Term	INTENT **Substantive Knowledge** This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	IMPLEMENTATION **Disciplinary Knowledge (Skills)** This is the action taken within a particular topic in order to gain substantive knowledge.	IMPACT **Assessment opportunities** What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Year 12 **Term 1,** **Unit 1** **Teacher Led** **Skills**	**Teacher Led** Pupils will develop new and existing skills through research, experimentation and recording their observations and experiences, using a wide range of materials and resources. **Left Out** Students will create a body of work under a set theme *(Left Out).* They will work with traditional and new media, developing confidence, competence, imagination and originality to produces in response to set tasks, through the creation of exploratory media. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. **Jim Dine** Observational drawings, multiple media and mark making. **Alison Watt** Oil painting, still life, grayscale, fabric, objects. **Life Drawing/Figure Drawing**	• To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • Exploring different ways to create drawings. • To be able to use different weight of pencil. • To be imaginative with layout and presentation of their work. • To develop knowledge of drawing materials and explore new ways of applying marks with charcoal, especially when holding the charcoal or creating textures. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to identify relevant areas for research. • To be able to observe and record the work of various artists. • To incorporate hierarchy, overlap and proportion when explore still life compositions. • Learning about different types of paint, brushes and surfaces.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment

	Construct the skeleton, gesture drawing, measure and compare. **Facial Features** Shape, form, proportions, tone. **Proportions of a Portrait.** Composition, sketching, preparing paint, mixing colours, basic outline, blocking in tones and colour, refine the details **Wallace Collection** Gallery Visit and Life Drawing **Lino Printing** Leopoldo Mendez, 2 colour process. **Slip Casting** Sasha Wardell, prepping mould and slip, fill mould with slip, remove excess slip, release casting from the mould.	• Students will understand the difference between water based & **oil** based mediums. • To be able to learn various oil painting techniques. • To be able to learn about the medium of oil paints, care of supplies, & how to paint with them. • To be able to set up their painting area. • Understanding Anatomy and Proportions. • To be able to depict movement, balance, and dynamic figure poses that flow. • To understand what a portrait and a self-portrait are and how they differ. • To identify and practice the proper placement and representation of facial features such as eyes, hair, and skin tone. • To recognize and draw edges, spaces, and proportions in a portrait. • To tell light from shadow and draw soft edges in a portrait. • To be able to observe artworks closely to learn about artistic styles. • To be able to analyse colour usage, tonality, and composition. • To able to understand how artists manipulate structures and textures in their creations. • To be able to engage with the artworks to appreciate their aesthetic and emotional impact. • Explore different genres, time periods, and cultural contexts. • To be able to develop your ability to interpret and discuss art with others.	

		• Learn to create intricate designs by varying pressure and angles while cutting. • Understand how different tools affect the final print. • Experiment with ink consistency, roller techniques, and layering. • Explore how varying ink thickness and application methods impact the final print's texture and visual appeal. • Study composition rules such as balance, contrast, and focal points. • To understand general properties of ceramics • To understand the slip casting process • Learning the fundamentals of slip casting and being able to think critically about why slip casting is used	

Term 2/3 **Unit 2** **Left Out**	**Student Led section.** Students are taught to reflect as they develop their ideas, which lead to the development, refinement and work towards a timed outcome. **Introduction** Describing the theme on their focus within it, mind map, image bank and responses to the theme. **Artists Research x 2** Artist analysis, in-depth analysis, opinion and responses. **Experimentation** Responses to the theme. Experimenting with media, ideas and scale. **Sustainability** What is sustainability, 3 pillars of sustainability, how can we be sustainable, the three R's. A focus on repurposing materials and experimenting with materials as part of the theme. **Large scale responses** Experimenting with colour and composition **Refinement** Refining their best idea and exploring it to the relevant conclusion in preparation for the final piece. **Final piece plan**	• To learn how to introduce a project and record thoughts and ideas. • To be able to identify relevant areas for research. • To be able to observe and record the work of various artists. • To be able to work in the style of an artist. • To explore different techniques, practice using them and develop a familiarity and confidence in the media. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing, painting, printing or using 3D. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • Experiment with materials, processes, and techniques to develop original ideas. • Analyse how the original function and meaning of an object can be altered through artistic intervention. • Record and evaluate the development of ideas through sketches, photography, and written reflection. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment

	Explain clearly their intentions and meaning behind the piece. **Mock Up** Planning out the final piece or pieces and time management during timed assessment **Final pieces** Pupils will responses to the theme under timed conditions.		
Year 13 **Unit 3** **Personal Study**	a) Practical work: Students will identify and select a focus for personal creative ideas. They will also undertake investigative and research work appropriate to their focus. They will explore media and processes. b) Personal study: Pupils will focus on selected aspects of other artist's work which is related to their practical work. They will develop and produce a personal enquiry which will culminate in an illustrated written presentation. **Introduction**	• To learn how to introduce a project and record thoughts and ideas. • To be able to identify relevant areas for research. • To be able to observe and record the work of various artists. • To be able to work in the style of an artist. • To explore different techniques, practice using them and develop a familiarity and confidence in the media. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing, painting, printing or using 3D.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment

	Describing the theme on their focus within it, mind map, image bank and responses to the theme. **Artists Research x 2** Artist analysis, in-depth analysis, opinion and responses. **Experimentation** Responses to the theme. Experimenting with media, ideas and scale. **Large scale responses** Experimenting with colour and composition **Refinement** Refining their best idea and exploring it to the relevant conclusion in preparation for the final piece. **Final piece plan** Explain clearly their intentions and meaning behind the piece. **Mock Up** Planning out the final piece or pieces and time management during timed assessment **Final pieces** Pupils will responses to the theme under timed conditions.	• To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. • To be able work under timed conditions.	

Unit 5 **Term 2/3** **Exam**	Students will respond to a given theme and develop ideas during a preparation period for the exam. **Introduction** Describing the theme on their focus within it, mind map, image bank and responses to the theme. **Artists Research x 2** Artist analysis, in-depth analysis, opinion and responses. **Experimentation** Responses to the theme. Experimenting with media, ideas and scale. **Large scale responses** Experimenting with colour and composition **Refinement** Refining their best idea and exploring it to the relevant conclusion in preparation for the final piece. **Final piece plan** Explain clearly their intentions and meaning behind the piece. **Mock Up** Planning out the final piece or pieces and time management during timed assessment	• To learn how to introduce a project and record thoughts and ideas. • To be able to identify relevant areas for research. • To be able to observe and record the work of various artists. • To be able to work in the style of an artist. • To explore different techniques, practice using them and develop a familiarity and confidence in the media. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing, painting, printing or using 3D. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. • To be able work under timed conditions.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment

	Final pieces Pupils will responses to the theme under timed conditions.		