

## Year 12 Art History: Curriculum Overview

Timing	Unit Title	Key question	Knowledge	Skills & Literacy	Assessing Understanding
Autumn 1	<b>Theme: Nature (2D, 3D &amp; Architecture)</b>	How do artists and architects respond to and depict the natural world?	<p>* <b>Core Examples:</b> JMW Turner (<i>The Slave Ship</i>), Constable (<i>Haywain</i>), Dürer (<i>The Rhinoceros</i>), Hepworth (<i>Doves</i>), Bourgeois (<i>Maman</i>), and Ai Weiwei (<i>Sunflower Seeds</i>).</p> <p><b>Architecture:</b> Angkor Wat, Frank Lloyd Wright (<i>Fallingwater</i>), and Gaudi (<i>Sagrada Família</i>).</p>	<p>* <b>Specified Practitioners:</b> Focus on Turner (Painter), Hepworth (Sculptor), and Wright (Architect).</p> <p>* <b>Literacy:</b> Writing up class presentation notes and artist examples on Google Classroom.</p>	<p><b>Homework:</b> Compare and contrast essays on Landscape (pre/post 1850) and Plants.</p> <p><b>Formal Assessment:</b> 25-mark essay: "Accurate depiction is the best way of capturing the effects of nature".</p>
Autumn 2	<b>Nature: Global Perspectives &amp; Visual Analysis</b>	How is nature represented beyond the European tradition, and how do we apply visual analysis?	<p>* <b>Non-European Art:</b> Double-headed serpent (Aztec), <i>Tipu's Tiger</i>, Hokusai (<i>The Great Wave</i>), Wen Zhengming (<i>Wintry Trees</i>).</p> <p>* <b>Non-European Architecture:</b> Temple of the Jaguar (Mexico) and the Bahá'í House of Worship (India).</p>	<p>* <b>Oracy:</b> "Articulation" presentations to practice verbal justification of ideas.</p> <p>* <b>Visual Analysis:</b> Developing methodology for analyzing formal elements in unknown works through timed questions.</p>	<p>* <b>Timed Essay:</b> "Works of art and architecture produced beyond the European tradition are more effective in responding to nature..." (25 marks).</p> <p>* <b>Review:</b> Regular review of student files and record keeping.</p>
Spring 1	<b>Enquiry: The Renaissance (Religious &amp; Secular)</b>	How did the Renaissance redefine religious, mythological, and secular art and architecture?	<p>* <b>Religious/Mythological:</b> Masaccio (<i>Holy Trinity</i>), Botticelli (<i>Primavera</i>), Raphael (<i>The Deposition</i>), Donatello (<i>David</i>), Michelangelo (<i>David</i>).</p> <p>* <b>Architecture:</b> Brunelleschi (<i>Pazzi Chapel</i>), Bramante (<i>Tempietto</i>), and Alberti (<i>Sant' Andrea</i>).</p>	<p>* <b>Specified Practitioners:</b> Focus on Raphael/Bellini (Painters) and Michelangelo/Donatello (Sculptors).</p> <p>* <b>Literacy:</b> Continued focus on write-ups of class presentations.</p>	<p>* <b>Continuous:</b> Fortnightly essay planning and timed essays on sculpture, portraits, and architecture.</p> <p>* <b>Intervention:</b> Scheduled "Targeted Intervention" catch-up sessions after major topic blocks.</p>

<b>Spring 2</b>	<b>Renaissance : Advanced Themes &amp; Revision</b>	How do religious and secular commissions reflect the evolving identity of the Renaissance?	<p>* <b>Advanced Themes:</b> Michelangelo (<i>Creation of Adam</i>), Titian (<i>Sacred and Profane Love</i>), Raphael (<i>School of Athens</i>).</p> <p>* <b>Secular Architecture:</b> Alberti (<i>Palazzo Rucellai</i>), Michelozzo (<i>Medici Palace</i>), and Raphael (<i>Villa Madama</i>).</p>	<p>* <b>Synthesis:</b> Renaissance revision and linking stylistic developments to historical context.</p> <p>* <b>Retention:</b> Ongoing write-ups and note-taking on Google Classroom.</p>	<p>* <b>Assessment:</b> Timed essays on religious painting and secular architecture.</p> <p>* <b>Intervention:</b> Continued "Targeted Intervention" sessions to support student progress.</p>
<b>Summer 1</b>	<b>Final Review &amp; Examination Prep</b>	How do we synthesize visual analysis, Nature, and Renaissance themes for assessment?	<p>* <b>Revision Focused On:</b> Visual analysis methodologies, all core Nature examples (European and Global), and the full Renaissance curriculum.</p>	<p>* <b>Artistic Literacy:</b> Refining the use of visual evidence to support comparative points in synoptic questions.</p>	<p>* <b>Timed Practice:</b> Frequent essay planning and timed questions at the start of every lesson.</p> <p>* <b>Intervention:</b> Final "Targeted Intervention" sessions before mock exams.</p>
<b>Summer 2</b>	<b>Mock Examinations &amp; Intro to Year 13</b>	How do we demonstrate mastery of Year 12 themes and prepare for the Pop Life period?	<p>* <b>Mock Prep:</b> Reviewing progress in Nature, Renaissance, and Visual Analysis.</p> <p>* <b>Pop Life Intro:</b> Initial look at the next period to bridge into Year 13.</p>	<p>* <b>Experiential Learning:</b> Visiting exhibitions to see core works in person.</p>	<p>* <b>Feedback:</b> Detailed exam feedback on mock performance.</p>