

## Year 12-13 Fine Art

The start of the A level course follows a workshop Art format. The purpose of this is to bridge the gap of skills from GCSE to A level, support portfolio development and introduce A level topics and techniques. This scheme of work is intended to follow a technical workshop style, which allows pupils to refresh and develop observational skills linking to the theme. A range of different media is explored, and Art history is referenced throughout. As the project develops the pupils are encouraged to make personal development of their project. The skills of independent thinking, resilience and creativity are developed throughout their time at Glenthorne, to ensure this is possible at this stage. Component 1, (coursework), begins spring term 2 of year 12 and concludes January of Year 13. This is a personal investigation and is worth 60% of overall mark. Component 2 (exam project) is worth 40% of overall mark and commences February, including in summer exam.

Assessment Objective	Focus	Teaching/Homework Activities	Extra Challenge
1	Mind map	Keywords linking to theme Contextual links Artist links	Use of language 40+ keywords Examples included
	Initial research	Research around the topic to understand the theme and the sub-headings within it. Consider less obvious directions with theme. Consider different sources including books, documentaries, fiction, non-fiction etc.– Discussion & research Demonstrate an understanding of the wider context through research. Own annotation is included to support own opinions.	Range of sources, includes books Refers to journals, history, case studies
	Artist analysis/ Case studies	Research linking to theme. Analyse a piece of work to respond to, make links to own theme Blooms taxonomy is explored.	Research around the topic, consider the outside elements which have determined the outcome e.g., environment, life experiences, exposure to art etc.
	Ideas	Develop ideas linked to response/final pieces. Develop ideas further with peer ideas/reflections Use diagrams, sketches and annotation to support explanation of ideas. Document thought process, making clear links to theme.	Demonstrate an understanding of technical challenge and the assessment criteria e.g., sophisticated response, consistent approach etc.
	Research	Research around theme – past opinions, current views. Place into context. Consider events within sub-theme. Consider different sources including books, documentaries, fiction, non-fiction etc.– Discussion & research. Express own opinions	Range of sources, includes books Refers to journals, history, case studies
	Gallery Visits	Gallery supports research of theme Artwork is analysed Responses to the artwork, which link to own theme, are created	
	Essay	Intention of investigation clear SPAG followed Blooms taxonomy structure used to analyse work of artists Work is proofed checked Essay reflects detailed research and reflections on own outcomes	Depth of understanding is demonstrated through level of research, language and personal reflection.
	Referencing/Bibliography	Harvard referencing used Sources referenced	Must include books
2	Media Experiments (General)	Testers for final piece Put the medium to practice – use as intend for outcome. Experiment with different medias, consider the different ways to use the medium	6+ tonal range Detail studies Reflections made
	Bounce pieces	Develop a response which links to a previous piece of work. The outcomes are similar, but a change has occurred. Consider: working on photocopies, taking into darkroom, making a section 3D, completing a photoshoot etc.	Sophisticated outcome
	Reviewing outcomes	Links to AO3 annotation	Why not how Justifies reason behind work, links to history/current affairs
	Reviewing ideas	Links to AO3 annotation	Why not how Justifies reason behind work, links to history/current affairs
	Abstract / Conceptual	Less literal responses are considered. Outcomes, at times, can follow an experimental process, where the process is more important than the outcome.	Conceptual artists are explored, and intentions are reflected on.
3	Observation Workshops	Demonstrate an understanding for proportions and drawing rules. Demonstrate an understanding of how to use tonal pencils.	7+ tones Directional shading  Fine mark making
		Painting on top of photocopy of drawing – documentary Introducing skin tones, understand how to mix skin tones with primary colours	6+ tones Directional marks following contours of face

	Observations (General)	Pencil drawings, Pen drawings, Photos Clear links to theme. Recall of composition rules and drawing rules apply when applicable. Demonstrate an understanding of how to use tonal pencils.	7+ tones Directional shading Fine mark making
	Painting	Demonstrate a basic understanding of painting Calico Understanding how to mix different tones Understand how to mix skin tones	Oil paint explored
	Printmaking	Explore screen printing, lino printing, mono printing Able to recall the stages independently Colours and subject matter links to theme	Layers of prints and the subject matter show intricate detail
	Sculpture	Explores relief, freestanding and hanging Sculptures able to be presented unaided Confident use of materials and joins evident	Joins are clean and secure Layers and details are evident in outcomes
	Annotation	Throughout sketchbook explaining the intentions and purpose of outcome Why not how; justifying decisions. Blooms Taxonomy.	Use of language Clear understanding of a wider context to theme Conceptual approaches considered
<b>4</b>	Mini masterpiece	Small version of final piece from ideas. Tests the success of the idea and allows for development Marquette.	
	Final Piece	Planning leads up to the final piece – can clearly follow the thought process. Final piece is challenging and links to own theme	Sophisticated outcome
	Artist Responses	Visual outcome – medium and style of individual's choice. Must link to work preceding it. Statements justify decision making and reasons behind work	Sophisticated outcome Clear link to theme
	Annotation	Statements justify decision making and reasons behind work Why not how; justifying decisions. Blooms Taxonomy.	Why not how Justifies reason behind work, links to history/current affairs
	Exhibition	Exhibition piece reflects personal ideas and links to personal project. Presentation of work and audience experience of exhibition is evident.	Sophisticated outcome

**Useful websites:**

[www.pinterest.com](http://www.pinterest.com)

[www.artstudentguide.com](http://www.artstudentguide.com)

[www.thisiscolossal.com](http://www.thisiscolossal.com)

[www.artsandculture.google.com](http://www.artsandculture.google.com)

[www.artrabbit.com](http://www.artrabbit.com)

[www.frieze.com](http://www.frieze.com)

[www.whitehotmagazine.com](http://www.whitehotmagazine.com)

[www.artnews.com/c/art-in-america/](http://www.artnews.com/c/art-in-america/)

[www.artspace.com/magazine](http://www.artspace.com/magazine)

[www.artsy.net/articles](http://www.artsy.net/articles)

[www.news.artnet.com](http://www.news.artnet.com)

[www.artnews.com](http://www.artnews.com)

[www.theartnewspaper.com](http://www.theartnewspaper.com)