

ART CURRICULUM SEQUENCE GRID

Year 13 Fine Art	A-LEVEL
Unit(s) (Tablet in 39week plan)	Personal project:
Key Retainable substantive and disciplinary knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... • How.... • Why.... 	<p>Substantive Knowledge:</p> <p>This refers to the essential content and core concepts that students are learning throughout the project:</p> <ol style="list-style-type: none"> 1. Advanced Technical Skills: <ol style="list-style-type: none"> a. Students will learn and refine their technical skills in a wide range of media, including drawing, painting, sculpture, printmaking, digital art, and mixed media. This includes mastering experimental techniques to push the boundaries of traditional methods. 2. Research and Idea Development: <ol style="list-style-type: none"> a. Students will learn how to conduct in-depth research into historical, contemporary, and cultural art movements. This research will help them generate ideas and deepen their understanding of the context surrounding various artistic traditions. 3. Contextual Understanding: <ol style="list-style-type: none"> a. Students will develop an understanding of art history, theory, and the work of key artists from different cultures and periods. They will learn how to link their own artistic work to these traditions, exploring how their personal practice fits within broader artistic contexts. 4. Creative Independence: <ol style="list-style-type: none"> a. Students will focus on developing a personal visual language and learn to work autonomously. This includes creating a sustained body of work based on a self-chosen theme, allowing them to express their ideas and emotions through their art. <p>Disciplinary Knowledge:</p> <p>This refers to how students engage with and apply the substantive knowledge in their own artistic practice:</p>

1. Experimental Practice:

- a. Students engage in experimental practice by pushing the boundaries of both 2D and 3D art. This hands-on exploration allows them to experiment with new techniques and materials, encouraging creative risk-taking and a reflective, iterative process.

2. Comprehensive Research:

- a. Students research artists, cultural movements, and historical contexts that influence their work. They document their findings in sketchbooks, using this information to inspire and inform their practice. This encourages students to learn how to gather, analyse, and integrate research into their artistic process.

3. Critical Evaluation:

- a. Students engage in self-assessment and peer critique sessions. These evaluations encourage students to critically reflect on their work, considering how their ideas are developing and how they can improve their practice. This helps them identify areas for refinement and deepen their understanding of their creative process.

4. Conceptual Development:

- a. Students will use sketchbooks to engage in conceptual and thematic explorations, developing their ideas and experimenting with different ways to visually communicate their themes. This ongoing refinement of ideas ensures that their work becomes more sophisticated and focused.

Why This Knowledge is Taught:**1. Skill Mastery:**

- a. The acquisition of advanced technical skills is crucial for students to produce high-quality artwork. Mastery of various media and techniques ensures students can express their creative ideas with precision and confidence.

2. Personal Expression:

- a. A-Level Fine Art encourages students to develop their own artistic voice. The focus on personal expression enables students to convey complex ideas and emotions, which enhances their ability to communicate through their work.

3. Critical Thinking:

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- a. By learning about the historical and cultural contexts of art movements and theory, students gain critical thinking skills that help them produce work that is informed, relevant, and innovative. This enhances their ability to think deeply about their artistic choices.

4. Preparation for Higher Education:

- a. The skills developed during this process prepare students for further studies in Fine Art or related fields, such as Art History, design, or visual culture. Mastery of both technical and conceptual skills provides the foundation necessary for success in higher education and creative careers.

Key Takeaways for Retainable Knowledge and Skills:

- **Substantive Knowledge** includes mastering advanced technical skills in various art forms, conducting research, understanding art history and theory, and developing a personal visual language.
- **Disciplinary Knowledge** involves applying these skills through experimental practice, research integration, critical reflection, and the development of ideas and concepts in the students' own work.

This project helps students cultivate technical expertise and creative independence, while developing the critical thinking abilities needed to succeed in higher education and in professional art practice

Key Technical Vocabulary (To be modelled and deliberately practiced in context.)

- **Composition** – The arrangement of elements within a work of art, determining the visual balance and focus of the piece.
- **Conceptual Art** – Art where the idea or concept behind the work is more important than the finished product or traditional aesthetics.
- **Mixed Media** – The use of multiple artistic materials or techniques in a single artwork, such as combining paint, photography, and collage.

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	<ul style="list-style-type: none"> • Chiaroscuro – The use of strong contrasts between light and dark to create a sense of volume and three-dimensionality in artwork. • Gestural Mark Making – Expressive, dynamic use of lines or brushstrokes, often used to convey emotion and energy. • Medium – The material or technique used to create an artwork, such as oil paint, clay, or digital media. • Form – The shape and structure of a subject, especially in three-dimensional art, reflecting its volume and space. • Texture – The surface quality of an artwork, either tactile (physical texture) or visual (illusion of texture). • Perspective – A method of representing three-dimensional objects on a two-dimensional surface, often using vanishing points and depth. • Symbolism – The use of symbolic images or elements to represent deeper meanings or abstract ideas.
Opportunities for Reading	<ul style="list-style-type: none"> • Art Theory Books: • "Ways of Seeing" by John Berger – A critical examination of how we interpret art, particularly in terms of culture and context. • "Theories and Documents of Contemporary Art" by Kristine Stiles and Peter Selz – A comprehensive overview of key concepts, movements, and artists in modern and contemporary art. • Artist Biographies and Autobiographies: • "The Story of Art" by E.H. Gombrich – A classic and accessible introduction to the history of art, providing context for artistic developments through the ages. • "Frida Kahlo: The Biography" by Hayden Herrera – Offers insight into the life, struggles, and inspirations of one of the most influential artists of the 20th century. • Art Journals and Magazines: • <i>ArtForum</i> – A well-regarded contemporary art magazine featuring articles, reviews, and interviews with artists, critics, and curators.

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	<ul style="list-style-type: none"> • <i>The Art Newspaper</i> – Provides a global perspective on art news, exhibitions, and trends, keeping students up-to-date with the art world. • Theory and Criticism: • "Art Critiques: A Guide to Writing the Artist Statement and Critique" by William C. Bamberger – Guides students on how to critically evaluate their work and the work of others, a crucial skill for A-Level coursework. • "Art as Experience" by John Dewey – Examines the philosophical aspects of art, exploring how we perceive and engage with it.
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Exposure to Great Artists and Art Movements: <ul style="list-style-type: none"> ○ By studying renowned artists like Leonardo da Vinci, Frida Kahlo, Banksy, and Pablo Picasso, students are introduced to significant figures whose work has shaped art history and culture. This encourages an appreciation for the vast range of artistic expression and history. ○ Exploring movements such as the Renaissance, Surrealism, Modernism, and Contemporary Art helps students understand how art has evolved, contributing to their knowledge of human creativity, cultural expression, and social context. • Understanding Art's Role in Society: <ul style="list-style-type: none"> ○ Art is often a reflection of societal values, struggles, and progress. Through the study of art in different historical and cultural contexts, students learn how art can be used as a tool for social commentary, political protest, and cultural identity, fostering an understanding of its power to influence and document society. ○ Exposure to art institutions, galleries, and museums (both physical and virtual) provides students with a direct link to the artistic achievements that have shaped human culture. • Encouraging Originality and Creative Expression: <ul style="list-style-type: none"> ○ The development of a personal artistic voice is central to A-Level Fine Art. By engaging with the very best of art and learning from various cultures and time periods, students are encouraged to push boundaries in their own creative endeavors, inspiring a deeper engagement with their work. ○ Students are encouraged to create art that reflects personal and cultural identity, allowing them to critically engage with both their own experiences and the wider world. • Cultural Literacy Through Art:

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	<ul style="list-style-type: none"> ○ Students gain exposure to global and historical art practices, helping them to better understand diverse cultures and appreciate the breadth of human expression across time and space. ○ Art encourages students to make connections between visual culture, history, philosophy, and social issues, enhancing their critical thinking and cultural awareness. <p>By immersing students in the rich world of artistic achievement, A-Level Fine Art helps them develop a broad cultural capital that contributes to their overall education, fostering an appreciation for the creative, historical, and societal significance of art.</p>
Strategies to engage and maximise achievement of PP learners	<ul style="list-style-type: none"> ● Targeted Support: Provide personalised mentoring and tailored resources to address individual needs. ● Early Intervention: Conduct regular check-ins to ensure progress and offer timely feedback. ● Growth Mindset: Encourage perseverance and celebrate improvement, not just outcomes. ● Access to Resources: Ensure access to high-quality materials and cultural experiences (e.g., museum trips). ● Collaborative Learning: Pair PP students with peers for support and shared learning experiences. ● Differentiated Teaching: Use varied teaching methods to cater to different learning styles. ● Real-World Connections: Link projects to potential careers in the art world and professional practices. ● Clear Success Criteria: Set achievable goals with clear expectations and celebrate progress.
Cross Curricular Links (Authentic Connections with other curriculum)	<ul style="list-style-type: none"> ● History: ● Explore historical art movements, their cultural significance, and their impact on society. For example, studying the Renaissance or Surrealism offers insights into the historical context of artistic development.

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	<ul style="list-style-type: none"> • Examine how historical events, politics, and social change influence art, encouraging students to understand the role of art in documenting and shaping history. • English: • Art critique and analysis often require strong written skills. Students can link their artwork with literary themes, exploring symbolism, narrative, and themes in writing and art. • Use art to inspire creative writing or poetry, where students describe their artwork or the artwork of others through written expression. • Science: • Study the science of colour theory, light, and perception. For example, students could explore how human vision and the psychology of colour influence their artistic choices. • Investigate materials and their properties (e.g., the chemistry of paints, the properties of clay in sculpture). • Maths: • Use geometric shapes, proportions, and symmetry in composition, particularly in abstract or technical artwork. • Explore the mathematical principles behind patterns in art (e.g., Fibonacci sequence, tessellation) and their use in creating balance and harmony in compositions. • PSHE (Personal, Social, and Health Education): • Explore themes such as identity, well-being, and social issues through art. This can help students connect personal reflection with creative practice. • Use art to express emotions and discuss sensitive topics, fostering empathy and self-awareness. • Geography: • Study the influence of geography and the environment on art, particularly in landscape painting and the representation of nature. • Investigate how global cultures and geographical locations have shaped diverse art forms and traditions.
Key Assessments	<ul style="list-style-type: none"> • Portfolio Submission:

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- Assessment of the final portfolio, which includes a selection of work demonstrating students' development, creativity, and technical skills. It showcases their ability to explore and experiment with different media and techniques.
- **Personal Study (Extended Essay):**
- A written component where students explore a topic related to their practice. This assessment evaluates their research skills, critical thinking, and ability to link theory with practical work.
- **Final Exam (Externally Set Task):**
- A timed, exam-style project where students respond to a theme or brief set by the exam board. This assessment tests students' ability to develop and produce a piece of artwork in a limited time, demonstrating independent creativity and technical proficiency.
- **Workshops and Ongoing Critiques:**
- Continuous assessment through workshops and peer/group critiques where students receive formative feedback. This supports their development and provides opportunities for self-reflection and refinement of skills.
- **Sketchbook/Developmental Work:**
- Assessment of the sketchbook or developmental work, which documents the student's creative process, including idea generation, experimentation with techniques, and progress throughout the project.