

Archbishop Beck Catholic College Long Term Plan for A level Art

Year 12 Art

Students will engage in many more aspects of practical study and workshops, such as clay/ceramics, painting and model making- which were unavailable during the previous academic year. Year 11 students had limited access to the specialist rooms, this has had an impact on their practical skills set and knowledge of materials, techniques and processes and their vocational skills. These are vital skills and knowledge that we need to embed to guarantee success at A Level and fulfilment of the necessary Assessment objectives (AO's) particularly AO2.

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p>Course overview Introduction to Fine Art and the AQA marking criteria. <u>Close-up</u></p> <p>Under the theme of close-up, students will be taught 'workshop style' lessons incorporating key skills into their work, including:</p> <ul style="list-style-type: none"> • Drawing and gridding, applying tone to work, the use of pen and its properties (stippling, cross hatching and other mark making techniques • Clay, using air dry clay...developing into kiln understanding and ceramics • Print-Mono, Lino and dry point printing techniques • Application of paint (Watercolour/ Gouche and acrylic) understanding the building up of layers 	<p>Topic Areas to be covered:</p> <p>Artist research, how to read art and critique it. Gaining an understanding of annotation and how it is applied to physical artwork, either in sketchbooks or on boards.</p> <p>Students will begin thinking about and collating research relating to their chosen theme.</p> <p><u>AP 2 Assessment</u></p>	<p>Design, development, refine, refine, screen, paint, repeat, symmetry, asymmetric, stencil, craft knife, threads, fabric, fibres</p> <p>Intention, mood board, investigation, analysis, Artist research, critique, media, method, technique, reflection, evaluation,</p> <p>Reading opportunities will be from reading about the work of others in the Art and crafts and design industry.</p>

<ul style="list-style-type: none"> Students will also be looking at 3D art/Model making –revamping VHS tapes. <p><u>AP1 Assessment</u></p>		
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p>Coursework Personal investigation Focus on AO1-Research and reference-gaining an understanding of primary and secondary research. Reading opportunities visited through artist research and how to critique art and cultures pertaining to students chosen theme.</p>	<p>Coursework Development of recording and media (AO2/AO3) reading opportunities emphasised through analysis and methods of critique and reflection <u>AP3 Assessment</u></p>	<p>Technique, media, method, primary research, secondary research</p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p>Coursework Developing own ideas. Showing a PERSONAL and MEANINGFUL response to their theme, building on previous foundations. This is the term of working independently and developing skills and ideas, to</p>	<p>Coursework/ focus on AO4-Final pieces</p>	<p>Personal, meaningful, final piece, refinement, independence, media, technique.</p>

Year 12

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"> Virtual visits to museums and exhibitions 	<p>Confidence Use of consolidations to revisit prior learning Encourage discussions into the Art industry. Show exemplar sketchbooks and modelling of techniques</p>	<ul style="list-style-type: none"> Visits from artists Work experience University visits

<ul style="list-style-type: none"> • Art/ Media techniques You tube channel • Gallery visit/ London? • research visit to galleries • Masterclasses at Tate/ Walker/ National Gallery were possible • Specific artist websites • Summer exhibition at Royal academy 	<p>Positive High expectations in presentation of sketchbooks and weekly homework independently set by students themselves. Supporting understanding of AO1, AO2, AO3 & AO4 through modelling and scaffolding.</p> <p>Resilience Learners are challenged from the word go with high expectations of presentation and work ethic. Weekly independent tasks, reading, researching, assessment tasks.</p>	<ul style="list-style-type: none"> • Visits to various artist studios e,g Paul Kelly Glass workshop • Liaising with art curators at TATE and other galleries
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Metacognition Methods applied in Teaching

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split coursework sections into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and experimentation
- Modelling of art media techniques
- Valiant vocabulary highlighted on board each lesson and thorough assessment objectives terminology to ensure understanding (Key words in books)
- Independent learning tasks.
- Wider reading through art and design articles.

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Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities

Year 13 Fashion and textiles

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities

Metacognition Methods applied in Teaching

