



PLUME ACADEMY - LEARNING OVERVIEW

Year	12
Course	Art and Design
Specification Number/Exam Board	OCR
Examination Papers and Weighting	AO1 – Developing Ideas- 25% AO2- Exploring and Selecting Resources -25% AO3-Recording Ideas- 25% AO4-Presentation of Response- 25%

Prior Learning

The course builds on prior learning by developing all skills learned at Art and Design GCSE: This specification builds on the knowledge, skills and understanding established by the National Curriculum for Art and Design and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop skills, creativity, imagination and independence based on personal experience, taught skills and critical understanding. Learners show this through their responses to a range of stimuli.

Curriculum Intent – What are the curriculum aims?

The aims and learning outcomes for these qualifications are to enable learners to develop: intellectual, imaginative, creative and intuitive capabilities

- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design

Curriculum Implementation – What will my child will be learning?

Term 1	Half Term 1	Foundation module; this module is to advance the technical skills of the students within a context. They will learn the breadth of media and techniques we offer and the importance or recoding primary sources.
	Half Term 2	Teacher 1: Continue with independent foundation technical skills. Teacher 2: Begin planning bespoke coursework module ideas for a personal theme and intention.



Term 2	Half Term 3	Students will work on their independent coursework project, selecting primary sources they feel appropriate to record with a variety of selected media and techniques. Students will complete 1/9 and 2/9 formative assessments and present their work as dry lay on A1 Boards.
	Half Term 4	Students will work on their independent coursework project, selecting primary sources they feel appropriate to record with a variety of selected media and techniques. Students will complete 3/9 formative assessment and present their work as dry lay on A1 Boards.
Term 3	Half Term 5	Students will work on their independent coursework project, selecting primary sources they feel appropriate to record with a variety of selected media and techniques. Students will complete 4/9 and 5/9 formative assessments and present their work as dry lay on A1 Boards.
	Half Term 6	

Curriculum Impact – How will my child be assessed and receive feedback?

Students will receive ongoing feedback through tutorials with staff and these will be logged in their Art Learning logs.

Students will submit their work following the formative deadlines published at the start of the year and submit their practical work on dry lay boards. Students must also submit a self-assessment to reflect on their progress and outline the work they have completed and any additional contextual links. Students will be given sub grades and these will build throughout the two years.

Super-Curricular Opportunities – Supporting and Extending Learning

Useful study resources	If a student is really passionate about this subject they can...
<p>Tate learning programs; The events and activities they hold reflect the diversity of the communities we live in, and the large range of art forms that exist. they want you to explore the role that art and museums play in society, and what positive contribution they can make. Tate programmes include large scale events, workshops, talks, tours, longer term projects and resources as well as spaces available in the galleries and online.</p> <p>National Gallery: https://www.nationalgallery.org.uk/visiting/virtual-tours</p> <p>Saatchi Gallery: https://www.saatchigallery.com/video_tours.php</p>	<p>Visit museums and galleries (including virtual tours): The Tate Modern, the Tate Britain, The Victoria and Albert Museum; The National Gallery and the National Portrait Gallery– and many others! <i>Specific exhibitions are constantly changing – look at websites for up-to-date information and planning</i></p> <p>Students can also attend talks and workshops outside the Academy. these can either advance their technical skills such as life drawing or their contextual understanding, for example talks run by first site Gallery in Colchester about specific exhibitions.</p> <p>- <i>Alternatively take a look at some of these websites –</i></p> <ul style="list-style-type: none"> • http://www.tate.org.uk/art/search?gid=999999952 • http://www.metmuseum.org/collection/the-collection-online • http://www.saatchigallery.com/ • http://www.pinterest.com/aandimagazine/



Suggested additional reading to complement course materials:

- The Story of Art Paperback – 21 July 2007 by [E. H. Gombrich](#) (Author)
- Read the article: <https://www.smithsonianmag.com/arts-culture/andy-warhol-campbell-soup-cans-180974600/>
- Read the article on <https://www.history.com/topics/art-history/history-of-cubism>
- Read the article on: <https://www.tate.org.uk/tate-etc/issue-3-spring-2005/it-installation-art>