

## **Curriculum Map**



Subject: Fine Art Year group: Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Close Ups and View Points	Close Ups and View Points	Personal Investigation	Personal Investigation	Personal Investigation	Personal Investigation
Declarative						
Knowledge –						
'Know What'						
Skills  Procedural	Course Introduction Recording experiences and observations – using a sketchbook.	Visual recording skills. Experimentation in a variety of media. Development of ideas.	Students reflect on areas of strength from Autumn Term 1 and 2. Students identify a theme to	Researching Contexts. Writing about contexts. Developing an idea in relation to contexts.	Development of final pieces.	Development of final pieces.
Knowledge –	Visual Recording Skills		investigate personally.			
'Know How'						
Key Questions	How do artists respond to a starting point? What objects of interest reflect your personal interests?	How do artists respond to a starting point? What objects of interest reflect your personal interests?	What is a key area of interest? What artists inspire you most? What are your strengths?	What might you like to analyse in relation to your practical work so far?	What ideas do you have for a final piece that will reflect all of your ideas so far?	How can you review and refine your final piece to develop it further?
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.
Literacy/Numeracy/	Literacy:Writing about contexts	Literacy: Writing about contexts	Literacy: Writing about contexts	Literacy: Writing about contexts	Literacy: Writing about contexts	Literacy: Writing about contexts
SMSC/Character	Numeracy: SMSC: Character: Confidence/ Aspiration					



## **Curriculum Map**



Subject: Fine Art Year group: Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Personal Investigation	Personal Investigation	Externally Set Task	Externally Set Task	Exam	
Declarative						
Knowledge –						
'Know What'						
Skills	Completion of Personal investigation and related study. Visual Recording	Completion of Personal investigation and related study. Visual Recording	Students develop ideas in relation to a set theme from an early release exam paper.	Students develop ideas in relation to a set theme from an early release exam paper.	Students submit their coursework portfolio alongside the exam prep work and final piece.	
Procedural	Experimentation	Experimentation		, ,		
Knowledge –	Review and Refine	Review and Refine	Students are supported	Students are supported		
'Know How'			with personalised tutorials to assist them in developing their ideas.	with personalised tutorials to assist them in developing their ideas.		
Key Questions	How can you review and refine your final pieces to develop it further?	How can you review and refine your final piece to develop it further?	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	analyse critically, evaluate and reflect on your own work and that of others record notes on developments, experiments, ideas or visits.	
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	
Literacy/Numeracy/	Literacy: Writing about					
SMSC/Character	contexts Numeracy: SMSC: Character: Confidence/ Aspiration					



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