

Art & Design Curriculum maps with Sexey's seven core values, Christian belief's and spiritual development opportunities: 2021 - 2022

Subject: Art & Design **Key stage 5:** Years 12 and 13 A Level Art & Design Fine Art

Students complete the Fine Art qualification, across two academic years.

The subject is taught in line with the AQA A Level Art & Design specification.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<h1>12</h1>	<p>Introduction to Art & Threshold Concepts. Sept – April: Skills Unit taking the form of a personal Visuals Concepts Project. The aim being to introduce students to a range of creative ideas and concepts as well as introducing them to the assessment objectives and how to evidence them through a series of skill based workshops. This component allows students opportunities to:</p> <ul style="list-style-type: none"> • Concept threshold teaching and learning https://www.artpedagogy.com/ • Generate and develop personal ideas, • Research primary and contextual sources, • Record practical and written observations, • Experiment with media and processes 	<p>Threshold Concepts. Students will continue to explore techniques within Art & Design, focusing on further technical skills including mixed media & sculpture. Artist analysis/ contextual research and research skills making clear links with the work of others outlining how the inspiration has informed</p>	<p>Personal Project. Main focus Portraiture. Students will explore a chosen avenue of enquiry within art & design. Contextual research & personal responses, experimental techniques, development of ideas, producing a development outcome.</p>	<p>Personal Project. Main focus Portraiture. Students document final outcome idea planning pages & produce a final outcome/s, to support their mini personal project.</p> <p>At the end of Spring 2 term students will be introduced to their Journal project,</p>	<p>Journal Project – Personal Investigation. Students will continue to work on and explore their Journal project, starting to consider a possible 'theme' for their personal investigation. Students will complete a series of tasks and workshops including printmaking, drawing, painting &</p>	<p>Students will work on a themed project. 'Personal Investigation' The students choose a theme that they would like to explore moving forward. The aim is to give students the opportunity to utilise skills learnt and build on during the first two terms to apply to an independently led project.</p> <p>Students will explore the following in more depth, creating outcomes in response to each assessment objective.</p>

	<ul style="list-style-type: none"> • Refine ideas towards producing personal resolved outcome(s). • Organising own exhibition Lecture trips (The chat series) • Experience of timed conditions to create a final response. <p>Students will explore techniques within Art & Design as a subject and be introduced to the 'Threshold Concepts'. Exploring key practical techniques including drawing, collage, photography, print & painting. Students will also explore different genres within Art & Design, in particular the environment & portraiture.</p>	<p>their creative process.</p>		<p>where they begin to explore more independent themes. Students will visit galleries, conduct artist research and complete a series of tasks inspired by the book 'How to be an explorer of the world'.</p>	<p>sculpture. Exploring global issues and visiting relevant galleries or exhibitions.</p>	<ul style="list-style-type: none"> • Contextual research and development of ideas. • Planning and conducting photoshoots. • Annotating and refining skills & technique samples. • Experimenting with a range of techniques and materials. <p>Students also begin the essay section of their personal study.</p>
<p>Sexey's 7 Core Values</p>	<p>Courage: To share their work and opinions in front of their peers spontaneously and after preparation; to explore new techniques and ideas; to listen to and take on board peer and staff evaluation. To tackle new photographic techniques they are unsure of or find difficult.</p> <p>Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make. Particularly during group photo shoots.</p> <p>Honesty: Self-reflection and Peer-evaluation of work, recognising achievement & identifying targets for improvement.</p> <p>Kindness: To support their peers within the class environment and on location around the school site sharing and caring about each other's welfare and feelings. Working with others, helping them to improve, providing solutions to peer problems.</p> <p>Respect: Listening proactively to alternate opinion; sharing ideas positively providing evaluative comment in a productive manner as Photography is a subjective forum</p>					

	<p>Empathy: Supporting peers in groups, showing an understanding of how others; feel about their progress and work as well as applying this to understand how photographers produced the responses they have at various points in history.</p> <p>Resilience: Responding positively and productively to staff and peer feedback; adapting working practices to work productively with different techniques and processes taking advice and learning from it in order to progress learning from their mistakes.</p>
<p>Links to spiritual development opportunities & Christian beliefs</p>	<ul style="list-style-type: none"> • Sense of enjoyment and fascination in learning about others and the world around them. • Creative expression, allowing students to respond personally to themes. Recording their own ideas and feelings, preferences of style. • Creative expression through experimentation and acquiring knowledge of different practical and theoretical techniques. • Exploration of different photographers and artists, both historical and contemporary. Allowing students to express their opinion of artwork. • Spiritual and moral, to be inspired by the work of others and the world around them. • Development of empathy and kindness, being able to work collaboratively together on practical activities. • Creative expression, developing the ability to respond to given themes and create personal and meaningful outcomes.

<h1>13</h1>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Students will continue to work on their 'themed' Personal Investigation project (following on from Summer Year 12).</p> <p>Students will undergo a series of 1 to 1 tutorials to support their ideas. Students will experience different skills workshops to experiment with different art materials (drawing, painting, printmaking, collage & sculpture). Conducting development photoshoots to support student samples & outcomes.</p> <p>Students plan and work towards the creation of developmental outcomes.</p>	<p>Development of Ideas: Having created a series of 'development' samples, students plan and prepare to create a final outcome for their themed Personal Investigation project.</p> <p>Students will create a final outcome during this term for their themed project.</p>	<p>Year 13 Externally set assignment.</p> <p>Students provided themes by the exam board (AQA) and begin to create a project surrounding their chosen theme. Conducting the following: Initial research into a selected theme, Artist research, experimentation development of ideas, planning and conducting photoshoots to support art samples & techniques explored, developing samples & outcomes.</p>	<p>Development of ideas: Continuing to work on the externally set assignment, students begin to work towards a final outcome.</p> <p>Final outcomes produced by students in response to their chosen theme.</p>	Course Complete.	
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