

Unit Overview: Personal Investigation: Portfolio Unit: Viewpoints

Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	
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Key Focus for Unit:

What is the key knowledge being delivered?

What is the intent of this unit?

Component 1: Personal Investigation: Portfolio Unit :Viewpoints

This unit is an exciting and dynamic introduction to A-Level Art, students follow Fine Art practice responding to a theme, in this case Viewpoints. This component consists of a major, in-depth, practical, critical and theoretical investigative project/theme-based portfolio and outcome/s with integrated extended written critical and contextual analysis (1000 words minimum).

This unit 'Viewpoints' is an exciting and dynamic development of students A-Level Art Portfolio, giving students the chance to showcase their knowledge and skills in an extended project. This is to allow students to achieve a real sense of meaning and purpose within their work, which in turn allows them to reach the higher marks by demonstrating sophisticated and perceptive outcomes. As student's move through to higher Art based education, this method of working at A-Level gives them a deeper understanding of what is expected at Degree level, preparing them for personalised and independent learning.

Viewpoints offers an open theme that can be taken in different personal directions. As the project develops students expand on their subject and contextual knowledge in response to artists and techniques. The component should enable learners to engage in a suitable depth of study. This can be achieved, for example, through one or more of the following:

- Rigorous exploration of an interdisciplinary or multidisciplinary approach to their work
- Extended development of themes, ideas or issues that are of significance to learners
- Specialisation in a particular medium, technique or process related to option choice or
- Further theoretical research to develop increased understanding through integrated practical, written and other means of communication.

As part of Component 1 students are required to work in **one or more** area(s) of fine art, such as those listed below:

- drawing
- painting

- sculpture
 - installation
 - lens-/light-based media
 - photography and the moving image
 - printmaking
 - mixed media
 - land art.
- **Component 1 provides students with a foundation into skills and techniques in different media via Viewpoints.**

Key Knowledge and Big Ideas:

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

Big Ideas: A01-A04

(AO1) Develop ideas through investigations, demonstrating critical understanding of sources.

(AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

(AO3) Record ideas, observations and insights relevant to intentions as work progresses.

(AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Literary Convention Knowledge and Contextual Knowledge:

Knowledge and understanding

- Students will be able to discuss the way sources inspire the development of ideas, relevant to fine art including:

- How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
 - colour
 - line
 - form
 - tone
 - texture
 - shape
 - composition
 - rhythm
 - scale
 - structure
 - surface.

Contextual Knowledge:

- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- organise, select and communicate ideas, solutions and responses.
- **Knowledge of Skill, Technique and Experimentation in Component 1:**
- **Within the context of fine art, students must demonstrate the ability to:**

- use fine art techniques and processes, appropriate to students' personal intentions, for example:
- mark-making
- monoprint, collagraph and block printing
- assemblage
- construction
- use media and materials, as appropriate to students' personal intentions, for example:
- charcoal, pastels, pen and ink, crayons and pencil
- watercolour, gouache and acrylic paint
- found materials
- digital imagery
- different papers and surfaces on which to work.
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- Viewpoints allows students respond to both contemporary and historical artists that use different stimuli to inform their art work in very different ways. Building on different media and skills students create different art pieces in response to artists work and primary/secondary observation. This fuses the contextual and practical element together in which students articulate/annotate the main features in the art and the mood and how this connects to their ideas/practical developments.

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives AO1-4. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 1, Personal Investigation 60% of the qualification 120marks

- The Personal Investigation consists of two integrated constituent parts:
- 1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.

- 2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.
- Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.

<u>Key Skills Explored</u>	<u>Vocabulary Selected for Drawing</u>	
<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> • Explore ideas in a range of 2D media/materials. • Understand how their work of Artists past and present can inform their own ideas and help skills progress. • Analyse the context in which Artists made their work and how historical, social & cultural aspects affected their creation. • Consider & discuss the success of each technique/media tried, refining ideas and techniques and setting future targets. • Understand that written communication describing thought processes of evaluation is exceptionally important and helpful in developing ideas. • Use resources imaginatively and inventively to create own Art work, 	<p><u>Tier 2</u> Narrative Visual language Contextual Representation Theme Depiction Composition Form Shape Line Texture Blending Space Primary Secondary</p>	<p>The art curriculum at St Marks Academy should ensure that our students:</p> <ul style="list-style-type: none"> - Are able to think in a creative way as a result of their experiences of the art curriculum. - Can use and apply a range resources, reference material, experiences and information to different artistic contexts - Becoming independent learners, many of whom are high achieving and ambitious young artists. - Have explored and experimented with different ways of drawing. - Can show understanding of both historical and contemporary artistic practice.

<p>demonstrating confident understanding of the formal elements & using technical skills to manipulate materials appropriately.</p>		
<p><u>Links to Careers/Employability</u></p>	<p><u>How does this unit prepare students for the next year?</u></p>	
<p>A-Level Fine Art encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of Art, is valued by higher education and employers alike.</p>	<p>Viewpoints: In this Project students are exposed to different media and materials whilst working from. The skills acquired in KS4 are built on and further explored in depth through year 13. This component should enable learners to effectively develop an introductory foundation of core skills and encourage in-depth, specialist-related learning, knowledge, contextualisation skills and critical thinking.</p> <p>Component 1 gives opportunities for learners to explore and cultivate fundamental skills, knowledge and understanding through a variety of experiences. These may include using sources, such as the local environment, gallery visits, workshops or other resources, to gather visually rich research which supports in-depth investigations. During the course, learners should be encouraged to experiment, collaborate, make informed creative decisions and innovate. Their studies should be developed to achieve appropriate depth and a suitably high degree of rigour. Curatorial considerations in the presentation of their work should also be fostered. The purpose of this approach is primarily to develop a foundation to support confident navigation through learners' creative journeys in the latter part of Component 1 and throughout Component 2.</p>	