

Curriculum Map Year 12 (2025-2026) 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
<i>Fruit, Flowers, Growth and Decay.</i>	<i>Autumn 1 and 2 HT1 and 2</i>	<p>This term will provide students with an exploration of a range of materials, techniques and processes. They will be given a clear understanding of A level expectations, the criteria, processes and the different specifications available.</p> <p>ART, CRAFT AND DESIGN FINE ART TEXTILE DESIGN</p> <p>Students will develop ideas through investigations into the theme and create a series of experimental pieces, as well as sketchbook work which will show research and developmental studies.</p> <p>After this term, students will move onto their own choice of personal investigation, having been given a strong foundation of skills and understanding.</p> <p>Students start by taking photographs of a wide selection of natural forms such as sliced fruits. They study relevant artists, for example, Angela Faustina.</p> <p>The photography is used in a series of developed pieces, collages, paintings and sculptural forms. Sophie Cunningham's pomegranate piece is also utilised to gain an understanding of drawing technique combining pen and watercolour.</p> <p>Small canvases enable students to create close up studies using thicker paint and textural surfaces.</p> <p>A series of experimental workshops are undertaken and students explore printmaking, textiles and sculpture.</p> <p>Sketchbook work will include analysis of relevant artists, sketches, annotations and relevant gatherings.</p>	<p>Students cover the assessment objectives as required by the exam board.</p> <p>They develop skills recording in visual forms their ideas, observations and insights. Students investigate and explore the work of relevant artists including an in-depth analysis.</p> <p>They experiment with a range of drawing, painting and photographic media, reviewing and modifying ideas as they develop.</p> <p>They present a personal response demonstrating an imaginative engagement with the theme.</p> <p>They also express ideas, thoughts and insights verbally and in written forms.</p>	The 4 assessment objectives continue to be covered throughout the course and in each unit of work.
<i>Personal Investigation Project. Which is an individual choice by each student and should occupy, most of the practical time available.</i>	<i>Spring 1 and 2 HT3 and 4</i>	<p>Students select their own theme to explore for their personal investigation. At this point, they will also select their specification. They undertake independent site visits and gather visual imagery, take photographs and research relevant artists and designers.</p>	The value of thorough independent research becomes apparent.	Independent research is an invaluable, transferable skill.
<i>Personal Investigation Project.</i>	<i>Summer 1 and 2 HT5 and HT6</i>	<p>Students continue to develop their ideas and create a series of outcomes along with investigative and exploratory sketchbook work, inspired by their selected area of study.</p>	Students continue to work with independence as they develop their projects further.	Students become curious, self-motivated learners.

