pages of research that will be submitted for assessment</p> <p>Students will produce a written related study (minimum of 1000 words) of extended written response</p>	<p>analytical and critical understanding</p> <p>2. Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops</p> <p>3. Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>4. Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>and an extended written related study (Element 2).</p> <p>Students will be taught how to identify a theme that will allow them to produce a focused investigation of work and an individual exploration of personal skills and creative direction.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Difference Between Art and Craft - A Look at Art Versus Craft (artincontext.org)</p> <p>Students are taught that the theme should include the study of cultural, historical and contemporary visual art practice to ensure a personal response that encourages awareness, empathy and appreciation of difference, diversity and the views of others.</p> <p>Themes will be decided through personal research, class discussion and individual tutorials</p> <p>Students will be taught this element of the course will allow them to build a personal and continually evolving body of practical work.</p>	<p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>Summative Assessment of total completed pages. Pages marked holistically using A' Level framework.</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>All skills and knowledge will be consolidated through completion of a series of developmental pieces a final outcome and a written response.</p> <p>The culmination of all work produced will be assessed via the discrete evidence provided by learners of Summative Assessment objectives and criteria.</p>	<p>The work produced whilst researching this theme will allow students to further develop skills established throughout year 12.</p> <p>By researching a personal theme learners will demonstrate an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate</p> <p>The personal investigation element of the course gives students the opportunity to fully develop and explore their chosen specialism(s) whilst expanding their knowledge, understanding and skills in their specialist area.</p> <p>This will allow students to develop a deeper understanding of their chosen specialism and the ability to critically evaluate their own work and the work of others.</p>
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<p>HT6</p>			<p>They will be shown examples of both written and visual responses to be used as inspiration for beginning their theme.</p> <p>Students will produce work based on their initial research of their chosen theme. They will be taught how to produce a focused investigation in response to their starting point.</p> <p>Students will be taught how to produce work independently whilst also following a work schedule and meeting deadlines.</p> <p>Students will research two artists/designers using the research skills that they are developing.</p> <p>Students will learn how to explore ideas and techniques with new materials.</p> <p>Using newly acquired sketchbook presentation techniques that are used within A' Level the students will present all research linked to their chosen artist/designer.</p> <p>Students will learn how to present a creative title page as an introduction</p>		<p>Work produced will be linked to career aspirations within Art and Design so that students can demonstrate skills acquired in order to follow their chosen progression route through to Further or Higher Education or the workplace</p> <p>The exploration and research of their chosen theme will allow students to acquire experience of new techniques and the development of skills, knowledge and understanding in a range of media.</p> <p>This research and personal involvement will allow students to use these techniques to produce Artwork inspired by the theme and artists chosen.</p> <p>The production of work will allow students to demonstrate their advanced knowledge and skills in chosen specialized areas of</p>
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