



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Fine Art	Year group	12
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>The Art and Photography curriculum at Landau Forte develops students' imagination, enquiry, creativity and self-reflection.</p> <p>We provide the students with creative experiences that cover a broad variety of topics, ensuring that the students build upon prior knowledge. Students study a range of artists, genres and cultures to broaden their understanding of art and the wider world. By ensuring students are taught technical skills and learn from the work of others we develop active learners, who are inquisitive and a firm grounding of technical skill and understand how to research, analyse and synthesise concepts and approaches to find personal outcomes.</p> <p>The topics are designed to provide cross-curricular links to other subjects across the school. We expose the students to a wide range of practitioners and consider the wider world of work within this. We have devised our curriculum whilst considering the national curriculum expectations for art.</p> <p>In Art, students explore and learn how to apply a range of skills and techniques using a variety of media, whilst at the same time, teaching them to take pride in their work and complete tasks to the very best of their ability. Our students are critical thinkers and problem solvers, developing projects from conception to realisation. We promote individuality, creativity and independence, which prepares them for GCSE and A level and beyond.</p> <p>The course is designed in a cyclical nature from KS3 to KS5 allowing for key skills to be developed and refined over time. The four threshold concepts that underpin the learning are derived from the KS4 Assessment objectives, but also form the basis for all creative process outside of education. The 3 C's are at the heart of creative practice.</p> <p>Compassion Learning about others and world/ societal issues explored in Art, supporting one another in class, teamwork etc Curiosity Experimenting and exploring with media, techniques and processes. Courage Taking creative risks and learning from mistakes, trying new techniques and approaches</p>		



CURIOSITY

COMPASSION

COURAGE



Core values and attributes

- Art and Photography by definition does what words cannot, at its heart it is a form of communication. A form that can challenge, reveal, entertain, intellectually stimulate, elicit an emotional response, comfort, and bring about change or joy. Art can provide voices for those who feel they have no voice or simply create work that showcase immense talent.
- Imagination, creativity and reflection lead ideas forwards
- Students can develop their own interests with support and over time become independent learners.
- Students take risks and ask the 'what if' questions

Recognition of national policy and educational landscape

- Numeracy and literacy in all learning sessions.
- Links to work experience gaining skills for real life.
- The curriculum is built on knowledge and studio practice, carefully implemented with sequencing and structure of assessments adhering to exam requirements. Consistent with academy focus planning, delivering specialists skills.

We prepare our students for life beyond QEMS/SF by developing:-

- Independence
- Creativity and adaptability.
- The skill to visualise
- The Arts remains one of the most productive areas of the economy in the UK in terms of employees and wealth generation.

Students develop knowledge and understanding of a wide range of contexts and issues, they develop empathy and see how cultures share common concerns and experiences. Students learn how to critically research and analyse information.

Threshold Concepts (TCs):

- TC1:** Understanding contexts and analysing the work of others.
TC2: Develop, experiment and explore ideas
TC3: Technical ability to record, experiment and control media to create imagery.
TC4: Refine and present personal outcomes

KS4 specification summary:

Develop their creative, imaginative and intuitive capabilities when exploring, creating and producing their images, artefacts and products
 Develop and refine their ideas, supported by an understanding of their context and what has informed them
 Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures appropriate to their chosen area(s) of study
 Develop their ideas through investigations informed by selecting and critically analysing sources
 Apply an understanding of relevant practices in the creative and cultural industries to their work
 Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
 Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
 Use visual language critically as appropriate to their own creative intentions



CURIOSITY

COMPASSION

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Realise personal intentions through the sustained application of the creative process.

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



Critical Thinking



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

The Big Question

How do I master the technical aspects of art and deepen my understanding of the work, concepts and processes of a wide range of artists?

Big picture questions:

How can I improve my recording skills?
How do I measure effectively?
How do I exploit the properties of various media?

How can I learn from my experimentation and critically engage with the work of artists?
How does working on a large scale change the way you work and how the image looks and feels?

How can I develop an idea conceptually?
How can assemblage and appropriation develop my artistic practice?
How can mixed media inform my working practice?
How can I develop construction techniques?

What makes a successful theme for a personal project?
How do I effectively research a theme with insight and investigative instincts?

How do I structure my investigation visually?
How do I refine my skills?

How do I develop a theme effectively?
How do I reflect on my work and that of others?
How do I make changes to ideas to overcome difficulties?
How do I exploit the properties of various media?
How do I avoid pastiche when using others as inspiration?

Content (Linked to TCs):

Exploring media TC3
Recording imagery TC3
Examining the work of others TC1

Experimenting with techniques and approaches TC2
Analysing the work of others TC1
Recording and refining TC3,4

Exploring ideas and concepts TC1,2
Analysing the work of others TC1
Developing original informed outcomes TC1,2,3,4

Identify features of a successful theme TC1
Research the work of others to draw inspiration from TC1,3
Investigate a theme effectively TC1,2,3
Refine recording skills TC3

Refine recording and experimentation TC2,3,4
Analyse the work of others TC1
Understand what effective research is and different models, routes
Identify best practice of others TC1

Investigate a theme effectively TC1,3
Develop personal lines of enquiry TC2,3
Refine and develop ideas and visual recording TC2,3,4



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				Begin to develop a personal visual language TC3,4		
Key vocabulary:	Figuration Foreshortening Composition Annotation Contextual Record Explore Develop Present Cyanotype	Mark making Negative space Gesture Chiaroscuro Abstraction Montage	Contextual Informed Narrative Assemblage. Appropriation Construction	Mind Map Site Specific Aesthetic Mixed media Assemblage Relief Wash	Theme/ Student specific.	Theme/ Student specific.
Assessment:	Holistic prediction, evidence primarily coming from A03 Record	Holistic prediction, evidence primarily coming from A03 Record and A02 Explore	Summative Assessment Holistic prediction, evidence primarily coming from all A0's A01 Develop A0 2 Explore A03 Record A04 Present	Holistic prediction, evidence primarily coming from all A0's A01 Develop A0 2 Explore A03 Record A04 Present	Holistic prediction, evidence primarily coming from all A0's A01 Develop A0 2 Explore A03 Record A04 Present	Holistic prediction, evidence primarily coming from all A0's A01 Develop A0 2 Explore A03 Record A04 Present

40% of A-level • Synoptic assessment in Art and Design involves students in: • drawing together the knowledge, understanding and skills learned in different parts of the course • selecting and presenting work which demonstrates their strengths across the areas of knowledge and the range of skills described and shows their ability to sustain their own lines of enquiry • bringing together and making connections between the areas of knowledge, the work of artist(s), designer(s), photographers or craftspeople and the range of skills described and learned throughout the course and applying this by responding to one or more of: • a stimulus or issue • a design brief or problem • a task which specifies an image, object or other outcome to be achieved. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. • AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.



CURIOSITY

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<p>Key/Historical misconceptions in this unit:</p>	<p>The level of independence and intellectual thinking is substantially raised from GCSE</p>			<p>Don't choose a theme if you can't think of numerous ways to explore it. The internet is the only source I need</p>		
<p>Sequencing:</p>	<p>We have chosen to sequence the year 12 curriculum like this because...</p> <p>We begin with technical skills, to ensure all students have the necessary control, visual understanding and ability to record imagery to a high level. These build directly from the GCSE criteria, therefore most, but not all, have a good grasp of the requirements and existing skills. The work on taking these skills to a higher level in terms of complexity, and appropriateness for different intentions. There is an increasing focus on not only analysing artists but understanding more conceptual and procedural ideas, ensuring students understand they need to develop a personal voice, develop independence, showing their inspiration, not simply be effective copy-ers. Standing on the shoulders of giants.</p> <p>Portfolio</p> <p>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:</p> <ul style="list-style-type: none"> • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements. <p>The written material must:</p> <ul style="list-style-type: none"> • be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • include specialist vocabulary appropriate to the subject matter • include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. 					