

Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 and KS4 programme of study. Each topic develops and deepens Core knowledge.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Personal project final outcomes	Support applied learning demonstrating vocabulary and communication skills of students	Consolidate and apply all learning from yr 13 related to The formal elements, the principles of design and compositional design,	Point , line , Measurement , Techniques, Co-ordination, Dexterity , Point, line, thick, thin, heavy , feint, curvilinear, angular, directional, contour line, Grouping , Gestalt, Pattern , Shape, Texture , rotation, mirroring, blocking, symmetry, asymmetry, texture, density, mark making, rendering, scumbling, stippling, scraffito, implied, real, tone, shade, value, key, hue, tint, tone, shade, value, key, saturation, Colour , complementary , harmonious, neutral, tertiary, primary, saturation, pigment, Composition, Structure, Repetition, Grids ,Geometry, Perspective , planes , background, foreground , middle ground , orthographical lines, Directionality Angles, diagonals, horizontal, vertical, recession, measurement, Structure, Orientation, Relative proportion , visual value, Asymmetrical balance Unity , Symmetrical balance, cohesion, Weight, Emphasis, focal point, Active dynamics, Passive dynamics, Flow, Movement, Convergence/ divergence, Linear /vertical arrangement, Symmetry/asymmetry, Emphasis and focal points, Proximity and Visual weight , Spatial arrangement and Depth cues, layering, Movement and	Spatial motor skills
	Support applied learning demonstrating mastery of art and design techniques, with a range of materials	Apply specialist key vocabulary to personal final responses		Research skills
	Support applied learning demonstrating purposeful	Use specialist vocabulary to communicate concisely and clearly , explain and describe process, communicate intention		Reflection skills
				Analysis skills
				Independence skills
				Communication skills
				Evaluation skills
				Oracy skills
				Work experience
				Study visits
				Careers

	<p>engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working</p> <p>Support applied learning demonstrating to create sketch books to record observations and use them to review and revisit ideas</p> <p>Support applied learning demonstrating structure portfolio submissions to create a sense of sequential development or 'narrative' which progresses</p>	<p>Consolidate and apply all learning from yr 12 The understanding and skills to record ideas and communicate through a broad range of drawing techniques</p> <p>Including formatting creating a cohesive 'identity' style or template methods</p> <p>Consolidate and apply all learning from yr 12 the aesthetics of visual presentation</p> <p>Consolidate and apply all learning from yr 12 appreciation of visual aesthetics</p>	<p>dynamics Leading lines ,Geometrical principles, Rule of thirds, Displacement Fibonacci series/ golden mean, Division, Fragmentation, Rearrangement, Sections, Juxtaposition, Synthesis</p> <p>charcoal, chalk pastel, fixative, pen and ink, crayons and pencil, Chalk pastel, Oil pastel , Wax resist , graphite, Painting, Watercolours, gouache, poster paint, acrylic, saturation, dilute, opacity, opaque, transparent, translucent, matt, gloss, sheen, vibrancy, consistency, load, ferrule, binder, pigment, cutting in, feathering, primer, undercoat, bleeding, glaze, wash, wet wash, dry brush, blend, palette, scumble, sfumato, sgraffito, stipple, Printing , monoprint, block printing, collagraphy, roller, transfer, burnish, proof, register, run, Collage , Mixed media, Sculpture, relief , assemblage , construction Memory drawing, blind drawing, drawing , double brain drawing continuous line , contour line , line sensitivity , observation, Tone, scales, Chiaroscuro, ratios, Shape , form , sculptural tone, directional light, Scale, ratio, proportion, balance, Focal point , emphasis ,orientation, directionality, Line sensitivity, Synesthesia , association, Ground Subject, Figure, Positive, Negative Outline, Graphical shape, tonal line sensitivity, mass value tonal drawing , sculptural tone , Positive /negative drawing, Notan, reverse/subtractive drawing, emotive line ,Sketching, Keyline or Armature Drawing, Scribble drawing , Continuous line</p>	<ul style="list-style-type: none"> ● Evaluation- Evaluating the potential of materials through testing. ● Analysis- Critical analysis of the work of other designers and artists as well as students' own work. ● Creativity- development of a personal response to sources of inspiration Creativity expressed through presentation of ideas ● Creating design ideas based on the work of other artists and designers, experimenting with a range of materials and media. <p>Literacy- Annotation of research and design work using subject specific vocabulary accurately.</p> <ul style="list-style-type: none"> ● Numeracy- Working out scales, ratios, proportions, measurements ● <i>Using golden mean and geometry to guide layouts and compositions</i> ● Independence- expressed through creative choices
--	--	--	--	---

			<p>Rearrange, insert, addition, subtraction , amend, modify, delete, obscure, Folds / flaps /extensions and pull outs, Protective measures, Overlays, Visual flow , Visual scale Visual clarity, Whole page dynamics Extended backgrounds ,motif backgrounds Balancing visual and written content Consistent identity formats Varying content/ creating focal interest Balancing speed /detailed work, Visual Legibility and Aesthetics ,Planning, Drafting Thumbnails, Layouts, Variations</p>	<p>And personal research , thematic selection and development</p> <ul style="list-style-type: none"> • Problem solving skills- technical problem solving creative problem solving • Oracy – open question discussions – ‘what is Art’ <p>group talk – about an art work</p>
Personal study essay response	<p>Support applied learning demonstrating knowledge and understanding of great artists, architects and designers in history. how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts ,how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of: figurative representation, abstraction, stylisation, simplification, expression,</p>	<p>understanding and skills to communicate their intentions and ideas to others in a written form</p> <p>Consolidate and apply all learning from yr 12 wide range of Annotation techniques and approaches</p> <p>Consolidate and apply all learning from yr 12 evidencing an appreciation of a wide range of artists, cultures and designers.</p> <p>Consolidate and apply all learning from yr 12 evidencing concepts and contextual referencing</p> <p>Consolidate and apply all learning from yr 12 appreciation of visual aesthetics</p>	<p>Intentions, clarity, explain, evaluate, analyse , label, express, annotate, compare, Sketchbook, layout, balance, communication, development , thumbnails, Annotation, compare, Active notes, Justifying, Analysing Describing content and concepts Comparative description, enquiry, Investigation, connection, Context, application Intention statements Describing ideas development Personal idea outlines Making personal connections Summaries and conclusions Literacy Paragraphs and extended content Research skills Independence Contextual understanding Communicating personal engagement</p>	<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Technical control and mastery of a range of materials. • Mark making. • Observational drawing • Artist appreciation. • aesthetic awareness • aesthetic judgement

	exaggeration and imaginative interpretation			
Exam portfolio response		themes, forms, feelings and concerns can inspire personally determined imaginative interpretation		
Exhibition presentation response		Gallery management Presenting to an audience Showing intention		