Croxley Danes School : Key Stage 5 Curriculum Map

Subject: Art and Design: Fine Art **Exam Board Pearson Edexcel**

Key Concepts

Develop ideas	Explore and select media	Record ideas	Create outcomes	Growth Mindset To learn to take creative risks.
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	Ability to act on feedback. Students need to be able to take creative risks and work outside their comfort zone. Students will develop ideas more independently as the course progresses. Fluency and mastery of skills in art are needed in order to achieve the higher levels at GCSE and A Level.

What is the Croxley vision for this subject at Key Stage 5 ?

To enable students to develop their own ideas with greater independence than at GCSE and produce personal responses.

To experience a wide range of skills, materials and approaches in art with the aim of gaining mastery and becoming fluent in their abilities.

To recognise the importance of the journey in their projects and record their “genuine creative journey” required for the higher grades.

To have an open mind about what “art” is in order to aim for work that is “adventurous, accepting of the unexpected, challenging, fully informed, questioning, dexterous, erudite, highly intuitive and daring” (Section of Edexcel description of the highest level that can be awarded).

To be able to interact in a reciprocal manner with teachers and peers, bringing their own thoughts and ideas for debate, which will prepare them for further study at university and for working with others once they leave.

Key Stage 5 Year Group: 12			
	Autumn Term 1 Autumn Term 2	**Spring Term 1 Spring Term 2**	**Summer Term 1 Summer Term 2**
Key information	The intent of these projects is to respond to the Assessment Objectives in order to fulfil the requirements of the exam board. Students follow the Pearson Edexcel Specification for A Level Art and Design (Fine Art). The GCSE course comprises Unit 1 (Coursework), worth 60%, and Unit 2 (Externally Set Task), worth 40%. Students develop ideas within a theme, experimenting with a variety of media and processes and produce creative outcomes.		
Content: (Know what…)	**Noticing Project - workshops** Teacher-led workshops in: Drawing, painting, printmaking and mixed media. The project comprises some of the following activities: Expressive drawing techniques Coloured pencil blending Watercolour landscape painting then own choice development Acrylic paint object then own choice development Palimpsest Ink and bleach Lino printing	**Noticing Project - development** Students will use what they have learnt in the workshops as a springboard to develop their own ideas and explore chosen areas in greater depth. They will be given an A3 sketchbook and begin to consolidate ideas from the Autumn Term, developing ideas towards a final piece.	**Consolidating ideas: Completing "Noticing" and beginning "Creative Investigation"** Continue to develop ideas and work with teachers to personalise their learning journey. Create a final piece for their "Noticing" project during lessons. In the last half of the summer term, students will begin their "Creative Investigation" project where they will select an area that they would like to explore in greater depth such as a particular art movement, or themes within genres such as landscape, portraiture, installation or figurative art. Complementing their practical studies, students are expected to produce a Personal Study comprising 1000 to 3000 words. They will begin this in lessons this term.
Skills: (know how…)	One of the fundamental skills an artist needs to develop is that of "noticing". It is an essential skill in observational drawing, when mixing colours or employing photography to gain inspiration, and in noticing the world around them. Whether working in an abstract manner, from direct observation or in response to social and political issues, the skill of noticing is something that underpins all art work at A Level.	To be able to recognise success and identify areas for improvement. To select and organise work in own portfolio.	To work with a teacher as a mentor. To be able to bring own ideas to the lesson. To research ideas independently. To develop highly articulate and sophisticated use of written language for their personal study essay.
Key vocabulary / literacy	palimpsest, impasto, glazing, chiaroscuro, tonal values, composition, balance.	Students are working independently and should apply their knowledge of English Language GCSE to describe their learning journey.	Edexcel describes the higher levels of attainment in the written aspect of the course as: "study authoritatively informs practical work with sophisticated insight, articulate and highly effective / sophisticated use of written language"

End of Half term assessment	Continuous verbal feedback, written bullet point personalised feedback.	As before, and grades given after mock exam on pupil-version assessment grid.	As before, and grades given after final piece on pupil-version assessment grid.
Planned trips / Clubs / links	Trip to London to develop skills in AO3: Recording using photography and sketching. Self-led trips to museums and galleries for AO1. Residential Trip to Liverpool in February 2027.	Self-led trips to museums and galleries for AO1.	Self-led trips to museums and galleries for AO1. Community work experience trip to Cassiobury Infant School to paint mural.

Key Stage 5	**Year Group: 13**		
	Autumn 1 Autumn 2	**Spring 1 Spring 2**	**Summer 1**
Key Information	The intent of these projects is to respond to the Assessment Objectives in order to fulfil the requirements of the exam board. Students follow the Pearson Edexcel Specification for A Level Art and Design (Fine Art). The GCSE course comprises Unit 1 (Coursework), worth 60%, and Unit 2 (Externally Set Assignment), worth 40%. Students develop ideas within their own theme, experimenting with a variety of media and processes and produce creative outcomes. For the Externally Set Assignment they produce work in response to a theme provided by the exam board.		
Content: **(Know what…)**	**Continuation of Creative Investigation** Students will continue to pursue their independent project and produce a final piece in January of year 13 in a 15 hour practical mock exam over 3 days.	**Externally set Assignment (Exam project)** **February to May** In this project students are given an externally set brief with a selection of artists and techniques, they then pursue a personal project inspired by their artists' work. This 10 week project will end in a 15 hour practical exam.	**May of Summer Term: Final exam** Students will create an outcome or outcomes in their final exam "15 hour period of sustained focus", over 3 days.
Skills: (Know how…)	To work with a teacher as a mentor. To be able to bring own ideas to the lesson. To research ideas independently. To develop highly articulate and sophisticated use of written language for their personal study essay.	To work from an external brief. To gather a large number of ideas. To narrow ideas to create a linear project. To produce sophisticated and creative outcomes. To record a journey of genuine discovery.	To have planned all aspects of final piece. To become fluent in chosen area of study by having rehearsed all techniques and processes.
Key vocabulary / literacy	Edexcel describes the higher levels of attainment in the written aspect of the course as: "study authoritatively informs practical work with sophisticated insight, articulate and highly	Students are working independently and should apply their knowledge of sophisticated and ambitious worlds to describe their learning journey.	Students should communicate the link between their learning journey and their final outcome using sophisticated language. They should make connections to the work of others explicit in their annotations.

	effective / sophisticated use of written language”		
End of Half term assessment	Continuous verbal feedback, written bullet point personalised feedback.	As before, and grades given after mock exam on pupil-version assessment grid.	Work will be moderated internally and by an external moderator to generate final marks.
Planned trips / Clubs / links	Self-led trips to museums and galleries for AO1.	Residential Trip to Liverpool in February 2027 to springboard ideas for the Externally Set Assignment. Self-led trips to museums and galleries for AO1.	N/A