




	Autumn Term (14 weeks)	Spring Term (12 weeks)	Summer Term (13 weeks)
<b>Context</b> 	<b>Students will continue to explore the theme of Human Condition</b> which can encompass a variety of initial starting points, in the first instance ‘Identity/Portraiture/Skeletal Form/Inner Mind/Outsider Art and much more. Students will develop skills using a wide range of materials and techniques inspired by artists ‘past and present’. Many students have completed tasks set during lockdown on teams and have a body of work. Most students have started ‘Layers’ final outcomes but these are incomplete or under-developed and need further improvements Some students have gaps in their ‘Layers’ and ‘Human Condition’ projects which need addressing and Some students.	Students should have work which relates to both coursework projects. <b>Layers and Human Condition.</b> They should aim to have: Layer s[ Encompassing themes, Landscape/Coastline/Trees/Boats/Time etc etc s: Sketchbook which contains evidence for all of the assessment objectives. Final personal outcome (which is the result of their sustained investigations into this theme. -The final piece should be well considered and skilful. Human Condition: Sketchbook which contains evidence for all of the assessment objectives. Final personal outcome (the result of sustained investigations into this theme) Ideally mini project: Abstracted Form which consists of 2 sheets containing evidence for all 4 assessment objectives and a final clay piece (abstract and figurative)	<b>CONSOLIDATION / PERSONAL DEVELOPMENT OF COURSEWORK (PORTFOLIO)</b> <b>Worth 100% of Art &amp; Design grade (COVID changes this year, no externally set assessment this year)</b>  <b>Students will ensure that both coursework.</b> <b>Work should be well presented/annotated and show a journey from initial starting points to final outcomes.</b>  <b>Themes: Layers &amp; Human Condition</b> <b>In addition most students will have a mini abstracted forms project.</b>
<b>Topic</b>	<b>Human Condition</b>	<b>Ongoing Development of Human Condition and Layers Project</b>	<b>Consolidation of portfolio and extension opportunities (mini projects)</b> Presentation of selection of work for final submission to AQA
<b>Knowledge</b>	<p>Students will develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources. They will develop the skills to <b>EXPLORE, CREATE AND COMMUNICATE THEIR IDEAS</b>. Students will demonstrate skills through –</p> <ul style="list-style-type: none"><li>- <b>Development</b></li><li>- <b>Refinement</b></li><li>- <b>Recording</b></li><li>- <b>Realisation and</b></li><li>- <b>Presentation of ideas</b></li><li>- <b>The development of final outcomes relating to each of their projects.</b></li></ul> <p>Through these extended and sustained projects students will understand how to develop a body of work, starting with an initial theme and then developing over time to a focussed area of study and finally a personal outcome. Consolidation of past work/development of ‘independent project’ &amp; workshops to teach and develop A.O.2 skills and techniques. Knowledge and understanding of a wide range of artists’ and ability to be critical about art work using specific art vocabulary.</p> <div></div>		<p><b>Students will:</b></p> <p>Submit all work to their teacher. Work will be assessed using the AQA assessment criteria. A.O.1 – Investigation/Research/Artists A.O.2 – Refine Ideas/Explore materials/Techniques/Processes A.O.3 – Record Ideas/insights/observations A.O.4 – Present personal and meaningful outcomes Marks out of 96 Students will understand how to present/organise and select work for final submission. Students should ensure that all work is labelled and annotated and that Candidate forms are completed and signed. Work will be moderated and assessed/work photographed and sent to the exam board.</p>
<b>Skills</b> Students will build on prior knowledge and develop their skills in relation to the 4 assessment objectives See AQA Art & Design Assessment criteria.  Key tasks – class/hwk and ‘whole class’ new content – workshops.	<p><b>Layers - Resources TEAMS (Home . L)</b></p> <p><b>A.O.3 – Mind map</b></p> <p>A.O.1 – John Piper Research Page (present 3 art works, analyse, extension: practical copy (further extension ... ‘own version’). A.O.1 – Copy of John Piper’s ‘Nursery Frieze’ (black and white) A.O.3 – Coast – Produce 3 drawings (photos of coast) A.O.3 – OUT TO SEA – Produce 3 studies (photos). Extend ... different materials, work from observation – expressive studies A.O.3/2 – Nature – Studies, work from photos (eg: wild plants, close-up shells/pods ...leaves) A.O.1 – Research pages – Artist of choice (landscape/Coast/Sea) theme. Present at least 3 pictures of their work. Analyse (key vocabulary) – make practical copies of work – extension: own versions ... depth and breadth of research A.O.1 – Land Art Research page A.O.2 – Own ‘Land Art’, inspired by Research – photograph and present, annotate. A.O.1 – Drawing of Trees (work from photos) .. Extend, research page, artists (trees) A.O.2 – own version.</p>	<p><b>Human Condition</b></p> <p><b>A.O.3 – Mind map</b></p> <p>A.O.1 – Research pages on Leonardo Da Vinci and Laura Ferguson (Copy one image) A.O.3 – Produce 3 drawings of images which relate to research pages eg: Skulls/human organs .. A.O.1 – Research pages on 2 out of 4 artists (on PP) Eg: Sagmeister/Stezaker. A.O.2 – Produce ‘own versions’ use techniques and similar approach to artists you researched A.O.3 – Portraiture – Develop 2 detailed drawings 1) Self Portrait (from photo or life). 2) Someone you admire/icon/role model work from photo A.O.1 – Choice – develop research pages on Human Condition artists (you choose) A.O.2 – Create ‘own versions’ inspired by Human Condition artists (use similar materials and techniques/approach A.O.1 – Develop Research pages on ‘Portrait’ artist (see PP or fact files or find own) A.O.1 – Outsider Art’ see PP. Develop Research pages ... analyse and make a copy/copies A.O.2 – Develop your own art work inspired by ‘Outsider’ Artist. * Develop more own versions, could look at RAW portraiture pp and do ‘interesting portrait’.</p>	<p><b>Second Half Term: Independent development of project – focus: trees/Harbourside/Time/Urban Landscape .....</b></p> <p><b>Evidence of the A.O.S – Final Outcome: February Half Term.</b></p> <p><b>In School: Consolidation of past work/development of ‘independent project’ &amp; workshops to teach and develop A.O.2 skills and techniques.</b></p> <p>A.O.2 – John Piper inspired collage (A5) 4 lessons, mixed media A.O.2 – Victoria Crowe inspired mixed media piece A.O.2 – Mike Bell/Kurt Jackson/Barbara Rae, Mixed media/painted response – abstracted, textures, horizontal lines. (2 weeks) Half Term.</p> <p><b>July – Look at ‘project brief’ independent development. Generate work relating to your own choice of focus eg: inner mind/art with message/portraiture/skulls .. A.O.1/A.O.2/A.O.3</b></p> <p><b>In School: Consolidation of past work ....</b> Re-visit, extend and improve. Teacher directed workshops (A.O.2 – development of key skills. A.O.2 – Mixed media skeletal form piece A.O.2 – Bacon and WW2 imagery – distorted faces analysis ..... And own version extension. A.O.2 – Outsider Art own version, mixed media or pen. A.O.2 – Portrait inspired by artist ORGANISATION OF PORTFOLIO/COMPLETION OF LAYERS FINAL OUTCOME. HUMAN CONDITION MOCK 10 HR OUTCOME – November.</p>
	<p><b>Assessment</b> AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria.</p> <p><b>Literacy/Numeracy</b> Annotation guides</p> <p>Use of prompts and writing scaffolds for:</p> <p>a) Writing about specific art works – VIEWS/OPINIONS/ANALYSIS b) Writing about artists/genres/art movements - FACTS/DATES/ARTIST INTENTIONS/AUDIENCE/ c) Writing about students’ own work, evaluations mid term and ongoing annotation.</p> <p>EXPLAIN/DESCRIBE/EVALUATE/COMPARE/CONTRAST/JUSTIFY/ARGUE/DEMONSTRATE USE OF SUBJECT SPECIFIC VOCABULARY – KEY WORDS USE OF PROMPTS USING SUB HEADINGS: FORM/CONTENT/PROCESS/MOOD UNDERSTANDING OF THE VISUAL ELEMENTS The Visual Elements are Line, Shape, Tone, Colour, Pattern, Texture and Form. They are the building blocks of composition in art.</p>		