



## Year 12 Curriculum intent - 2022-23 Fine Art

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Media Experimentation	Media Experimentation	Expanding on their chosen Title	Expanding on their chosen Title	Personal Investigation	Personal Investigation
Knowledge & Understanding	<ul style="list-style-type: none"> <li>Broadening experiences with media and techniques and introduction to new medias and artist that they may have not researched or used within their GCSE studies.</li> <li>Build upon knowledge of photography and Photoshop to produce material to use for own outcomes. Bridging the knowledge gap between students who have completed GCSE Photography.</li> <li>Photography Studio based work.</li> <li>Reinforcement of the grid method for accuracy within work.</li> <li>Build upon the knowledge of sketchbook presentation or learning how to present their projects onto boards.</li> <li>Building confidence in constructing their own project, discuss their own work with peers and work of artists.</li> </ul>		<ul style="list-style-type: none"> <li>Lead own research and investigation into relevant themes and contextual sources.</li> <li>Using the strengths that they have identified to experiment further using their most successful media.</li> <li>Show the ability to evaluate possible outcomes to lead to outcomes showing evidence of thought process.</li> <li>Development of ideas evident to show the flow of ideas into personal response.</li> <li>To be able to present their ideas to their peers during group critiques.</li> <li>Actively using their journey to document gallery visits and identify artists, which link with their chosen theme.</li> </ul>		<ul style="list-style-type: none"> <li>To show ability to draft and introduction to the essay component of the personal investigation.</li> <li>Creating a proposal to outline the direction for their practical exploration of ideas.</li> <li>Practical to be ambitious and risk taking with the use of materials and medias.</li> <li>Developing of their own visual language to clearly realise intentions of their investigation throughout.</li> <li>To sustain a high level of interest and motivation within the direction they have chosen.</li> <li>Genuine depth of independent curiosity is evident in their development of ideas.</li> <li>Increasing levels of confidence and control with materials.</li> <li>A constant self-reflection throughout the creative journey.</li> <li>Evaluating their choices to make informed selection for next steps within their journey of ideas.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Developing of using a starting point to influence outcomes.</li> <li>• Ability to be able to evaluate work and recognise strengths and weaknesses in order to refine and hone in on the strengths of the project.</li> <li>• Workshops by University providers to help build their portfolio and experiment with industry machines and techniques.</li> <li>• A journal to promote independence and interest in the wider world of art to influence and inspire their projects.</li> <li>• In addition, reinforcing that the students use their sketchbook to evidence their journey of ideas rather than creating an over-elaborate book.</li> </ul>					
<b>Assessment</b>	Crumpled Portrait Pen Experimentation Own Photography leading to A3 outcome.	All Media outcomes and Sketchbook Presentation.	Contextual Sources Quality of potential ideas Demonstration of independent enquiry.	Contextual sources Confidence with Materials Refined outcomes Annotation	Beginnings of a project and continued development of ideas to produce personal outcomes.  Quality of the beginnings of the written component.	Well informed personal risk taking.  Meeting the requirement of the assessment objectives throughout their sustained project.  Ability to sustain and idea



						Continued development of written component.
<b>Why this? Why now?</b>	<p>Building on skills, which have been embedded through the GCSE curriculum and close gaps for those students who did not study GCSE Art.</p> <p>To introduce the use of professional camera equipment, studio use and Photoshop exploration.</p> <p>To broaden the range of artists that the students are exposed to.</p> <p>Elevating the standard of sketchbook that they have encountered at GCSE.</p> <p>Building on the foundations of previous knowledge of Portraiture and distortion.</p>		<p>The students have had a structured beginnings and now need the challenge the direct their own learning, to hone in on their talents.</p> <p>With increased confidence built in speaking to their peers, they are well equipped for group critiques about the personal nature of their project direction.</p>		<p>Some students will expand on their current theme and delve into deeper research, which is supported by their written component.</p> <p>Other students may wish to take a different direction but are well equipped with the tools they need to structure a A-Level project covering all assessment objectives._</p>	
<b>Skills &amp; Characteristics</b>	Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism Media Exploration	Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism Media Exploration	Time management Independent thought Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism	Time management Independent thought Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production	Time management Independent thought Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism Media Exploration	Time management Independent thought Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism Media Exploration Curation skills



			Media Exploration	Editing skills Professionalism Media Exploration		
<b>Aspirations &amp; Careers</b>	<ul style="list-style-type: none"> <li>• Photographer</li> <li>• Architect</li> <li>• Fine Artists</li> <li>• Education (Teacher)</li> <li>• Art Historian</li> <li>• Art Critic</li> <li>• Typographer</li> <li>• Advertisement</li> <li>• Graphic Designer</li> <li>• Packaging Designer</li> <li>• Sign Writer</li> <li>• Fashion Designer</li> <li>• Costume Designer</li> <li>• Dressmaker</li> <li>• Architect</li> <li>• Landscape Artist</li> <li>• Stage/Set Design</li> <li>• Jeweler</li> <li>• Animator</li> <li>• Concept Artist</li> <li>• Web Designer</li> <li>• Television/Film</li> <li>• Illustrator</li> </ul>		<ul style="list-style-type: none"> <li>• Photographer</li> <li>• Architect</li> <li>• Fine Artists</li> <li>• Education (Teacher)</li> <li>• Art Historian</li> <li>• Art Critic</li> <li>• Typographer</li> <li>• Advertisement</li> <li>• Graphic Designer</li> <li>• Packaging Designer</li> <li>• Sign Writer</li> <li>• Fashion Designer</li> <li>• Costume Designer</li> <li>• Dressmaker</li> <li>• Architect</li> <li>• Landscape Artist</li> <li>• Stage/Set Design</li> <li>• Jeweler</li> <li>• Animator</li> <li>• Concept Artist</li> <li>• Web Designer</li> <li>• Television/Film</li> <li>• Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Photographer</li> <li>• Architect</li> <li>• Fine Artists</li> <li>• Education (Teacher)</li> <li>• Art Historian</li> <li>• Art Critic</li> <li>• Typographer</li> <li>• Advertisement</li> <li>• Graphic Designer</li> <li>• Packaging Designer</li> <li>• Sign Writer</li> <li>• Fashion Designer</li> <li>• Costume Designer</li> <li>• Dressmaker</li> <li>• Architect</li> <li>• Landscape Artist</li> <li>• Stage/Set Design</li> <li>• Jeweler</li> <li>• Animator</li> <li>• Concept Artist</li> <li>• Web Designer</li> <li>• Television/Film</li> <li>• Illustrator</li> </ul>		<ul style="list-style-type: none"> <li>• Photographer</li> <li>• Architect</li> <li>• Fine Artists</li> <li>• Education (Teacher)</li> <li>• Art Historian</li> <li>• Art Critic</li> <li>• Typographer</li> <li>• Advertisement</li> <li>• Graphic Designer</li> <li>• Packaging Designer</li> <li>• Sign Writer</li> <li>• Fashion Designer</li> <li>• Costume Designer</li> <li>• Dressmaker</li> <li>• Architect</li> <li>• Landscape Artist</li> <li>• Stage/Set Design</li> <li>• Jeweler</li> <li>• Animator</li> <li>• Concept Artist</li> <li>• Web Designer</li> <li>• Television/Film</li> <li>• Illustrator</li> </ul>
<b>End points</b>	By the end of Year 12, students will have explored successfully a wide range of medias in response to artists, showing their understanding of contextual sources; they will have developed their own ideas leading to several or one personal response. They will have grasped a good understanding of photography within their work to use to produce outcomes. The					



student's will have successfully presented their work on boards, sketchbooks or a combination with annotation surrounding their thought process. The students will have curated their own exhibit in Southmoor House.

## Year 13 Curriculum intent - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts			Exam Paper	Exam Paper		



<b>Knowledge &amp; Understanding</b>	<p>To construct the main body to the essay component of the personal investigation and fine-tune the introduction to their personal investigation.</p> <p>To fine tune a proposal to outline the direction for their practical exploration of ideas.</p> <p>Practical to be ambitious and risk taking with the use of materials and medias.</p> <p>Developing of their own visual language to clearly realise intentions of their investigation throughout.</p> <p>To show clear progression of ideas and deep thought.</p> <p>Showing visual communication through their work.</p> <p>To sustain a high level of interest and motivation within the direction they have chosen.</p> <p>Genuine depth of independent curiosity is evident in their development of ideas.</p> <p>Increasing levels of confidence and control with materials.</p>	<p>Knowledge and understanding throughout the course has well equipped the students the exam component.</p> <p>Students complete exam project with creative direction from teachers but are in charge of their own learning due to the regulations of the exam criteria.</p>	
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	<p>A constant self-reflection throughout the creative journey. Evaluating their choices to make informed selection for next steps within their journey of ideas.</p>					
<b>Assessment</b>	Continued development of Personal Investigation.	Completed Component of Personal Investigation including written element.	Exam	Exam		
<b>Why this? Why now?</b>	Due to the structure of the course, their personal investigation should begin in Term 3 of Year 12 and carry through the February of Year 13 when they receive their exam.					
<b>Skills &amp; Characteristics</b>	Resistance Independence Ambition Drive	Resistance Independence Ambition Drive	Resistance Independence Ambition Drive	Resistance Independence Ambition Drive		
<b>Aspirations &amp; Careers</b>	Visit from University Lecturer. Same as Year 12.					
<b>End points</b>	By the end of Year 13, students will have completed their Component one with the above skills and knowledge from Year 12. In addition, they will have concluded their personal investigation, written content and created a separate investigation for their exam component covering the AQA assessment objectives throughout.					