

Year 13 Fine Art ____	Term 1 / 2	Term 3
<p><b>Unit(s)</b> (Tablet in 39week plan)</p>	<p><b>Personal investigation project:</b></p> <p>Recording and Realising intentions and compositional skills.</p> <p>Development of techniques and Recording</p>	<p><b>(Externally set assignment)</b></p>
<p><b>Key Retainable Knowledge and Skills</b> (Required for Y11/13)</p> <ul style="list-style-type: none"> <li>• What...</li> <li>• How....</li> <li>• Why....</li> </ul>	<p>Student will continue recording images based on their issue by gathering primary photographs.</p> <p>students will begin to combine their primary and secondary resources to develop their own ideas based on their issue. They will focus on a technique which will now be evidence within their journey.</p> <p>Term 2 students will be finalising their personal investigation and 2000 word essay.</p> <p>Students will return to their personal investigation. - contextual research and development ideas.</p> <p>students will be realising intentions by combining AO1 artist research with AO3 observational to meet AO2 – use of materials and eventually creating a final outcome (AO4) within the 15 hour exam.</p> <p>Mounting and presenting their project ready to be exhibited within the gallery space.</p>	<p>February students will be introduced to the externally set assigned</p> <p>They will select 1 topic from 7 options.</p> <p>They will work through each assessment objective:</p> <ul style="list-style-type: none"> <li>• AO1 – artist research (artist provided from exam paper)</li> <li>• AO3 - Record and gather primary evidence for exam topic.</li> <li>• AO2 – Experiment with materials based on artist and observational.</li> <li>• AO4 – Final piece (15 hour exam)</li> </ul> <p><b>Year 13: A Level Art exam - 15 Hour exam -</b></p>

	<p>By the end of KS5 we want students to contribute and engage as confident future professionals and create work independently that reflects issues within different cultures and shows an emotional awareness of our society. They will gain inspiration from traditional and contemporary sources and look at the natural world, art works, poetry, music, dance and drama. They will develop on personal beliefs and values and produce work that reflects their identity help them understand how artists respond to human issues and shared problems through art. They must be able to articulate their journey through a written assignment showing a working vocabulary and specialist terminology that is relevant to their chosen areas.</p>
<p><b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)</p>	<p>Intentions</p> <p>Ideas</p> <p>Development</p> <p>Processes</p> <p>Journey</p> <p>Investigation</p> <p>Techniques</p> <p>Communication</p> <p>Objectives</p>
<p><b>Opportunities for Reading</b></p>	<p>Contextual research – Books / internet / Trip to London art galleries in term 2.</p>
<p><b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> <li>• Both contemporary and traditional artists will show wide cultural understanding.</li> <li>• Cultural capital- Making connections to advertising, film, literature and music through learning about seaside project / personal investigation</li> </ul>
<p><b>Strategies to engage and maximise</b></p>	<p>Providing resources and equipment to support all students.</p> <p>Created a Sixth form Art studio (EG3) to enable students to work within their own space without any distractions.</p>

<b>achievement of PP learners</b>	They can use their free periods to access the work.
<b>Cross Curricular Links</b> (Authentic Connections with other curriculum)	Sharing good practice on individual student folders. Working with different art departments to moderate and assess samples of work. - Wath, Maltby, Danum and Dinnington