



Year 12 A Level Curriculum Sequence: Fine Art

Intent: To introduce students to A-level contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of materials and processes. This leads to students being confident and skilful in their own explorations as they embark on their Personal Investigation journey.

HT1 Mechanical, Botanical Workshops exploring observational drawing and recording in monochromatic media and responding to artists	HT2 Mechanical, Botanical Workshops exploring observational drawing and recording in colour based media and responding to artists	HT3 Human Form Workshops exploring proportion and the human form	HT4 Human Form Development of own ideas and outcomes through the exploration of artist influences and art media	HT5 Personal Investigation Starting points and exploring the work of others	HT6 Personal Investigation Exploring media, techniques and ideas in response to artists
<p>Why 'Mechanical Botanical'? This introductory project is focused on the development of skills linked to the formal elements, with a specific focus on drawing and recording for a range of purposes and sketchbook skills (including annotations).</p> <p>The workshops are designed to build confidence and encourage students to reflect on their work.</p>	<p>Why 'mechanical Botanical'? This phase offers a broader experimentation and more scope for a personal response. There is a specific focus on painting and mixed media to introduce students to new processes.</p> <p>Students support their practical studies with the exploration and critical review of artists.</p> <p>Students use their explorations and artist investigations to develop large-scale outcomes.</p>	<p>Why 'human form'? Students explore the theme through observational studies focusing on the proportion of the human body, facial features and portraiture.</p> <p>Students take part in a series of workshops exploring different media, techniques and artist responses.</p>	<p>Why 'human form'? This phase focuses on students independent exploration and research into artists relevant to the theme. They produce media trial exploring the artist's style and experimenting with media. This leads to developing ideas, designs and results in a large-scale personal outcome.</p>	<p>Why 'Personal Investigation'? Students are presented with a personalised selection of images/key words/ quotes which will form the starting point to the project.</p> <p>Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus. As part of this process students are then encouraged to focus in depth at the work of 3-4 different artists. Students look closely at the techniques and processes used, through visual and written analysis. Media trials are used to inform a variety of outcomes that relate to the theme/starting point.</p>	<p>Why 'Personal Investigation'? Students reflect on how to narrow their focus down further. At this stage, students will visit exhibitions and record their experiences as well as explore further artists and produce media trial. Students also undertake photoshoots which will inform the next stage of the investigation.</p>
<p>EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>
<p>Teaching it here supports: Key skills: Drawing, painting, media exploring tonal value, sketchbook presentation, annotation-writing</p>	<p>Teaching it here supports: Key Skills: Research and analysis, media exploring colour, idea development, annotation and personal reflection</p>	<p>Teaching it here supports: Key skills: Drawing using proportion, line, painting, realism, annotation-writing</p>	<p>Teaching it here supports: Key Skills: Research and analysis, media exploring line, tone and colour, idea development, annotation and personal reflection</p>	<p>Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists)</p>	<p>Teaching it here supports Outcomes include: media trials, written analysis and reflections, larger scale outcomes/investigations</p>
<p>Feeds from: Y10 Coursework unit on natural forms and relevant formal elements skills sets</p>	<p>Feeds from: Y10 Coursework unit on natural forms and relevant formal element skills set and Y12 HT1</p>	<p>Feeds From: Y10 relevant formal elements skills set and Y12 HT1, HT2</p>	<p>Feeds From: Y10 relevant formal elements skills set and Y12 HT1, HT2, HT3</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT4</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT5</p>