

Year 12 Fine Art Curriculum Rationale

The starting point theme is “Transformations”. Students begin by proposing 3-4 lines of enquiry that they wish to pursue with this theme. Students are expected to work independently with one-to-one support from their teachers and group discussions/critiques with their peers. Whole class and individual workshops take place throughout the year. Students research their chosen lines of enquiry and then develop ideas based on this research, using appropriate materials and techniques. Students refine work as it progresses and identify areas for further development. Students are expected to conclude their work in the form of an outcome or outcomes, that realises their intentions. Students should demonstrate perceptive analytical and critical understanding whilst exploring an in-depth, focused and sustained investigation. This work should either be extended into Year 13 as a continued personal investigation or lead into a related personal investigation.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Researching and analysing the work of other practitioners, cultures etc, which is used as the foundation for the development of student ideas. Students are able to demonstrate their analytical and critical understanding.	Title Page -based on the theme of Transformations. Mind Map - Initial ideas on the given theme Preliminary Studies -students choose 3-4 lines of enquiry for further development Contextual research - appropriate and meaningful research into practitioners relevant to intentions, which will aid the student’s development of ideas	Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At	Literacy -Students have to demonstrate analytical and critical understanding through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Students development of ideas is both visual and written. PSHE - contextual research into	All or most ACP and VAA’s are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.	Students work independently, making use of the department facilities in their non-contact periods, lunch times and after school. They are expected to work at home on their studies and this is checked by their teachers. Students are taken to London galleries in February for contextual reference for their Personal Investigation. Students will be offered a residential visit at the end of Year 12/ beginning of Year 13 to either Cornwall or Spain.

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			and Predicted Grades.	practitioners, cultures etc.		
<p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>Students experiment with a wide range of materials and techniques, gaining a greater understanding of their appropriate uses in connection to their own work. Students demonstrate how they review and refine their ideas and work as they progress</p>	<p>From the outset, students experiment with and choose their own resources, materials and techniques in the pursuit of the development of their ideas and work. Skills are refined through the use of demonstrations and practise. One-to-one discussions take place on a regular basis with teachers and group critiques, to help review and refine ideas.</p>	<p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Predicted Grades.</p>	<p>Numeracy- students use general mathematics in the exploration of their work, especially with the use of a variety of techniques, processes</p>	<p>All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	
<p>Record ideas, observations and insights relevant to</p>	<p>Students make informed decisions as to how they record</p>	<p>Students make informed decisions about how to</p>	<p>Explicit reference to HPL.</p>	<p>Literacy-Students have to demonstrate</p>	<p>All or most ACP and VAA's are developed in each unit.</p>	

Unit	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>intentions, reflecting critically on work and progress</p>	<p>ideas, observations and insights and what techniques are appropriate to purpose. Students reflect critically on work through one-to-one meetings with teachers and group critiques</p>	<p>record their ideas, observations and insights throughout the coursework, from their initial research, through the development of ideas to their conclusion</p>	<p>One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Predicted Grades.</p>	<p>analytical and critical understanding through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Recording of ideas is usually in written annotation. PSHE- contextual research into practitioners, cultures etc.</p>	<p>Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	
<p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between</p>	<p>Students understand the visual journey to its full conclusion, which usually takes the form of an outcome or series of outcomes which fully</p>	<p>Students present personal and meaningful responses throughout their work in the form of outcomes and</p>	<p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment</p>	<p>PSHE- connections with visual and other elements Literacy- the realisation of intentions is</p>	<p>All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	

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visual and other elements	realises their intentions.	eventually arrive at a conclusion which realises their intentions.	(including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Predicted Grades.	usually in both visual and written form		