

AQA A Level Fine Art– Outline Programme of Study

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------------------------|---|---|--|--|--|------------------------|
| Y12 | Natural vs Manmade Printmaking | Shell and Bone Printmaking Ceramics | Portraiture Oil painting Marking Making | Landscape Painting – Watercolour Mark Making | Personal Investigation | Personal Investigation |
| Y13 | Personal Investigation | Personal Investigation | Personal Investigation ESA | ESA (Externally set Assignment) | ESA 15 Hours Supervised Time | |
| Assessment Objectives | <p>At the start of year twelve, students undertake a variety of processes developed from numerous starting points, in order to explore materials, processes and techniques. This is an exploratory stage, which builds on key skills as well as introducing new processes. It helps students build a portfolio which can be used to support their application to foundation courses or Universities at the end of the course. Students apply the knowledge of these skills and processes within their Personal Investigation, which they choose in Term 5 and which constitutes the required 60% coursework.</p> <p>Students follow the AQA Fine Art A level specification, which is assessed as 60% coursework (Component 1) and 40 % Externally Set Assignment (Component 2). They produce a range of large portfolio pages, sketchbooks and final outcomes throughout the course.</p> <p>Component 1 is the Personal Investigation, a self-directed study based on a personal, issue, interest or theme. They will be expected to work independently, demonstrating increasing confidence in their ability to explore and handle ideas, issues or themes, materials, techniques and processes. The work they produce should consider historical/ critical/contextual elements and evidence of how they have developed their ideas towards a final outcome or a series of final outcomes. The written material (1000 and 3000 words of continuous prose) must support the practical work and a variety of formats can be used.</p> <p>Component 2 is the Externally Set Assignment where students should demonstrate greater maturity and depth in skill, knowledge and understanding. The ESA provides opportunities for students to work in depth, responding to one of a choice of broad starting points. They are expected to carry out research and provide investigations into their chosen theme, develop ideas and make connections with the work of others. In the 15 hours of supervised time, students produce a final outcome or series of final outcomes.</p> <p>Both the coursework and the ESA are marked, holistically, against four assessment objectives, at the end of the course. The four assessment objectives, in simplest terms, comprise of:</p> <ul style="list-style-type: none"> ● 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 | | | | | |
| Key Processes Y12 | Large scale observational drawing Use of easels Cyanotypes (<i>Anna Atkins</i>) Gelli plate printing Drypoint Etching Use of the press | Lino printing (<i>Angie Lewin</i>) Ceramics (<i>Nuala O'Donovan Jennifer McCurdy Noriko Kuresumi</i>) | Oil paint knowledge and technique Working on canvas Portraiture (<i>Jenny Saville/Jonathan Yeo</i>) | Abstract watercolour technique Working en plein air/working collaboratively Mark making – its importance (<i>Abstract Expressionism Cy Twombly</i>). | With support, students choose their own focus for the Personal Investigation | Personal Investigation |
| Art history (Contextual Study) | Prehistoric Art Celtic Art Medieval Art The Renaissance <i>Botticelli Raphael Michelangelo Titian</i> | Baroque and Rococo <i>Ruebens, Vermeer</i> Romanticism <i>Blake, Turner</i> Pre Raphaelitism <i>Rosetti Waterhouse</i> Realism <i>Manet, Degas</i> | Impressionism <i>Cezanne, Degas Monet Pissarro Renoir</i> Neo Impressionism <i>Pointillism Seurat, Pissarro, Signac</i> Secessionism <i>Klimt</i> Symbolism <i>Munch Rousseau</i> | Post Impressionism <i>Cezanne Gauguin Van Gogh</i> Modernism Fauvism <i>Matisse, Derain</i> Neo Placticism <i>Mondrian</i> Abstract Expressionism <i>Rothko Pollock Stella de Kooning</i> | Minimalism <i>Eva Hesse, Yves Klein Frank Stella</i> Post-Modernism/ Conceptualism <i>Kruger Holzer Cindy Sherman</i> Sensationalism YBAs <i>Tracey Emin, Damien hirst, Sarah Lucas, Gillian Wearing, Jenny Saville</i> | |



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| Y13 | Personal Investigation | Personal Investigation | Personal Investigation Final Response Externally Set Assignment (Feb) | Externally Set Assignment | Externally Set Assignment 15 hours supervised time | |
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Further information and reading list

- Specification: AQA Art and Design A Level (Fine Art) <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-A-LEVEL-SP-2015.PDF>
- Useful Websites:
 - artsandculture.google.com
Content from over 2000 leading museums and archives
 - <http://www.studentartguide.com/>
The Student Art Guide Contains ideas, help and guidance from art students and teachers around the world.
 - <https://www.theartstory.org/artists/>
Quick biographies of classical, modern and contemporary artists
 - <https://www.art2day.co.uk/>
Useful tool to search artist by concept
 - <http://www.juliastubbs.co.uk/>
 - Examples of student sketchbooks and artwork at A level
 - <http://www.pinterest.com>
 - A visual discovery tool that you can use to collect ideas for the different projects and themes (great for finding artists and other examples of GCSE artwork) Follow '@ArtFCC' to find boards directly related to our curriculum and areas of interest.

Ways to support and extend student learning in this subject

Resource guide from AQA: <https://www.aqa.org.uk/resources/art-and-design/as-and-a-level/art-and-design/plan/resource-and-support-guide>

Keep visual diaries/personal sketchbooks and visit exhibitions to support your projects or extend your ideas further:

- Modern Art Oxford <https://www.modernartoxford.org.uk/>
- Ashmolean Museum Oxford <https://www.ashmolean.org/>
- Pitt Rivers Museum www.prm.ox.ac.uk
- Oxford Ceramics Gallery <https://www.oxfordceramics.com/exhibitions/>
- Tate Britain <http://www.tate.org.uk/visit/tate-britain>
- Tate Modern <http://www.tate.org.uk/visit/tate-modern>
- The National Gallery <http://www.nationalgallery.org.uk/>
- The National Portrait Gallery <http://www.npg.org.uk/>
- The Victoria and Albert Museum <http://www.vam.ac.uk/>
- The British Museum <http://www.britishmuseum.org/>
- The Design Museum <http://designmuseum.org/>
- The Natural History Museum <http://www.nhm.ac.uk/>
- The Science Museum <http://www.sciencemuseum.org.uk/>
- The Wallace Collection <http://www.wallacecollection.org/>