



ART – FINE ART

Course Overview for Years 12 - 13

Year	TERM 1	TERM 2	TERM 3	Home learning
12	<p>Mini Projects for Skills building:</p> <p>Mini Skills – Learning to Look and Explore: Students choose a historical event to investigate through source material, supported by readings from Gombrich and analysis of Chris Ofili's <i>No Woman No Cry</i>. They experiment with wet and dry media to create a visually exciting piece, supported by research and workshops. Emphasis is placed on source exploration, material choice, and developing a critique to explain their process and response.</p> <p>Mini Skills – Conveying Meaning: Students create works that challenges how we perceive everyday objects using sources and texts by Berger and Sontag.</p>	<p>Personal Investigation Exploration 1: Students independently explore a source bank of both contemporary and historical artists to inspire their personal investigation. They carry out primary research and select relevant texts to deepen their understanding of their chosen theme. This encourages students to build a tailored theoretical foundation that supports the development of their creative direction. Practical work is entirely student-driven, with individuals selecting materials, techniques, and processes that align with their creative intentions. This encourages autonomy and a wide variety of outcomes, allowing students to take ownership of their exploration and decision-making. Students demonstrate</p>	<p>Personal Investigation Exploration 2: Students continue building their research by engaging with a source bank of contemporary and historical artists, while undertaking primary research and independent reading that deepens their understanding of their chosen theme. Their practical work is self-directed, shaped by the materials, processes, and techniques most relevant to their creative intentions. This allows for individual responses and diverse outcomes. Students demonstrate how theory informs their making, showing increased confidence and</p>	<p>Students use home learning to continue to add to and practice on their on-going coursework pieces throughout year 12 and 13. Students are advised to see as much art as they can, by visiting museums or galleries. Throughout the year we will point students to places and exhibitions of interest that might enhance their project work.</p> <p>At the end of year 12, the department takes the students on a trip to the V and A or Tate Modern, which allows the students a first-hand experience of absorbing and working from source materials</p> <p>To help students with their independent study work or get inspiration from sources, students can use the</p>

	<p>Inspired by Duchamp's <i>Fountain</i>, they explore meaning through photography, printing, and 3D work. Workshops support media experimentation. Each student produces an artwork and critique that communicate a personal viewpoint and challenge how we perceive the object's value.</p>	<p>how their practical work is informed by theoretical research, showing a clear link between concept and execution. As the project develops, students are expected to refine their ideas with increasing confidence, independence, and clarity—laying the groundwork for the outcome of Exploration 2, which will be produced during the practical progression exam.</p>	<p>independence. Their work reflects a growing ability to apply research critically and creatively as they refine and develop their investigation</p>	<p>departments source booklet, which can be found on this website.</p>
13	<p>Personal Investigation Exploration 3: Students continue to deepen their understanding by exploring a personalised bank of contemporary and historical artists, alongside primary research and independently selected texts relevant to their chosen theme. This phase supports sustained intellectual and contextual engagement. Practical outcomes are shaped entirely by student focus, with materials and techniques chosen to best express their ideas. This period culminates in the production of a final resolved piece, completed during the two-day practical progression</p>	<p>Component 2 Preparation: Students complete the final realisation of their Component 1 project, bringing together research, exploration, and practical work into a resolved outcome. They then begin preparation for Component 2, receiving a set of externally set themes. From this, each student develops a personal brief, initiating a new cycle of research, material testing, and idea development. Throughout the term, they refine their creative direction through experimentation and critical reflection, laying the groundwork for a confident and</p>	<p>Students complete their 15-hour practical exam shortly after the Easter holidays, working on the final outcome planned during the previous term. Spread over three school days, the exam provides an opportunity to demonstrate the full range of practical skills, creativity, and independent thinking developed throughout the two-year course.</p>	

	<p>exam. Students demonstrate how theoretical research informs practical outcomes, refining their creative process with greater clarity, autonomy, and personal voice. This final stage showcases their ability to synthesise research, experimentation, and intention into a cohesive outcome.</p>	<p>well-informed practical exam outcome.</p>		
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