

# Curriculum Map Year 12 (2021-2022) ART

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Technique experiments and explorations.  "Your Portrait in Shoes"	Autumn 1 and 2  HT1 and 2	At the beginning of the sixth form course, students are shown examples of past projects and through discussion are introduced to the Assessment Objectives which govern the work they are required to produce. Initially work is based on the need to consolidate technique, encourage individual research and push the boundaries a little by experimenting with unfamiliar ideas. Thereafter subject matter becomes more individual. Project starting points may include ... "Your Portrait in shoes" many artists have painted worn shoes as an indicator of Character. "The hidden Face" Hidden by a veil, hair, flowers, face paint, tattoos or cut outs from magazines. "My Space" Could be a bedroom, could be a desk drawer, could be a wardrobe, somewhere you keep precious things, it could even be a place you go to when you need to think. Students will be expected to take photographs, make first hand sketches and research relevant artists to support their choice of imagery. They will also have to complete homework pieces, which support their coursework and help to strengthen and develop their technical ability	Students are made aware of the specifications for Advanced Level study. They will be able to see the connection to the structure and methods of working, already initiated at GCSE. Level. Therefore, they will have confidence in making creative decisions and working in the more independent manner, required at Advanced Level.	The Advanced Level course is of two years duration, which enables student the time to grow and mature as creative individuals.
"The Hidden Face"  "My Space" Or "A Room With A View"	Spring 1 and 2  HT3 and 4	During the Spring term, students will have amassed a body of work with which to create display sheets and will therefore have a better understanding of how to build an A. Level project. They will have been encouraged to develop an accompanying sketch book, used as a visual diary to support their experiments and finished compositions and will now understand the value of thorough research and planning as a vital part of the sixth form course. We will visit local Art galleries, including The Williamson, The Lady Lever, The Walker and the Tate Liverpool, either as a group or as individuals with a specific research schedule. As the summer term approaches the coursework folio will be consolidated, mounted and annotated. Ideas for the Personal Investigation will be suggested and archive essays studied for inspiration.	As students work through the projects offered, they will be encouraged to become more adventurous in their research and experimentation, in order to develop a strong individual style.	
Personal Investigation introduction and initial research. N.B This is an individual choice by each student.	Summer 1 and 2  HT5 and HT6	As we move into the Summer term, students are introduced to information with reference to a Personal Investigation. This a piece of individual research based on an Artist, an Art movement or a designer, chosen by the student. From initial research, students will develop art work, based on or inspired by their choice of study. The practical project is accompanied by an illustrated, analytical essay of between 1.000 and 3.000 words. The essay is compulsory and must include a Bibliography. Once a theme has been decided upon, students are expected to use the summer holidays to engage on thorough research of their chosen topic, which should include site visits to relevant galleries and exhibitions. Students are also encouraged to read around their chosen subject, to give depth to their essay and help them understand the purpose of their chosen artist or designer.	At this point students should have enough background knowledge, gathered through thorough and experimental research, to be able to make a confident choice of study, for this student driven project.	They progress into the second year of study with the confidence of having created a rich and exploratory folio of work, which has been carefully assessed and supported by their teaching staff.