

Curriculum Mapping: Fine Art Year 12-13

In A Level Fine Art, students are encouraged to experiment and hone their skills, individuality and original creative expression. Students learn how to undertake complex and ambitious creative tasks and are assessed on the same four assessment objectives as in the GCSE course, but in a much more in-depth and advanced way. This enables students to revisit, apply and extend prior knowledge of the art process to create well-developed, personal outcomes. We begin with a term of teacher led workshops, in a similar style to the GCSE structure, but with greater refinement and complexity of techniques and forms of expression. In Fine Art students are able to develop their skills in materials most appropriate to their ideas, whether it be drawing, painting, sculpture, mixed media or printing. Students research areas of art that interest them and are expected to develop their own ideas into high quality finished work with support from their teachers. Students develop the ability to skilfully present and organise their own personal work to show for prospective career interviews or university studying a course in the creative industries. The skills, techniques and understanding of processes gained in A-Level Art provide a foundation to enter the world of work and university courses.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Year 12	Workshops <i>Natural Forms / Portraits / Food</i>		NEA - Personal Investigation <i>Initial Ideas</i>		NEA - Personal Investigation <i>Artist 1</i>		NEA - Personal Investigation <i>Artist 2</i>		NEA - Personal Investigation <i>Artist 3 (Optional Artist 4)</i>	
	Content/ Context Observational Subjective Abstract Surreal Portrait/Self-Portrait Architecture City-scape Pop Art Tribal/Cultural Cubism/Neo Cubism Graffiti/Street Art Photo-realistic Hyper-realistic	Figurative Landscape Manmade Still Life Natural Forms Typography Contemporary Conceptual Expressionist Futurist Impressionist Renaissance Vintage Organic Aesthetic	Form/ Shape /2D/ 3D Composition Background Foreground Midground Texture/Pattern Line/Contour Scale/Proportion Perspective/Viewpoint Greyscale Graduated Shadow/Contrast Primary/Secondary/Tertiary Cold colours/Warm colours	Transparent/ Opaque Complementary colours Harmonious colours Hue/Tint/Pigment Monochromatic Saturated Focal Point Horizontal/ Vertical Overlapping Elongated Distorted / Exaggerated Symmetry/ Asymmetric Fragmented/Irregular Flowing/ Angular	Mood Bold Playful Dull Calm Warm/Uplifting Confused Cold/Depressing Angst Sombre/Bleak Despairing Gloomy Delirious Dramatic	Powerful Intense Harsh Delicate Energetic Idyllic Romantic Frightening Expressive Violent Aggressive Dramatic Erratic Chaotic	Process Media/ Materials Techniques Tone/Shading Directional Shading Blending Sketch / Drawing Continuous Line Mark-making Hatching Cross-Hatching Stippling/Pointillism Cartridge paper Canvas	Oil Paint/Acrylic/Watercolour/ Gouache Paint Wash Ink / Pen and Wash Viewfinder Collage Sculpture / Clay Cardboard Relief Mod-Roc Grid Method Printmaking Poly Tile/Lino cut/Monoprint/Etching Screenprint / Stencil Scumbling Superimpose/Layer Photography		
	Justification: Workshops <i>The Autumn term workshops are designed to refine and extend students' skills gained at GCSE in order to successfully complete their A-Level. Students learn how to use more advanced materials and techniques, exploring pace and scale as well as learning and refining their understanding of presentation both in and out of their sketchbooks. The workshops provide students with the opportunity to explore and experiment beyond GCSE and discover new skills or preferences for working. Each workshop sections allows students to discover new skills and is a vital stage of the A-level in order for students to prepare for their Personal Investigation which forms the NEA coursework worth 60% of their marks.</i>			Justification: Initial Ideas <i>Students work in a sketchbook and on larger work to create a concept for their own personal investigation, exploring ideas and genres of art that are meaningful and personal to them. Students gather resources and create work based on this initial investigation in order to move through the rest of the Personal Investigation.</i>		Justification: Artist 1 <i>Students investigate the work of an artist that links to their chosen theme. They analyse the work and create a copy to understand how the artist works. Students then produce their own work in response the artist, showing inspiration of the style and techniques.</i>		Justification: Artist 2 <i>Students investigate the work of a second artist that links to their chosen theme. They analyse the work and create a copy to understand how the artist works. Students then produce their own work in response the artist, showing inspiration of the style and techniques.</i>		Justification: Artist 3 <i>Students investigate the work of a third artist that links to their chosen theme. They analyse the work and create a copy to understand how the artist works. Students then produce their own work in response the artist, showing inspiration of the style and techniques.</i>



Assessment:
Students are assessed formatively throughout their work with verbal feedback taking place every lesson. In Art, verbal feedback is an extremely valuable tool as it allows students to correct work and adjust where needed as they go. Peer, self and teacher assessment is given throughout each project and may be both written and verbal. Students are also given summative assessment at the end of each section of their workshops, coursework and ESA which provides grades and allows teachers to track each student's progress.

Wider reading/Cultural capital
Students have the opportunity to visit galleries to experience work first hand. They read about, research and analyse the work of other artists that are appropriate to their intentions and ideas. Year 13 students have their work exhibited in our annual Summer Exhibition where students' friends and family members, and members of the wider public are invited to view the work. As part of the Personal Investigation, students learn how to write a 1000-3000 word essay, which analyses their artists in detail and demonstrates inspiration and connections to their own work.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		NEA - Personal Investigation Evaluation, Observation and Experiments	NEA - Personal Investigation Developments Final Piece (15 hr practical exam)	Externally Set Assignment (ESA) Board 1 - Initial Ideas/Artists Board 2 & 3 – Photos & Obs	Externally Set Assignment Board 4 - Experiments Board 5 - Developments	Externally Set Assignment Board 6 - Final Piece Ideas Final Piece (15 Hr Practical exam)	Study Leave
Year 13	Content/Context	Figurative	Form/ Shape /2D/ 3D	Transparent/ Opaque	Mood	Process	Oil Paint/Acrylic/Watercolour/ Gouache
	Observational	Landscape	Composition	Complementary colours	Bold	Media/ Materials	Paint Wash
	Subjective	Manmade	Background	Harmonious colours	Playful	Techniques	Ink / Pen and Wash
	Abstract	Still Life	Foreground	Hue/Tint/Pigment	Dull	Tone/Shading	Viewfinder
	Surreal	Natural Forms	Midground	Monochromatic	Calm	Directional Shading	Collage
	Portrait/Self-Portrait	Typography	Texture/Pattern	Saturated	Warm/Uplifting	Blending	Sculpture / Clay
	Architecture	Contemporary	Line/Contour	Focal Point	Confused	Sketch / Drawing	Cardboard Relief
	City-scape	Conceptual	Scale/Proportion	Horizontal/ Vertical	Cold/Depressing	Continuous Line	Mod-Roc
	Pop Art	Expressionist	Perspective	Overlapping	Angst	Mark-making	Grid Method
	Tribal/Cultural	Futurist	Greyscale	Elongated	Sombre/Bleak	Hatching	Printmaking
	Cubism/Neo Cubism	Impressionist	Graduated	Distorted / Exaggerated	Despairing	Cross-Hatching	Poly Tile/Lino cut/Monoprint/Etching
	Graffiti/Street Art	Renaissance	Shadow/Contrast	Symmetry/ Asymmetric	Gloomy	Stippling/Pointillism	Screenprint/ Stencil
	Photo-realistic	Vintage	Primary/Secondary/Tertiary	Fragmented/Irregular	Delirious	Cartridge paper	Scumbling
	Hyper-realistic	Organic	Cold colours/Warm colours	Flowing/ Angular	Dramatic	Canvas	Superimpose/Layer
		Aesthetic					Photography

<p>Justification: Evaluation Students evaluate the work they have produced so far, identifying what has worked well and what they would like to continue to develop further.</p> <p>Observation and Experiments First hand photographs inspired by previous investigations are used to create observational studies and experiments, showing a range of skill in different media and exploring composition ideas in order to advance the project.</p> 	<p>Justification Developments Students develop ideas by taking inspiration from all the artists and concepts studied so far. They learn how to blend different techniques and concepts, in order to continue to explore their theme.</p> <p>Final Piece(s) Students conclude their Personal Investigation by producing a piece, or series of pieces, that link to their theme. Students present a meaningful and personal response to their project completed in a 15 hour practical PPE exam.</p> 	<p>Justification: Board 1 - Initial Ideas/Artists Students choose a theme from a range of External Set Assignment topics provided by the exam board. Students work on A1 boards, analysing and transcribing the work of artists that link to their chosen theme. This allows them to start to generate ideas to start their ESA project.</p> <p>Board 2 - Photographs Students take photographs that link to their chosen theme, taking composition inspiration from their artists from board 1. These photographs are used as first hand resources as the ESA develops.</p> <p>Board 3 - Observations Working in a range of media and styles, students work from their photographs to produce observational studies.</p>	<p>Justification: Board 4 – Experiments Students create experiments exploring a range of techniques and materials that show quality and skill. Students use this opportunity to refine their work as they explore, gaining an understanding of materials and techniques they will refine later on in the ESA.</p> <p>Board 5 – Developments Students create pieces of work that show inspiration from the artists they have researched, and previous techniques and materials or methodologies they have discovered along the journey.</p>	<p>Justification: Board 6 - Final Piece Ideas Students create a series of designs that will be used within their 15 hour practical exam. These designs provide options for visual conclusions to the Externally Set Assignment.</p> <p>Final Piece(s) Students conclude their Externally Set Assignment by producing a piece, or series of pieces, that link to their chosen theme. Students present a meaningful and personal response to their project within their 15 hour practical exam. The ESA complete the final 40% of the A-Level grade.</p>	<p>Study Leave</p>
<p>The NEA coursework and ESA are designed to allow students to progress their artistic skills whilst learning how to produce practical work that fulfils the 4 assessment objectives. Students also learn how to present and create a portfolio of work that will provide them a springboard to the next level of their art studies.</p>					
<p>Assessment: Students are assessed formatively throughout their work with verbal feedback taking place every lesson. In Art, verbal feedback is an extremely valuable tool as it allows students to correct work and adjust where needed as they go. Peer, self and teacher assessment is given throughout each project and may be both written and verbal. Students are also given summative assessment at the end of each section.</p>					
<p>Wider reading/Cultural capital Students have the opportunity to visit galleries to experience work first hand. They read about, research and analyse the work of other artists that are appropriate to their intentions and ideas. Year 13 students have their work exhibited in our annual Summer Exhibition where students' friends and family members, and members of the wider public are invited to view the work. As part of the Personal Investigation, students learn how to write a 1000-3000 word essay, which analyses their artists in detail and demonstrates inspiration and connections to their own work.</p>					