

Year 13 Art History: Curriculum Overview

Timing	Unit Title	Key question	Knowledge	Skills & Literacy	Assessing Understanding
Autumn1	Period: Pop Life:	How do artists reflect identity, politics, race, and gender?	<p>Portraits: Hockney (<i>My Parents</i>), Ofili (<i>No Woman No Cry</i>), Warhol (<i>Marilyn</i>), Sherman, and Emin.</p> <p>Politics & Figurative: Kruger (<i>Your body is a battleground</i>), Bacon, and Hamilton. 3D Objects: Whiteread (<i>House</i>), Kosuth, and Gormley.</p> <p>Decolonising: "Alternative Canon" and Black curriculum</p>	<p>Artistic Literacy: Using Notes for class presentations and artist write-ups.</p> <p>Learning: Dual Coding (diagrams/pictures) to understand materials, techniques, and visual language.</p>	<p>Homework: Write-ups of notes and core examples.</p> <p>Formal Assessment: 15-mark comparative essay on British/American portraits.</p> <p>Timed Essay: "It seems painting is dead" (30 marks).</p>
Autumn2	Pop Life: Architecture & Nature	How does architecture reflect culture, and how does art respond to nature?	<p>Architecture: Postmodernism, High-Tech, and Brutalism (Rogers, Piano, Goldfinger, Gehry).</p> <p>Land Art: Goldsworthy (<i>Icicle Star</i>), Smithson (<i>Spiral Jetty</i>), and Nancy Holt.</p> <p>Consumerism: The rise of consumerism in Britain and America.</p>	<p>Writing: Focused on linking ideas using visual evidence to support points.</p> <p>A02 Analysis: Identifying architectural stylistic features. A03</p> <p>Judgement: Evaluating the effectiveness of art beyond the European tradition.</p>	<p>Assessment: 15-mark essay on architectural stylistic features.</p> <p>Timed Essay: "Political commentary is the single most important element...".</p> <p>Planning: Practice for nature-based synoptic questions.</p>

<p>Spring 1</p>	<p>Theme Identity: Divine, Gender & Ethnicity</p>	<p>How is identity (divine, gender, and ethnic) portrayed in 2D and 3D?</p>	<p>The Divine: Jan Van Eyck (<i>Ghent Altarpiece</i>), Shiva as Lord of Dance, and Shonibare.</p> <p>Ethnic/Gender Identity: Gentileschi, Shirin Neshat, Benin plaques, and Kara Walker.</p> <p>Identity Architecture: Süleymaniye Mosque, St Paul's Cathedral, and Zaha Hadid.</p>	<p>Oracy: Justification of own ideas during class discussions on identity.</p> <p>Retention: Using</p> <p>Curriculum Learning Grids in the handbook for knowledge retrieval.</p> <p>Synthesis: Linking identity to global cooperation and migration.</p>	<p>Mock Examination: Full exam covering prior units.</p> <p>Continuous: Fortnightly essays marked to exam board grades.</p> <p>File Checks: Twice termly review of student work.</p>
<p>Spring 2</p>	<p>Visual Analysis & Core Revision</p>	<p>How do we apply visual analysis to core thematic areas?</p>	<p>Revision Focused On:</p> <ul style="list-style-type: none"> * Renaissance history and religious/mythological themes. * Pop Life movements. * Nature <p>Visual Analysis methodologies.</p>		<p>Assessment: Frequent essay planning and timed questions at the start of lessons.</p> <p>Feedback: Regular opportunities for feedback on practice essays.</p>
<p>Summer 1</p>	<p>Final Review & Examination</p>	<p>How has art history evolved across these core themes?</p>	<p>Final Thematic Review: Synthesis of Nature and Identity revision.</p> <p>Exam Prep: Final strategy for Paper 1: Visual Analysis and Themes: Monday, 18 May 2026 (Afternoon session). Paper 2: Periods: Tuesday, 2 June 2026 (Morning session).</p>	<p>Monitoring Progress: Final review of progress checks and profiles.</p> <p>Synthesis: Final mapping of how themes link to the synoptic paper.</p>	<p>Final Assessment: A-level Exams.</p> <p>UCAS: Final marks collectively inform UCAS predictions and parent interactions.</p>