



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 Intro Unit : People and Places (People) Workshops exploring proportion and the human form responding to artists	HT2 Intro Unit : People and Places (Places) Workshops exploring observational drawing and recording in response to 'Blackpool'	HT3 Intro Unit : People and Places (Outcomes) Developing ideas and trials that result in personal outcomes	HT4 Personal Investigation Intro & Mind Mapping Exploring contextual references and idea generation	HT5 Personal Investigation Observations and Artist exploration Exploring ideas through observational drawings, photography, galleries	HT6 Personal Investigation Media Trials Exploring media, techniques and ideas in response to artists
<p>Why 'People and Places (People) '? 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>The workshops are designed to build confidence and encourage students to reflect on their work.</p>	<p>Why 'People and Places (Places) '? This phase offers a broader experimentation and more scope for a personal response. The given theme is 'Blackpool' and an educational visit allows for first-hand recording and observations.</p> <p>Students support their practical studies with the exploration and critical review of artists.</p>	<p>Why 'Why 'People and Places (Outcomes) '? Students independently explore and research into artists, producing media trials and further developing their ideas.</p> <p>Students use their explorations and artist investigations to develop large-scale outcomes.</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.</p>	<p>Why 'Personal Investigation'? As a starting point, students are 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. Students also undertake photoshoots which inform their investigation.</p> <p>Primary research in the form of gallery visits and any other relevant venues is conducted by students and evidenced.</p>	<p>Why 'Personal Investigation'? Students reflect on how to narrow their focus down further. Further artists are researched and media trials are conducted. The emphasis becomes merging their influences in the development of their own ideas.</p> <p>Written Personal Study Students are required to complete a 1000-3000 word essay discussing and analysing their research and how it has informed their art so far.</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 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</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 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 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>