

Unit Overview: Component 1: Personal Investigation: Portfolio Unit: Viewpoints/ Fragments**Component 2: Externally Set Assignment**

Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	
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Key Focus for Units:*What is the key knowledge being delivered?**What is the intent of this unit?***Component 1: Personal Investigation: Portfolio Unit: Viewpoints**

Students will enter year 13 with their focus on planning and completing a Final Outcome to Viewpoints as part of their portfolio project.

Component 1 will develop into Fragments until the release of the Exam Unit in January/February.

Fragments is an exciting and dynamic development of students A-Level Art Portfolio, giving students the chance to showcase their knowledge and skills in a short project which will prepare them well for the Exam Unit. 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 students a deeper understanding of what is expected post at A-Level, preparing them for independent study at Degree Level.

Viewpoints/ Fragments 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.

Component 1 provides students with a foundation into skills and techniques in different media via students Portfolio.

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 2 Externally set Exam

This component represents the culmination of students Advanced level study and provides a substantial challenge. Students are required to develop independently a personal response to one of a varied range of stimuli within specified time constraints. Students must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment. The Externally Set Assignment consists of a series of visual and written stimuli set by the examination board. Students are required to select one of the stimuli and develop it in the form of:

- a personal response or
- an issue to be addressed or
- a problem to be considered or
- a specific design brief or
- another suitable starting point.

Students will develop their response over a preparatory study period. Responses must take the form of critical, practical and theoretical preparatory work and/or supporting studies, which will inform the resolution of these ideas in a 15-hour sustained focus study. Following the preparatory study period, students will be allocated a period of 15 hours sustained focus study to realise their response unaided and under supervised conditions. At the conclusion of their preparatory study and sustained focus periods of work, students will be required to select, evaluate and present their submissions for assessment. Students are assessed on their ability to work independently, within specific time constraints and in relation to all four assessment objectives. Both the preparatory study and sustained focus work are assessed together.

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:

Component 1 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).

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.

- **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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- Component 1 Portfolio Unit: Viewpoints/ Fragments allows students respond to both contemporary and historical artists that use primary and secondary 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 their observations. 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.

Component 2 Externally set assignment 40% of Qualification of 80 marks

Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period.

- One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study.

Part 2: 15-hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s.
- The period of sustained focus work must be completed under supervised conditions.

<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. 	<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.

<ul style="list-style-type: none"> • Use resources imaginatively and inventively to create own Art work, demonstrating confident understanding of the formal elements & using technical skills to manipulate materials appropriately. 		
<p align="center"><u>Links to Careers/Employability</u></p>	<p align="center"><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>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> <p>Year 13 A-Level, Fine Art, provides a suitable foundation for the study of Art and Design or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>	