



## KS5 – A Level Fine Art Curriculum Map

### Year 12

#### Structure

Students in Year 12 will have the opportunity to explore their own areas of personal interest.

To prompt in depth and critical investigation, students are given the broad theme of 'Structure'.

Within this topic, students will have the opportunity to build up a one body of coursework, to submit for assessment for component one – the personal portfolio.

Students will have the opportunity to explore a variety of artworks and artists. As a result, students will experiment with media, process and technique, as well as record their own ideas through photography, drawing and annotation.

Ultimately, students will combine their knowledge, understanding, skills and intentions to produce a drawing minor final piece, a 2D final piece, and a 3D piece.

Autumn Term		Spring Term		Summer Term	
<ul style="list-style-type: none"> <li>- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>- <b>Title page</b></li> <li>- <b>Mind-map responding to the title</b></li> <li>- <b>Artist workshops</b></li> <li>- <b>Contextual studies trips</b></li> <li>- <b>Photoshoots – with annotations</b></li> <li>- <b>Initial drawings – with annotations</b></li> </ul>	<ul style="list-style-type: none"> <li>- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>- <b>Individualised photoshoots – with annotations</b></li> <li>- <b>Individualised large scale drawings – with annotations</b></li> <li>- <b>Artist information pages</b></li> <li>- <b>Minor final piece – A2/A1 sized drawing</b></li> <li>- <b>Evaluation of minor piece</b></li> <li>- <b>Mind-map of idea development</b></li> <li>- <b>Mood-board</b></li> </ul>	<ul style="list-style-type: none"> <li>- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>- Formulate personal and meaningful responses, which realise intentions.</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>- <b>Media experiments for final piece</b></li> <li>- <b>Mixed media</b></li> <li>- <b>1 media Application experiments</b></li> <li>- <b>Surface experiments</b></li> <li>- <b>Final piece ideas</b></li> </ul>	<ul style="list-style-type: none"> <li>- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>- <b>2D final piece</b></li> <li>- <b>2D final piece evaluation</b></li> </ul>	<ul style="list-style-type: none"> <li>- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>- <b>Artist information pages</b></li> <li>- <b>Individualised photoshoots – with annotations</b></li> <li>- <b>Individualised large scale drawings – with annotations</b></li> <li>- <b>Artist information pages</b></li> <li>- <b>3D material, technique and process experiments</b></li> </ul>	<ul style="list-style-type: none"> <li>- Formulate and present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>- <b>Composition ideas</b></li> <li>- <b>Trial pieces</b></li> <li>- <b>Create final piece</b></li> <li>- <b>Evaluate final piece</b></li> </ul>

Assessment:

During Year 12 students will complete a 1 year project for the personal portfolio component (coursework) - 60% A Level weighting.

Students' work will be marked using assessment and feedback booklets once a month.

Students will receive feedback conferring to the assessment objectives.

- **A01 – Contextual research**
- **A02 – Experimentation**
- **A03 – Recording of ideas (photographs, drawings, annotations)**
- **A04 – Final piece**

## Year 13

### Personal Investigation

Throughout Autumn term students will complete a personal investigation project, whereby they will pick their title, and respond accordingly. Within this topic, students will have the opportunity to build up another body of coursework, to submit for assessment for component one – the personal portfolio. Students will have the opportunity to explore a variety of artworks and artists. As a result, students will experiment with media, process and technique, as well as record their own ideas through photography, drawing and annotation. Ultimately, students will combine their knowledge, understanding, skills and intentions to produce an outcome of their choice.

In addition to building up another body of coursework, students will complete a formal written assignment (minimum 1000 words) on this theme of their choice.

### The Exam

Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper. The component allows students opportunities to: Develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal response(s) to the externally-set theme.

### Autumn Term

- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

#### Specific tasks:

- Title page
- Mind-map responding to the title
- Artist workshops
- Individualised photoshoots – with annotations
- Individualised drawings – with annotations
- Artist information pages

- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- Formulate personal and meaningful responses, which realise intentions.
- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

#### Specific tasks:

- Media experiments for final piece
- Mixed media
- 1 media Application experiments
- Surface experiments
- Final piece ideas
- Trial final pieces
- Final piece
- Evaluation

### Spring Term

- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

#### Specific tasks to be decided by the student(s). However, students will be guided to complete:

- Title page
- Mind-map responding to the title
- Artist workshops
- Individualised photoshoots – with annotations
- Individualised drawings – with annotations
- Artist information pages

- Record idea, observations and insights relevant to intentions, reflecting critically on work and progress
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- Formulate personal and meaningful responses, which realise intentions.

#### Specific tasks to be decided by the student(s). However, students will be guided to complete:

- Mind-map of idea development
- Mood-board
- Artist information pages
- Process and technique experiments
- Final idea formulation

### Summer Term

- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

#### Specific tasks to be decided by the student(s). However, students will be guided to complete:

- Create final piece
- Final piece evaluation

#### Assessment:

Students' work will be marked using assessment and feedback booklets once a month. Students will receive feedback conferring to the assessment objectives.

- A01 – Contextual research
- A02 – Experimentation
- A03 – Recording of ideas (photographs, drawings, annotations)
- A04 – Final piece

The formal written assignment accounts for 12% of the 60% coursework weighting.

