

	Autumn Term 1	Autumn Term 2	Spring term 1	Spring Term 2	Summer term 1	Summer term 2
Topic	Induction period		Developing Key skills		Component 1: thematic response project	
<b>End Point Knowledge (Objective)</b>	<p>Students given opportunities to develop their knowledge, understanding and skills, to include:</p> <ul style="list-style-type: none"> <li>generating and developing ideas</li> <li>researching primary and contextual sources</li> <li>recording practical and written observations</li> <li>exploring materials, processes, technologies and techniques</li> </ul> <p>Introduction to research skills and analysis of sources</p>		<p>Students given further opportunities to develop their knowledge, understanding and skills</p>		<p>Students given further opportunities to develop their knowledge, understanding and skills</p> <ul style="list-style-type: none"> <li>Students start work on Personal Investigation)</li> </ul>	
	<p>A03: Pupils will produce observational drawings of objects</p> <p>A02: Pupils will experiment with media and techniques to produce different images and will explore different media:</p> <ul style="list-style-type: none"> <li>Water colours/ inks</li> <li>Mixed Media – mark making</li> <li>Acrylic / Oil paint</li> <li>Photoshop</li> <li>Texture</li> <li>Wax resist and batik</li> <li>Photoshop</li> <li>Textiles</li> </ul>	<p>A03: Pupils will experiment with media and techniques to produce different observational images</p> <ul style="list-style-type: none"> <li>Transformation of an image through media</li> </ul> <p>A02: Manipulating images in Photoshop</p> <ul style="list-style-type: none"> <li>Design a composition based on</li> <li>Observation drawings</li> <li>Artists studied</li> </ul> <p>A01: The development and the exploration of a theme linking to techniques and artists studied</p> <p>Critical studies: Pupils will develop written analytical skills to describe art work and link artists craft</p>	<p>A01: Select artists and explore themes within the selected topic. Develop work and explore theme based on an Exam question.</p> <p>A02: Pupils with observational drawings to inspire exam topic</p> <p>A03: Pupils will experiment with media and techniques to refine and develop the project</p>	<p>A01: Continue research into artists and explore themes – Refine and develop ideas and themes inspired by artists</p> <p>A02: Pupils with observational drawings, photos graphs to inspire exam topic and develop personal journey.</p> <p>A03: Pupils will experiment with media and techniques to refine and develop the project</p>	<p>Topic / Key Question: Continue to the development of the project.</p>	<p>Topic / Key Question:</p> <ul style="list-style-type: none"> <li>Improve project</li> <li>Refine and improve areas of the Transformation Project</li> </ul>

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		peoples work to their own themes and concepts				
<b>Assessment task (s)</b>	Sketchbook and final outcome.  All work completed for class work and homework is part of their coursework, (60% of final grade). Ongoing assessment takes place throughout the term. All work is marked as it is completed. It is graded using Edexcel GCSE criteria. Pupils are graded on four areas of study: understanding the work of others, experimenting with media, recording and developing a final outcome.		Sketchbook and final outcome.  All work completed for class work and homework is part of their coursework, (60% of final grade). Ongoing assessment takes place throughout the term. All work is marked as it is completed. It is graded using Edexcel GCSE criteria. Pupils are graded on four areas of study: understanding the work of others, experimenting with media, recording and developing a final outcome.		Sketchbook and final outcome.  All work completed for class work and homework is part of their coursework, (60% of final grade). Ongoing assessment takes place throughout the term. All work is marked as it is completed. It is graded using Edexcel GCSE criteria. Pupils are graded on four areas of study: understanding the work of others, experimenting with media, recording and developing a final outcome.	
<b>Key text and vocabulary</b>						
<b>Link with GCSE/ A Level</b>	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.		Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.		Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	
<b>Challenge: All students</b>  <b>Gifted and talented/ more able students</b>						
<b>RUAH Opportunity</b>	Cultural Development Participating and responding to cultural activities.	Spiritual Development Using imagination and creativity in learning/ Experiencing fascination, awe and wonder	Respecting other people's culture and beliefs. Identifying why we are different and what makes us the person we are.	Equipping students with the ability to develop positive values, understand their own beliefs and their place in a culturally diverse society.	Understand and respond to the needs of others; to respect other races, religions and ways of life.	Tolerance of those of different faiths and beliefs: Spiritual development through independent thinking whilst realising personal ideas and intentions expressed visually.
<b>Enrichment (1 per term)</b>	Gallery visit or workshop could be offered to students to support their learning.		Gallery visit, workshop or artist in residence could be offered to support students' response to the theme		<b>Enrichment opportunity:</b> gallery visit, workshop or artist in residence could be offered to support students' response to the theme	

**To develop in all students the ability to enjoy thinking, generate new ideas, search for answers and explore mystery**

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Curriculum mapping **Subject: Art**

**Year: 13**

	Autumn Term 1	Autumn Term 2	Spring term 1	Spring Term 2	Summer term 1	Summer term 2
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Topic			Component 2: Externally Set Assignment		Component 2: Externally Set Assignment	
<b>End Point Knowledge (Objective)</b>	Recap of the Personal Investigation Students continue with Personal Investigation Students plan and undertake a contextual enquiry relevant to their ongoing practical work		Students continue work on Personal Investigation Externally Set Assignment preparatory period begins in February Students start work on preparatory studies in response to the theme Preparatory period begins in January and students start work on their preparatory studies in response to the theme		<ul style="list-style-type: none"> <li>Students to finalise unfinished work in light of feedback from teacher and their own experience of completing the Externally Set Assignment</li> <li>Students to select and present appropriate work for assessment of their Personal Portfolio</li> <li>External moderation window begins on 1 May</li> </ul>	
<b>Assessment task (s)</b>	All work completed for class work and homework is part of their coursework, (60% of final grade). Ongoing assessment takes place throughout the term. All work is marked as it is completed. It is graded using Edexcel GCSE criteria. Pupils are graded on four areas of study: understanding the work of others, experimenting with media, recording and developing a final outcome.		Students complete all preparatory studies before the start of the period of sustained focus.		<p>The <b>15-hour period of sustained focus</b> during which students produce their final response(s) to the theme</p> <p>Students complete the Externally Set Assignment Students finish their Personal Investigation and select work for submission</p>	
<b>Key text and vocabulary</b>	Justify, Investigate		Refine			
<b>Link with GCSE/ A Level</b>	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.		Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.		Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	
<b>Challenge: All students</b>						
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<b>RUAH Opportunity</b>	Cultural Development Participating and responding to cultural activities.	Spiritual Development Using imagination and creativity in learning/ Experiencing fascination, awe and wonder	Respecting other people's culture and beliefs. Identifying why we are different and what makes us the person we are.	Equipping students with the ability to develop positive values, understand their own beliefs and their place in a culturally diverse society.	Understand and respond to the needs of others; to respect other races, religions and ways of life.	Tolerance of those of different faiths and beliefs: Spiritual development through independent thinking whilst realising personal ideas and intentions expressed visually.
<b>Enrichment (1 per term)</b>	<b>Enrichment opportunity:</b> gallery visit, workshop or visit to a local area of interest to support students' response to the theme		<b>Enrichment opportunity:</b> gallery visit, workshop or visit to a local area of interest to support students' response to the theme			

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