

Year 12 Art Craft & Design	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Theme	Theme – IDENTITY and DISTORTION				Individual sub-themes within the main theme	
Knowledge	<b>Induction period</b> <ul style="list-style-type: none"> <li>Students are given opportunities to develop their knowledge, understanding and skills, to include:</li> <li>recording practical and written observations</li> <li>exploring materials, processes, technologies and techniques</li> <li>Intensive practical skills building workshops in core art processes</li> <li>Introduction to research skills and analysis of sources</li> <li>Contextual studies: Artist, Gallery &amp; cultural research</li> </ul>	<b>Visual literacy</b> <ul style="list-style-type: none"> <li>Students are given a broad theme for the coursework study.</li> <li>Students are given opportunities to develop their knowledge, understanding and skills, to include:</li> <li>generating and developing ideas</li> <li>researching primary and contextual sources</li> <li>Understand the use of distortion techniques to create meaning in art and photography</li> <li>Reading an image - How meaning is created visually</li> <li>Intensive skills building workshops in digital and analogue photography</li> </ul>	<b>Coursework, Unit 1: Distort &amp; fragment</b> <ul style="list-style-type: none"> <li>Deconstructing and distorting images to generate resources for further development</li> <li>Study selected artists and contexts. Completing detailed image analysis and responses for artists including: <ul style="list-style-type: none"> <li>Cubism</li> <li>David Hockney</li> <li>Henrietta Harris</li> <li>Francis Bacon</li> <li>Edward Honacker</li> <li>Manny Robertson</li> <li>Gloria Vilches</li> <li>Sarah Eisenhor</li> <li>Travis Bedel</li> <li>Joan Fontcuberta</li> </ul> </li> </ul>	<b>Motion blur</b> <ul style="list-style-type: none"> <li>How to change perception and meaning through distortion, blurring and concealment</li> <li>Using photographic processes to generate resources for further development</li> <li>Digital manipulation platforms</li> <li>Study selected artists and contexts. Completing detailed image analysis and responses for artists including: <ul style="list-style-type: none"> <li>Francesca Woodman</li> <li>Alexey Titarenko</li> <li>Francesca Parita</li> <li>Experimental darkroom photographers</li> <li>Micheal Bosanko</li> <li>Sato Tokahiro</li> </ul> </li> </ul>	<b>Individual pathways</b> <ul style="list-style-type: none"> <li>Brainstorm the themes within DISTORTION</li> <li>Identify area of personal focus</li> <li>Sourcing stimuli to develop individually meaningful ideas</li> <li>Using signs and symbolism in images</li> <li>Research artists suitable to individual themes</li> <li>Examples of sub-themes: <ul style="list-style-type: none"> <li>Hidden identity</li> <li>Mental health</li> <li>Memory</li> <li>Dreams/fantasy</li> <li>Changed states</li> <li>Concealment</li> <li>Masks</li> </ul> </li> <li>Overview of Personal Investigation essay</li> </ul>	<b>Individual pathways</b> <ul style="list-style-type: none"> <li>Further development of personal sub-theme work and specific pathways: <ul style="list-style-type: none"> <li>Painting, mixed media</li> <li>3D( sculpture, fashion design, architecture)</li> <li>Photography</li> <li>Installation</li> </ul> </li> <li>Gallery research and visits – how to identify links between gallery and museum sources and own work, including online and virtual gallery and cultural experiences</li> <li>Personal Investigation: a 1000-3000 word research essay which links directly to the Student’s practical Art work and personal theme.</li> <li>Further artist research according to personal sub-theme</li> </ul>
Skills	Review of core skills: <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Printing</li> <li>3D</li> <li>Contextual research skills</li> <li>Formal image analysis</li> </ul>	Review and expand skills: <ul style="list-style-type: none"> <li>Photography – digital basics</li> <li>Photography – studio lighting</li> <li>Photograms</li> <li>Cyanotypes</li> <li>Chemigrams</li> <li>Contextual research skills</li> <li>Formal image analysis</li> </ul>	<ul style="list-style-type: none"> <li>Photomontage</li> <li>Collage</li> <li>Drawing</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Photography – digital</li> <li>Photography – darkroom processes</li> <li>Photoshop</li> <li>Snapseed etc.</li> <li>Painting with light</li> </ul>	<ul style="list-style-type: none"> <li>Independent choice</li> <li>Identify personal intentions</li> <li>Image sourcing</li> <li>Making artist links</li> <li>Development/refinement</li> <li>Practical art/photography skills</li> </ul>	<ul style="list-style-type: none"> <li>Academic research and analysis</li> <li>Gallery and museum links</li> <li>Practical art/photography skills</li> </ul>
Independent Learning Link	<a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://uk.pinterest.com">uk.pinterest.com</a> <a href="http://www.art2day.co.uk">http://www.art2day.co.uk</a> <a href="http://www.widewalls.ch">www.widewalls.ch</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a>					

Year 13 Art, Craft & Design	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Theme	Individual sub-themes ...		<b>Exam theme</b> – this is a theme released by the Exam Board at the start of the exam unit in late January			
Knowledge	<ul style="list-style-type: none"> <li><b>Individual pathways</b></li> <li>Students explore their sub-themes further and are encouraged to take a very individualised approach to their work</li> <li>Development of own ideas based on Artist research and analysis</li> <li>Creating outcomes in a range of art and photography media</li> </ul>	<ul style="list-style-type: none"> <li><b>Make a final piece</b></li> <li>Students plan a final artwork that is relevant to the theme they have been exploring</li> <li>Show that a range of different ideas has been explored for the final piece</li> <li>Test and refine art techniques that will be used to make the final piece</li> <li>Complete the final piece in a mock exam in November</li> <li>Evaluate and analyse the final piece. Explain how it is personally meaningful</li> <li>Final submission of the Coursework unit and final piece</li> </ul>	<ul style="list-style-type: none"> <li><b>Externally set exam Unit</b></li> <li>Exam paper released</li> <li>Using the skills refined throughout the course, Students generate individual ideas for the exam theme</li> <li>Bespoke workshops and individualised support according to the exam theme</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam Unit</b></li> <li>Using the skills refined throughout the course, Students generate individual ideas for the exam theme</li> <li>Bespoke workshops and individualised support according to the exam theme</li> <li>The role of the audience – how to address the viewer and convey meaning successfully</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam Unit</b></li> <li>Using the skills refined throughout the course, Students generate individual ideas for the exam theme</li> <li>Exam – a 15 hour period of sustained focus in controlled assessment conditions</li> <li>Final submission of the Exam unit and final piece</li> </ul>	<ul style="list-style-type: none"> <li><b>Exhibition and moderation of work</b></li> </ul>
Skills	<ul style="list-style-type: none"> <li>Development of own ideas in response to a theme and the stimulus of artists, designers and personal contexts</li> <li>Practical skills – drawing, painting, 3D, printing, photography etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying a personally resonant and meaningful final outcome</li> <li>Practical skills – drawing, painting, 3D, printing, photography etc.</li> <li>Plan a large scale final artwork</li> <li>Evaluation and analysis of own work</li> </ul>	<ul style="list-style-type: none"> <li>Independent application of art skills</li> <li>New practical art skills and processes depending on the exam theme</li> </ul>	<ul style="list-style-type: none"> <li>Independent application of art skills</li> <li>New practical art skills and processes depending on the exam theme</li> </ul>	<ul style="list-style-type: none"> <li>Independent application of art skills</li> <li>Evaluation and analysis of own work</li> <li>Exhibition and promotion</li> <li>Understanding visual impact</li> </ul>	
Independent Learning Link	<a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://uk.pinterest.com">uk.pinterest.com</a> <a href="http://www.art2day.co.uk">http://www.art2day.co.uk</a> <a href="http://www.widewalls.ch">www.widewalls.ch</a> <a href="http://www.thisiscolossal.com/">http://www.thisiscolossal.com/</a>					

