



**SUBJECT:** Art & Design

**YEAR:** 12 and 13

**HEAD OF DEPARTMENT:** Mr Wallis

**GROUPING POLICY:** Mixed Ability

## **COURSE CONTENT**

### **Curriculum Intent**

A Level Art and Design provides students with opportunities to build on, refine and develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms, first addressed through GCSE Art and Design.

It is a single qualification taught over two years. In Year 12, students undertake a series of mini projects in terms 1, 2, 3 and 4 that extend and develop the necessary skills in readiness for the Advanced level. They begin their personal projects in term 5 of Year 12 and continue into Year 13.

### **Curriculum Implementation**

There are two components to the course:

- Component 1: Portfolio Investigation
- Component 2: Externally Set Assignment

#### Component 1 Personal Investigation:

This is a practical investigation supported by written material.

Students are required to conduct a practical investigation into an idea, issue, concept or theme supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical / contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or crafts people.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation;
- demonstrating critical understanding of contextual and other sources;
- substantiating decisions leading to the development and refinement of ideas;
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work;
- making meaningful connections between visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose;
- include specialist vocabulary appropriate to the subject matter;
- include a bibliography that identifies contextual references from sources such as books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit;
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear



Annotation must not be included in the word count for the written material.

Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work. There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal Investigation to ensure it is well structured and provides evidence that meets the requirements of all 4 assessment objectives.

The Personal Investigation will be assessed as a whole. Evidence of meeting the requirements of all 4 assessment objectives must be provided in both the practical and written material.

#### Component 2 Externally Set Assignment:

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on the 1st February, or as soon as possible after that date.

Preparatory Period – from 1st February: following receipt of the paper, students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised Time – 15 hours: following the preparatory period, students must complete 15 hours of unaided, supervised time. The first 3 hours of the supervised time must be consecutive. In the 15 hours, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

Preparatory work and the work produced in the supervised time, must be kept secure in between sessions of supervised time. The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and / or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear.

At the end of the 15 hours of supervised time, all the work submitted for this component must be kept secure. Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives.

Students will be assessed on their ability to work independently, working within the specified time constraints and developing a personal and meaningful response.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessments.

This course is particularly suitable for students who wish to study Art and Design or related subjects at a higher level, or who wish to pursue a career in the Arts. It is also recognised that skills in creative thinking and practice are highly sought-after attributes for all students and add a dimension to an individual's skill set which is transferable and preferable in all vocations.

#### Within Art:

Students should be introduced to a variety of experiences that explore a range of artistic media, techniques and processes. They should be made aware of both traditional and new technologies. Strong drawing skills underpin this course and are taught throughout.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from present times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.



Students should use sketchbooks / workbooks / journals to underpin their work where appropriate. Students may use traditional methods and / or digital techniques to produce images. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

### **What will my child learn?**

A varied range of skills will be developed to demonstrate a working knowledge of materials and practices within art.

Students will be encouraged to develop imaginative and creative powers alongside experimental analytical and documenting skills.

The A Level course is divided into two units of work.

Unit 1: Personal Investigation

Unit 2: Externally Set Task

Examination Board AQA

Specification Art and Design – Fine Art

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### **What will homework look like?**

Independent study is an extension from studio work. Students at this level will be expected to spend a considerable amount of time developing work both at home and during study periods.

### **What enrichment opportunities are available?**

- Viewing art and artefact through gallery and museum visits;
- Working with visiting artists;
- Undertaking external classes at local arts centres;
- Attending extension classes after school;
- Possible visits abroad.

## **ASSESSMENT**

### **How will my child's work be assessed?**

Assessment Weighting:

Unit One: 60% of total A Level marks

Unit Two: 40% of total A Level marks

Weekly one to one tutorials and target setting takes place. Students are encouraged to self-assess and respond on a regular basis. Formal assessment during school reporting cycle. A final grade will be determined at the end of the A Level course when both units are marked and moderated.

## **ADDITIONAL INFORMATION**

### **How can I support my child in this subject?**

A great deal of motivation is required due to the time commitment required on this course. It is important for students to have suitable space to work on projects at home. Students will require a range of drawing and painting materials to use at home.

### **How can I support my child with exams?**



The externally set assignment begins in the February of the A Level cycle. Students will complete one unit of work from a range of externally set tasks. This unit will be submitted at the beginning of May.