



In Fine Art we will be learning:		This links to:	Key Vocabulary:	
1	The key Knowledge and understanding - The students will understand the way sources inspire the development of ideas relevant to Fine Art such as, how they relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts. - The students are required to adapt to how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. - Projects within Component 1 and 2 offer the students opportunities to respond to 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. - Detailed schemes of work are utilised for students to follow lesson and homework plans. They also map out key areas within the programmes, such as, meeting deadlines and the criteria for the 4 assessment objectives. The Skills - The students will demonstrate the ability to use Fine Art techniques and processes, appropriate to students' personal intentions, for example: observational drawing, mark-making, monoprint, printing/collagraph, and digital working methods. - They will also use a broad range of media and materials, as appropriate to students' personal intention such as, charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, digital imagery. - Drawing is a key aspect that enables the students to communicate ideas and demonstrate elements in Art such as, colour, line, form, tone, texture, shape, pattern, perspective, composition and scale.	- The students will have studied the elements in Art at Key stage 3, such as tone, line, texture, colour, pattern, scale, form, perspective and composition, gaining an awareness of the theory of Art. - Introductory drawing skills are taught from the start of KS3, such as how to add tone and blend colour to a competent level. A broad range of media is utilised throughout KS3, from which the students gain confidence to be able to select the materials they are skilled at in their project work. - The diverse range of projects experienced in KS3 enable the students to experiment with ideas and work to set briefs. They are encouraged to be creative by investigating their own ideas to make their work individual. - Students are encouraged to reflect upon Artwork and skills, such as how media has been applied in artist analysis tasks, to final presentations of Artwork. Peer and self-review tasks encourage students to develop their visual language and communication skills. - In KS3 the students produce written and visual tasks that shows how they can analyse artwork, supporting this with their own questions and views. Art terminology is also taught in KS4 so students can build upon their knowledge but also develop an understanding of the assessment objectives, evidenced in sketchbook annotation and final evaluation of projects.	- Elements in Art - Scale - Form - Tone - Line - Texture - Pattern - Composition - Perspective - Observational drawing - Mark-making	- Mixed media - Media - Dry-point mono printing - Watercolour - Oil pastel - Biro - Fragmentation - Creative
2	Component 1: Introductory project, 'The Wonderful Everyday' - The students will investigate the title 'The Wonderful Every Day,' looking at starting points such as, artist inspiration, photography, day to day activities and routines. - Drawings will be created by investigating artists and differing media such as, Vincent van Gogh shoe study using oil pastels, Andrea Joseph study using graphite in an A4 graphite trainer drawing, and Sarah Graham colour pencil sweet drawing. - Observational drawing is utilised in pieces such as the pepper studies and how the structures and tones vary through time and deterioration.	Following on from KS3 Art, the students will have gained an awareness of: - Fine Art and Graphic Communication projects, which are a taster for the types of artwork the disciplines can offer. - Working to a brief to produce a range of outcomes, such as designing a book cover, food and drink illustration, split media soda can illustration and a fragmented portraiture piece. - Graphic communication projects enable the students to gain an understanding of different outcomes such as food and drink brands and to surface pattern. - A breadth of artists and context to how the project work fits in with the current market.	- Annotation - Historical and contemporary referencing. - Conceptual - Culture - Design - Deterioration	- Wet mono-printing - Traditional and non-traditional media. - Acrylic paint - Indian Ink - Record
3	Component 1: Extended project, 'Portraiture' - The students will investigate the title 'Portraiture,' by firstly creating a written and visual mind map. - Artist research and illustration workshops investigate the historical and contemporary work of Vincent van Gogh, Juan Francisco Casas and Mark Powell. (A01) - Traditional and non-traditional media is experienced in technical workshops to strengthen the students' presentation using Graphite, colouring pencil, biro, watercolour, acrylic paint and wet/dry-point mono printing (A02). - From the artist analysis and the taking of the students' own photographs, the design development work will test media application and scale of composition before arriving at a final piece. This will link to the students' portraiture theme. (A03). - The conclusion for the project will show an outcome for the Portraiture theme. Final work can be hand produced or manipulated with Photoshop. (A04)	Following on from KS3 Art and the introductory project 'The Wonderful Everyday,' the students will have: - Understand how to work to a self-defined brief, creating a final direction for 'Portraiture.' - Gained an understanding of how artists can inspire illustration and outcomes for work. - Utilised traditional media such as graphite. The students will be able to work to a higher level of applying tone and texture to pieces or compositions. - Created an observational portrait drawing, this has involved adding graphite tones and textures to the shape and form of the face. Finer detailing was applied to the eyes and hair for more refinement of skill. Fragmentation (adding pattern, media and collaged materials) of the portrait saw the students successfully conclude the project, understanding the current market of portraiture. .	- Portraiture - Aesthetic - Philosophy - Evaluate - Conclusion - Figurative - Abstract - Split-media	- Diptych - Triptych - Chiaroscuro - Balance - Emphasis - Proportion - Unity
4	Component 2: External set examination - Choosing an examination question set by AQA students will initially produce a written and visual mind map to outline their ideas. Artist analysis work will follow to further connect to the question/theme. Students may produce drawn or digital responses. (A01 & A02) - Students will test out ideas for the direction for their theme in a series of development ideas, also supported with photographs to produce illustrations from. The students' will produce a split media drawing to conclude the sketchbook work. (A02 & A03) - A 10 hour focussed examination will see the students produce final piece(s) in media of their choice, such as traditional or non-traditional media. (A04)	Following on from the projects 'The Wonderful Everyday' & 'Portraiture,' the students will: - Understand how to work to a brief and select an appropriate question to produce a folio work to. - Be able to build upon their understanding of how artists can inspire ideas and themes for development work. - Be able to utilise a broad range of media such as graphite, colour pencil and paint and work to a higher level of skill applying tone and texture to compositions. - Use strongest media to conclude Component 2 to a successful outcome.	- Genre, period and style - Culture, - Social and economic contexts - Political events - World events	- Collage - Render - Manipulate - Fragmentation - Analyse - Conclude
Target Grade:		AP1:	AP2:	AP3: