

Curriculum Content Map		Subject: Art Year 13		
Month		Term 1 - NEA	Term 2 - NEA	Term 3 - ESA
	Units of Work	<p align="center"><b>Personal Investigation - Continuation of Year 12 Project</b></p> <p align="center"><b>AO1 Develop</b> Initial idea – a personal investigation in to a chosen topic, theme or concern. Research to develop the initial idea. Choose an artist, art movement or art style to investigate who/which is linked to idea. Continue to research and analyse in order to develop the project to a conclusion based art work.</p> <p align="center"><b>AO2 Refine</b> Explore new processes and media, practise techniques to demonstrate an understanding of these. Use these explorations to perfect your work and further develop your idea.</p> <p align="center"><b>AO3 Record</b> Keep a journal/ sketchbook, which records your development through written research and practical explorations and evaluations.</p> <p align="center"><b>AO4 Present</b> Presentation in the sketchbook, layout of sketchbook pages which show attention to detail. An outcome based on investigations and experimentations.</p>		
Cultural Transmission	National Curriculum area – KS3	Exploring a range of two-dimensional and/or three-dimensional media, processes and techniques, and use relevant images, artefacts and resources relating to a range of art, craft and design. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.		
	Substantive Knowledge	The What!	In Year 13, our students at All Saints Academy will continue to work on their Year 12 NEA projects, further developing and refining their work. They will continue to create meaningful outcomes and record their progress and development in their sketchbooks. Their project will grow in independence changing from demonstrating the influence of artists and their techniques to becoming a more personal response informed by their investigations and experimentations in their own style. They will develop their knowledge and understanding of their concept to inform their practical work as they undertake a second artistic discipline to final outcome. Students in Year 13 will produce a second, short project when the ESA is released at the start of term two. Students will repeat the process of the NEA unit, producing a short project based on research and development of a given project title. They will investigate new artists, art movements and art histories for this project and produce an outcome based on their research and practical investigations.	
	Disciplinary Knowledge	The How!	Our Art & Design students in Year 13 are expected to further develop their NEA project to reach a second substantiated practical outcome which encompasses all of the assessment objectives. Students develop their practical skills through experimenting with media and techniques that they have not tried before in order to continue to produce outcomes that provide practical commentary on their chosen concept. In term 2, our students will lead their ESA projects to create a personal investigation, choosing artists and techniques to match their chosen title. Our students will experiment with a range of media and ways of producing work that complement their individualised projects. They will learn to speak confidently about their work through presenting their projects to their peers, This ensures that our students are well prepared and practised at presenting their portfolio of work when needed for university or job interviews. The Art & Design ESA will not be going ahead in 2022.	
	Sequencing (Flow)	Retrieval & Extension	Continuing NEA coursework project from Year 12, analysing the work of artists and evaluating own outcomes. Using analysis to develop ideas to a practical outcome. Builds on skills developed in Year 12. Is further developed to ESA A level project in Terms two and three.	Develops from skills learned in NEA in Year 12 in developing, refining, recording and presenting their work. Prepares students for university and creative careers.
	Summative Assessment		AP1 - Visual study of chosen artist	Mock Examination –A04 -present a final outcome in the style of a chosen artist.
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Staying Positive (January) 6. Speaking (February) 9. Aiming High (May) 10. Speaking (June) 11. Teamwork (July)	
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue. Friendliness and Civility – being aware of what language we use when giving feedback to our peers. Justice and Truthfulness – being truthful in your evaluations to help you make progress. Problem Solving – finding ways to respond to the work of artists and make it your own. Generosity – Looking at how you can help your peers through sharing knowledge.	Staying Positive – not being afraid to take risks where you might make mistakes as you can say how you might learn from them. Speaking - you can adapt your language, structure and gesture to engage your audience when presenting your artwork. Aiming High – being able to motivate yourself to work hard an archive individual goals Speaking – being able to modify the language that you use when speaking about your work and the work of your peers. Teamwork – being able to identify when your peers need help to achieve their goals and being prepared to offer advice.	
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Gratitude (January) 6. Good speech (February) 9. Self mastery (May) 10. Compassion (June) 11. Good sense (July)	
	Link to Skill	Transferable skills Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work and presenting your work to your peers. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Gratitude - Being thankful for the media and equipment provided for you in art. Good speech - speaking about your work using ar specific vocabualry Self mastery – taking the lead on your own project and managing your own work and progress. Compassion – helping those around you who need support. Good Sense – using good sense when planning for achievable outcomes.	
Preparation for Citizenship	SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence;	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people. Enable students to develop their self-knowledge, self-esteem and self-confidence; Enable students to distinguish right from wrong and to respect the civil and criminal law of England.	
	Link to SMSC & British Values	Developing opinions on current issues Learning to speak about their own work and the work of their peers confidently and in front of their peers. Developing new skills which push you out of your comfort zone but show grit and determination.	Learning about art and artists from different cultures and appreciating these. Students learn to work within the restrictions and guidelines of the A Level assessment objectives.	