

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p><u>AUTUMN 1</u> <u>'The Urban Environment'</u> <u>a starting theme</u> <u>What will be learnt?</u> Building on the independent learning approaches that we focused on in Year 11, this is an 'open ended' theme aimed at encouraging students to make a personal response to the starting point. <u>Why will it be learnt?</u> <u>Main outcome:</u> <i>Learners must use an appropriate range of processes and techniques appropriate to their chosen theme enabling them to explore research and create final outcomes</i> -Students will- explore, research and acquire techniques and develop skills, knowledge and understanding in a range of Fine Art media. -Explore relevant images/resources relating to Fine Art using</p>	<p><u>AUTUMN 2</u> <u>'The Urban Environment'</u> <u>What will be learnt?</u> Students make decisions about the direction that they want to take the themes. The visit to Birmingham in term one will have given them opportunities to observe and record and now, students begin to develop and explore their own personal ideas. <u>Why will it be learnt?</u> <u>Main outcome:</u> Freedom of choice with ideas is also echoed with areas of study. This can include:</p> <ul style="list-style-type: none"> • Portraiture • Landscape • Human form • Abstraction • Narrative • Installation 	<p><u>SPRING 1</u> <u>'The Urban Environment'</u> <u>What will be learnt?</u> Students' ideas are fully developed and this ½ term, they work on their own personal responses to realise their own specific ideas. <u>Why will it be learnt?</u> <u>Main outcome:</u> Students present a personal and meaningful response that realises their intentions making connections between visual and other elements. They also complete the Related Study which builds on their understanding of the relationship</p>	<p><u>SPRING 2</u> <u>'Personal Investigation'</u> <u>(Practical portfolio)</u> <u>What will be learnt?</u> Students are issued with a list of possible starting themes OR devise their own specific theme to work on. They are expected to develop a personal response to this theme leading to a finished realisation(s) or outcome(s) by January Year 13. <u>Why will it be learnt?</u> <u>Main outcome:</u> The portfolio will consist of a sustained project, theme, course of study. It may be presented in any appropriate format (sketchbooks, mounted sheets, maquettes etc). Learners must show that they have: -independently developed ideas through sustained and focused investigations in response to the theme.</p>	SUMMER 1	SUMMER 2



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	<p>traditional and /or digital approaches to produce Fine Art work.</p> <p>-Demonstrate specialisation in particular media/processes to allow for greater depth of study based on particular themes, ideas or issues. Understand drawing skills as a way of recording and communicating intentions, ideas and emotions in the context of Fine Art.</p> <p>Skills developed:</p> <p>-understanding and using pictorial space, composition, rhythm, scale and structure.</p> <p>-understanding and application of scale appropriate to student choices and intentions.</p> <p>- applying formal elements in relation to Fine Art</p> <p>- selecting, editing and developing ideas.</p> <p>-using appropriate visual language and terminology</p>	<ul style="list-style-type: none"> • Working in genre/style <p>Students also begin to research and write a 1000 word (illustrated) related study to enable learners to develop their ability to communicate their knowledge and understanding of art historical movements, genres, practitioners and art works considering how these change and evolve over time. (RELATING TO URBAN THEME)</p>	<p>between society and art.</p>	<p>-produced material informed by contextual and other sources that informs the development of practical work.</p> <p>-explored ideas, techniques or processes appropriate to their chosen theme.</p> <p>-recorded observations from sources relevant to their intentions.</p> <p>-critically reviewed and refined their work as it progresses.</p> <p>-used the planning and preparation to produce coherent realisation(s)/outcome(s).</p> <p>Skills developed:</p> <p>-understanding and using pictorial space, composition, rhythm, scale and structure.</p> <p>-understanding and application of scale appropriate to student choices and intentions.</p> <p>- applying formal elements in relation to Fine Art</p> <p>- selecting, editing and developing ideas.</p>		
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	<p>-understanding and using relevant conventions and genres in Fine Art. How will learning be assessed? 1-1 tutorials each week, Peer assessment, Formal assessments of class and sketch book work</p>			<p>-using appropriate visual language and terminology -understanding and using relevant conventions and genres in Fine Art. How will learning be assessed? 1-1 tutorials each week, Peer assessment, Formal assessments of class and sketch book work</p>		
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