



The Grey Coat Hospital

Key Stage Five Curriculum Plan - ART:



Year 12

Half Term (HT)	Topic Area / Focus
Students work at pace in A5 sketchbooks HT1	All lessons, all year, start with a 5 minute A5 drawing, referencing/exploring an aspect of the student's own work. Yr 12 Induction Project1 – 7 weeks A unit designed to challenge and broaden ideas on drawing and making; to quicken pace and decision making, to encourage students quickly to commit to “having a go”. The unit moves week by week, sometimes day to day between 2D and 3D to develop a body of work that explores line, rhythm, balance, weight, scale and contrast. Artist links are Jeanette Barnes, Sarah Sze drawings and sculpture, Julie Mehretu, Ruth Asawa. In depth Contextual studies on Jeanette Barnes, Julie Mehretu and Ruth Asawa (Concertina books or A5 8 page booklet). Students experiment in observational and derived drawing, wire drawing, collaborative, large scale sculpture, micro sculptures, mono-printing, plaster dipping, large-scale, collaborative painting. Team work For one week, students are working on large scale collaborative sculpture and painting. This is designed to build a group identity which is both aspirational and supportive of one another. Students come from 2 different GCSE groups as well as from other schools. It is our belief that the team work helps with creating a supportive team that the students want to play an active part in. Submission A5 sketchbook of drawings, prints, photos, documentation of 3D & collaborative work. and, contextual analysis. A 1 drawings, wire sculptures and large scale group work.
A5 sketchbook HT2	Finalising Induction project up to 1 week. Undone, Project2: 8 weeks -Four weeks of workshops and 4 weeks of independent development + outcome. Introduction of Undone project. Making and Unmaking in Contemporary Sculpture. A project inspired by the exhibition ‘Undone’ at the Henry Moore Institute in Leeds. ‘the ambiguous space between the ‘made’ and the ‘unmade’ is a location claimed by artists as a site of spontaneity and improvisation’. Working from the catalogue and documented interviews One pathway in textiles “undoing and re-doing” One pathway in drawing and sculpture “undoing and re-doing”.



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	In depth study of Celia Pym – look at “Make do and Mend”. William Kentridge, drawing, removing and redrawing. Taking the ideas and artists from one of the conversations in the book, ‘Undone’ students will produce: •A small A5 sketchbook to include writing, photographs of experiments, notes on artists and anything else that helps them develop and refine their projects. Work through a series of workshop processes including textiles techniques, undoing drawings, paintings, prints etc •A final piece/series of pieces exploring ideas around undoing, rebuilding/repurposing •A typed interview with another student/friend about their work in the style of the Undone book.
HT3 A4 spiral bound Sketchbook	Continuation of Undone project 3 weeks Project 3 Portraiture: 5 weeks. Visit NPG. Students study the anatomy of head and neck and learn the discipline of portraiture. Work from observation. Keep an A5 observational sketchbook, inspired by the sketchbooks of Adebajni Alade They will draw each other during lessons in pairs. Artist links:Adebajni Alade, Jo Fraser, Lucian Freud, Barbara Walker, Watch and copy John Larriva timelapse video https://www.youtube.com/watch?v=oWijjFR1Q1M Study colour mixing, tonal colour, painting onto “grounds” Study brush marks and paint consistency Artist copy (or 2) from the selection in the scheme. Inspired by the casual and intimate paintings of Jo Fraser. Work towards 2 final pieces One black and white, one colour,
HT4 A3 hardback scketchbook	2 weeks of Portraiture unit – final paintings Submission – A4/A5 sketchbook, Artist copy A3, Final outcomes x 3 A2+ Week 3 - Introduction to Component 1: Pl. Start with the “Launch ppt” Students choose two artsists to carry out in depth reading, contextual study and analysis.



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	2 double pages of work per artist
HT5	Reading and recording 4 double pages Progression meeting – Foundation courses – share info and end of year show dates/open days. UCAS Questionnaires In response to one of the artists, students write a statement of intent and action plan to work towards year 12 exam. AO1/AO2 Experimentation and trialling. Students will complete a marking exercise using past students' sketchbooks to understand the requirements of the component and to have a refresh of the AO's. Over Teachers will have tutorials with students every lesson and ensure they use proformas at the back of their sketchbooks to keep track of their progress and feedback from conversations and tutorials. Ensure that students are reading quality articles and research around their chosen subject/ theme
HT6	Weeks 1-4 developing, reviewing modifying, trailing, preparing for yr 12 final piece. 10 hour summer exam. Students will complete their first large scale piece for their PI component 1. Review using Learner statement Statement of intent for next phase. UCAS references. Students to go to New Designers. (week 1 weds with teachers?)
One in depth contextual study, using essay writing frame. Fill an A5 sketchbook with recording Over the summer students will research their chosen theme and produce a series of drawings/photographs that will start their personal investigation. They will present these ideas at the start of the next term in the first lesson. Year 13	
Half Term (HT)	Topic Area / Focus
HT1	Component 1 Personal Investigation Holiday work was to investigate their chosen personal study theme through an A5 journal of observational recording and notes. This is to be presented in the first lesson after the holidays Students launch into a “resolved piece for first two weeks, based on recording and experimenting undertaken since their yr 12 exam. Feedback given wb 2nd Oct (Update UCAS predictions based on this assessment) Wk 1st October Feedback week. Respond to feedback and develop statement of intent for phase 3 of personal investigation.



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	Investigative drawing based on key concepts and techniques relating to their theme Work to be displayed in interim assessments, building on presentation and communication key skills. Specific 1:1 teaching through workshops, building on techniques and use of materials Students applying for Art progression, start their portfolio this term Draft Introduction in a lesson. Various deadlines First resolved work
HT2	Half term work. Research artist/context image – make notes ready to write draft in lesson – written study according to framework/structure – relevant first-hand visits. Draft Artist 1 in a lesson Following feedback on written work re draft written work for section 1 independently this half term Continuation of student progress in themed project, working towards conclusions. Focus on trials, maquettes, mock ups for Personal Investigation. 1:1 tutorials/target setting and workshops. Remain focussed on and re draft Learner Statement/statement. All work to be evaluated in relation to this. Over Christmas, research artist 2.
HT3	Weeks 1&2 Exams including Personal Investigation outcome. Draft PI Artist 2 in a lesson – after practical outcome. Set “Commentary and review of Personal Investigation” for homework. Component 2 Externally set assignment Exam paper out 1st Feb, Preparatory period for Component 2 (15 hour timed examination) Students will choose one of a range of starting points. In lessons students will discuss ideas with their teacher and begin preparatory drawings, research, recording of ideas, maquette making.



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	Development of ideas in class could consist of mind mapping, mind streaming, think-pair-share, activities. Teacher will prepare and deliver a PowerPoint presentation relating to the exam. This will consist of an explanation of the exam and how to approach it, artists relating to the theme and previous examples of outcomes. Preparation for Portfolio compilation for Uni/ Foundation. Foundation interviews are usually mid February.
HT4	Continued and to include practise and preparation for final pieces. Students will have two weeks after Easter to continue with their preparation.
HT5	30th, April - 2nd May All sketchbook work to be finished by 30th April ready to hand in at the start of the exam. A2 Art Exam: Continuation on work for component 1 over bank holiday weekend. All units of work complete: 6th May all work on wall Exhibition of work TBC, (Students depart on study leave approx. end of week 2 No further content – students revising for other subjects
HT6	No further lessons take place