



Year 12 Art Curriculum Overview

Rationale: The EDUCAS Fine Art curriculum is a holistic one year course with two components. Component 1 worth 60% and component 2 worth 40%.

Holistic means the students are assessed on all four assessment objectives together:-

A01- Developing ideas through critical reflection and informed choices with purpose and conviction.

A02- Exploring and selecting appropriate materials, techniques and processes, reviewing and refining as ideas develop skilfully.

A03- recording ideas, observations and insights through drawings, and writing in a coherent manner.

A04- to present a meaningful response and realise intentions both visually and in written form and realise intentions maturely.

Students will have developed a wide range of skills at GCSE including painting, sculpture, print making, mixed media and construction. At the beginning of year 12 students will start at a starting point of structure to demonstrate their strengths and learn new skills. Workshop activities in lino printing, oil painting and transfer techniques will also support the development of artwork, allowing students to experiment and explore materials with purpose and skill.

Students will start their A level component 1 after Easter on a topic of their choice. They will use a sketchbook to explore images, research articles and complete questionnaires to help formulate ideas and intentions. Students then collect images, take photographs and record their ideas in suitable materials strongly influenced by the practitioners being studied. This builds on from the independent choices made at GCSE, but requires more depth and a coherent journey which links all decision making throughout the sketchbook together.

A wider range of responses are created and refined which demonstrate a mastery of skill, again these connect with the practitioners studied. This is repeated when different practitioners or a new material/technique that further improves the quality of the outcomes and improves the formal elements and final pieces.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	Students will be introduced to the starting point "Structure". Students can interpret this in any way and starts with with finding images and researching practitioners to formulate some ideas. At this point students may have preferences they want to continue with from GCSE or they may wish to try something completely new to broaden their knowledge and understanding.		

	<p>Students will complete research on the starting point structure. Selecting the best images and presenting these with writing to formulate ideas for a mind map and photoshoot.</p> <p>Students will use their knowledge and understanding of two main practitioner's for the structure project and create a photoshoot influenced by these them. This photoshoot needs to be related to the student's ideas and writing must inform all decisions made.</p>	<p>FAR 1 Students will be assessed on the appropriate selection of images and photoshoot quality:- good lighting, interesting viewpoints, composition and the purpose to the photographs which will be written down clearly.</p> <p>FAR 2 Students will present the five key features of the two main practitioners chosen and quality of the photoshoot. (there can be a series of photographs through tout the two terms of this project) Quality of the image, its relevance, lighting and composition. Students can use their own phones or a camera, emailing these images to themselves to print off in Schools.</p>	<p>Homework in Art is an integral part of component 1 sustained investigation. It is vital work that is marked holistically with all the work in class and often supports a student's development of ideas and skills.</p> <p>Compulsory homework which will be set on G4Schools weekly.</p> <ol style="list-style-type: none"> 1) Title page and mind map completed on page 1 of the sketchbook provided by the School. 2) Finding images/photographs on chosen starting point- 30 in total ready to print off in colour at school. 3) Finding 20 practitioner's artwork showing how artists and others have created artwork based on the chosen starting point. 4) Statement of intent- writing frame provided to support the student in writing about what they intend to learn and the three main practitioner's they wish to study and learn from. Draft 1 emailed to Art Teacher. 5) Photoshoot 1- twenty photographs taken by the student to draw from in class and create artwork with. <p>Extra homework that goes towards component 1</p> <ol style="list-style-type: none"> 1) Local and National gallery visits to see work on exhibitions and complete a page about the artwork shown, with pamphlets and tickets. 2) Collect and present national and local newspaper clippings on the starting point, especially if there is a political, cultural or social issue involved. 3) Read around the three main practitioners you have chosen and select relevant information to help understand how the artwork was created. 4) A students can digitally manipulate their photoshoot 1 using software packages if they like this way of working.
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	<p>Students will apply learnt skill of the formal elements at GCSE, to draw three of their favourite photographs. The scale of these can vary for the purpose and the material being used. Students can also bring in the objects to draw from as well, as first hand observational drawings allow students to draw different viewpoints and finer details.</p> <p>Student will complete research on two practitioners and homework will be presented and assessed. This research will support the responses to be created after Christmas.</p> <p>Workshops will introduced and students will create one off pieces from images and photographs they have.</p>	<p>FAR 3- DIRT actions to improve has drawings are created. Verbal support will be regularly given.</p> <p>Students will be assessed on their use of the formal elements of tone, shape, proportion and form when recording from their own photographs or objects. Accuracy in recording is important.</p> <p>FAR 4 Students will be assessed on research and presentation of both practitioners including description of the artwork and artist copy. Correct spelling of art vocabulary will be checked.</p>	<p>Compulsory homework which will be set on G4Schools weekly.</p> <ol style="list-style-type: none"> 1) Complete an outline drawing ready to shade in pencil in class. This can be traced or hand drawn. 2) Q What materials would practitioners use? Look on YouTube to find how the Artist made the artwork? Screen shot the important parts of the video, print off and present with writing about what you learnt. 3) Print off A5 size and in colour five artworks by your chosen practitioner's. Select only artwork that is relevant and helpful in generating artwork of your own. 4) Find 10 relevant facts about each practitioner's and how the artwork was created. Don't just cut and paste. Please read and select. Print this off at school to present in class. 5) Create a piece that combines both practitioner's key features. 6) Complete any outstanding work not finished and your FAR actions. <p>Extra Homework</p> <ol style="list-style-type: none"> 1) Do your practitioners have artwork on exhibition current and it the future? Look into this and see if you can go to see the artwork or print relevant images and information off from the online exhibition. 2) Complete recordings in other materials from your photographs or real objects.
<p>Spring Term</p>	<p>Students will use the key features of both practitioners to create five responses skilfully. Previous drawings from term 1 will be adapted and used to create each responses, showing mastery of skill. SCAMPER will be introduced at this point. This allows students to make subtle changes to show progress and improved skill. Students will complete a final piece based on their best response and this will conclude the year 12 structure project. The final piece can be any scale and must exploit the best parts of the structure project.</p>		
	<p>Students will use their knowledge and understanding of Practitioner 1 to create their own responses. Students will use their previous drawings and apply the key features of</p>	<p>FAR 5 Regular verbal check's that the key features of practitioner's are being applied and that the formal elements are strong.</p>	<p>Compulsory homework which will be set on G4Schools weekly. Preparing outline drawings for use in class each week.</p> <ol style="list-style-type: none"> 1) Complete your first outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner's.

	<p>the Artist to test out materials, techniques and processes.</p>	<p>Assessment will be based on the mastering of the materials, techniques and processes on five responses. DIRT actions will require students to focus on skilfully applying theses with purpose and conviction.</p>	<ol style="list-style-type: none"> 2) Complete your second outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner's. 3) Complete your third outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner's. 4) Complete your fourth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner's. 5) Complete your fifth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner's. <p>Extra Homework</p> <ol style="list-style-type: none"> 1) Look on You Tube for artists who use the same materials or techniques as your chosen practitioner's. Present screen shots and writing about what you have learnt. 2) Use this learning to further improve any of your work so far.
	<p>Students will use the SCAMPER method to further improve and plan a stronger final piece ready for the ten hour NEA supervised final piece (over ten lessons).</p> <ul style="list-style-type: none"> • Substitute • Combine • Adapt • Modify • Put to a different use • Eliminate • Reverse. 	<p>FAR 6 All five responses will be assessed together and students will have the opportunity to discuss with their Art Teacher SCAMPER actions ready for the NEA final piece.</p> <p>Verbal feedback will be given in lessons regularly to support individual progress.</p> <p>FAR 7 Final piece will assessed on its mastery of skill, quality of the formal elements and strong connection to the practitioner's studied.</p>	<ol style="list-style-type: none"> 1) Take one of your responses and change it using SCAMPER method you discussed with your Art Teacher. 2) Find a new materials to use this on one of your refined pieces to change it. 3) Take one of your responses and magnify a section of it and then add your practitioner's to it. 4) Take one of your responses and collage images into all or part of it. 5) Take a section of one of your responses and do a black and white version of it- you could add lines or texture in it. <p>Extra Homework</p> <ol style="list-style-type: none"> 1) Write an evaluation on your work so far and which responses are the best. 2) Complete a photoshoot to use and develop backgrounds for your responses to further improve them or your final piece.

<p>Summer Term</p>	<p>Students will start their A level personal investigation Known as component 1. This will require each student to work in a sketchbook generating research, testing out material, techniques and processes, recording ideas and observations and responding to the research undertaken skilfully and coherently. Writing about ideas as they are being created or planned is essential.</p>		
<p>Summer 1</p>	<p>Students will complete research on the starting point of their own choice. Students will select relevant images, analyse these and presenting these with writing to formulate ideas for a mind map and photoshoot.</p> <p>Students will apply their knowledge and understanding of three main practitioner's for their project and create a photoshoot influenced by the practitioners and their intentions, so that the journey of ideas are coherent and informed by critical evaluation.</p> <p>Students will record in suitable materials from photoshoot 1. Scale and format can be adjusted and hand drawing will be encouraged, so that drawings are strong in the formal elements of tone, form, shape, line and proportion. There must be a clear continuity between practitioners studied and intentions.</p>	<p>FAR 1 Students will be assessed on the appropriate selection of images, questionnaires and research they make. Intentions will be formulated and this will be proof read. Actions to improve the quality of this will be emailed back and the final daft will be glued into the front of the student's sketchbook.</p> <p>FAR 3 Students will present the five key features of the three main practitioners chosen, copy the artwork for each and write a detailed personal description of the practitioner's use of the formal elements.</p> <p>FAR 3 Guided by their intentions and research students will complete photoshoot 1 and complete four recordings in suitable materials ready to create responses. Skilful application of the formal element will be assessed.</p>	<p>Homework in Art is an integral part of component 1 sustained investigation. It is vital work that is marked holistically with all the work in class and often supports a student's development of ideas and skills. 5 hours per week is required and can be undertaken in the specialist art room provided in study periods or at home.</p> <p>Compulsory homework which will be set on G4Schools weekly. Students may be required to complete more than one of the following each week as preparation for classwork.</p> <ol style="list-style-type: none"> 1) Title page and mind map completed on page 1 of the sketchbook provided by the School. 2) Finding images/photographs on chosen starting point- 30 in total ready to print off in colour at school. 3) Finding 20 practitioner's artwork showing how artists and others have created artwork based on the chosen starting point. 4) Statement of intent- writing frame provided to support the student in writing about what they intend to learn and the three main practitioner's they wish to study and learn from. Draft 1 emailed to Art Teacher. 1) Photoshoot 1- twenty photographs taken by the student to draw from in class and create artwork with. Complete an outline drawing ready to shade in pencil in class. This can be traced or hand drawn.2) 2) Q What materials would practitioners use? Look on YouTube to find how the Artist made the artwork? Screen shot the important parts of the video, print off and present with writing about what you learnt. 7) Print off A5 size and in colour five artworks by your chosen practitioner's. Select only artwork that is relevant and helpful in generating artwork of your own.

			<p>8) Find 10 relevant facts about each practitioner's and how the artwork was created. Don't just cut and paste. Please read and select. Print this off at school to present in class.</p> <p>9) Create a piece that combines both practitioner's key features.</p> <p>10) Complete any outstanding work not finished and your FAR actions.</p> <p>Extra homework that goes towards component 1</p> <p>1) Local and National gallery visits to see work on exhibitions and complete a page about the artwork shown, with pamphlets and tickets.</p> <p>2) Collect and present national and local newspaper clippings on the starting point, especially if there is a political, cultural or social issue involved.</p> <p>3) A students can digitally manipulate their photoshoot 1 using software packages if they like this way of working.</p>
Summer 2	Students will use their knowledge and understanding of Practitioner 1 to create their own responses to show skilful application of the media, techniques and processes they are keen to learn from the practitioner. Students will adapt their previous drawings and apply the key features of the practitioner to show changes and resolve their intentions.	FAR 5/6/7 Regular verbal check's that the key features of practitioner 1 are being applied. Assessment will be based on the mastering of the materials, techniques and processes on five responses. DIRT actions will require students to focus on skilfully applying theses.	<p>Compulsory homework which will be set on G4Schools weekly.</p> <p>Preparing outline drawings for use in class each week.</p> <p>1) Complete your first outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</p> <p>2) Complete your second outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</p> <p>3) Complete your third outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</p> <p>4) Complete your fourth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</p> <p>5) Complete your fifth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</p> <p>Extra Homework</p>

	<p>Over the summer holiday students will be required to take photoshoot 2 inspired by the second practitioner and complete for recordings from these, adapting the scale and size.</p>	<p>FAR 1 (Summer work) Guided by their intentions and research students will complete photoshoot 1 and complete four recordings in suitable materials ready to create responses. Skilful application of the formal element will be assessed</p>	<ol style="list-style-type: none"> 3) Look on You Tube for artists who use the same materials or techniques as your chosen practitioner 1. Present screen shots and writing about what you have learnt. 4) Use this learning to further improve any of your work so far. <p>Summer holiday work</p> <ol style="list-style-type: none"> 1) Complete any actions set by Art Teacher 2) Complete photoshoot 2 3) Complete four recordings, adapting the scale and size from photoshoot or real life. <p>Extra Homework</p> <ol style="list-style-type: none"> 1) Collect and news articles, documentary evidence or social media articles you feel could help you generate more ideas and present this. 2) Go to galleries, museums or look on line for any exhibitions that relate to your topic or practitioner 2. Present this.
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