

Art & Design Curriculum Map							
A. Formal Curriculum Key Stage 5							
Core Content & Skills		By the end of key stage FIVE we want all students of Art & Design to know and do the following things: produce practical and critical/contextual artwork; demonstrate knowledge of Art, Craft and Design through research and the development of ideas working from first-hand experience and, where appropriate, secondary source materials; participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry; be confident in taking risks and learning from successes and mistakes; present a personal and meaningful response that realises intentions.					
Prior Knowledge & Skills		In KS5, students of Art & Design will build on the following prior learning: knowledge of the formal elements of Art (line, shape, space, form, tone, texture, pattern, colour and composition); knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study; understanding of sources that inform their creative intentions; realization of intentions through purposeful engagement with visual language, concepts, media, materials and the application of appropriate techniques; critical reflection of their creative journey and its effectiveness in relation to the realisation of personal intentions.					
Future knowledge		The Curriculum in KS5 Art & Design will prepare students for the following future learning: how to manage time effectively and navigate an independent creative project; how to critically analyse primary and secondary sources and demonstrate knowledge in a visually exciting and relevant way, how to take risks and reflect on what they have learnt throughout their creative journey.					
Year 13	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Continue Component 1: Personal Project/Portfolio		Component 2: Externally set assignment/Exam Paper Students will be provided with exam papers on 1 February, or as soon as possible after that date. Each question paper will consist of a choice of eight questions to be used as starting points, and students are required to select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first three hours of the supervised time must be consecutive. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.			



	Key assessment points	Formative: feedback during lessons, both verbal/informal, and use of learning log. Summative: use of formal feedback sheet which includes self, peer and teacher feedback and relates to assessment objectives. Group crits to discuss work as a class.		Only informal feedback allowed due to this component being an externally set assignment.			
Year 12	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		'Texture' Mini Project This mini project covers a range of different medium, whilst focussing on a set theme allowing students the opportunity to develop skills and nurture creative passions before starting the personal project. As one of the formal elements of art, texture is a broad theme that offers countless possibilities in both realism or abstraction, enabling students to explore further starting points such as natural forms, manmade structures, architecture, human form, animals etc.		Component 1 – Personal Project/Portfolio This is a practical investigation supported by written material. 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. There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives. The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.			



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B. Holistic development via Enrichment/Personal Development Curriculum

Independent learning is expected as part of the A-Level Art course – incorporating own interests/passions/hobbies within personal investigation is encouraged to help develop a personal response (relating to assessment objective 4).

Group crits enable wider discussion about ideas and development and allow peer to peer advice to be shared.

Students are encouraged to visit galleries/exhibitions relevant to their personal investigation.

Trip to Royal Academy's Summer Show.

Inktober and other competitions/local initiatives are promoted.

Creative Arts prefect role is linked to department.

Involvement in school exhibitions, EDA fayre and other Art opportunities to develop confidence and personal development.



KING EDWARD VI GRAMMAR SCHOOL

HOLISTIC, ACADEMIC, EDUCATION

"Encouraging Excellence, Nurturing Talent"