

Subject overview: KS5-Art & Design

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Art and design develops the students' passion and artistic skills to express themselves creatively and confidently through the medium of art. The curriculum encourages students to think critically, imaginatively and fosters an empathetic, intercultural understanding and commitment to diversity.

Additional details

We believe secondary art and design builds on the skills and knowledge pupils have already learnt at primary school. It leverages increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As students' progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as art, product design, food technology and engineering, with its core always encompassed around creativity and imagination. Over the year, students will build their confidence in using such machines and techniques to take forward into their own independent learning. **Under the sea**

The key aim is to help students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values, and enabling students in making links through transferable skills in other subjects. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

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The A level course has been planned to fulfil the aims and objectives of the AQA guidelines in Art Craft and Design. Learning at A Level takes the form of independent, student-led research and knowledge gained is applied to both practical and written work. The course is structured to ensure students develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the inter relationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Students studying A level Art at St Edmund's Catholic Academy require determination and dedication to the creative subject. For this reason they will focus predominantly on painting & drawing to gain a deeper understanding of discipline the specific processes require, as well as developing a range of new Techniques and processes with a variety of materials used within the art and craft industry.

Students will develop deep knowledge and understanding of creative industries, careers and pathways in preparation for further education and the world of work.

GCE Assessment Objectives:

AO1	AO2	AO3	AO4
Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	Refine ideas through experimenting and selecting appropriate resources, media materials, techniques and processes.	Record Ideas, observations and insights relevant to intentions in visual and /or other forms.	Present a personal and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written oral and other elements.

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable	Main method of assessment?
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		links to St Edmund's curriculum mission St Edmund's curriculum mission	
Term 1:1	<p>Introductory Unit: Develop and Record</p> <p>Guiding students through their investigations as they embark on the exploration of a theme.</p> <p>Develop and Record</p> <p>Possible starting points:</p> <ul style="list-style-type: none"> ● natural ● man made ● urban ● interior ● micro ● biomimicry 	<p>This unit provides an opportunity for students to:</p> <ul style="list-style-type: none"> ● generate and develop initial ideas ● research primary and contextual sources related to their starting point ● record practical and written observations(from primary research) ● explore high level skills, materials & techniques ● develop research skills and ability to analyse and critique sources <p>Units at A level are structured to address the 4 Assessment objectives.</p> <p>Units at KS5 are structured in the same way as those delivered at KS4, however greater student independence, faster pace and higher high quality skills are required for students embarking on the A level course.</p>	<p>Ongoing assessment of Component 1 against Assessment Objectives 1 - 3.</p> <p>Judgements are informed by the A Level Performance Calculator / Taxonomy and knowledge of expected standards.</p> <p>Internal moderation</p>
Term 1:2	<p>Personal investigation of high level skills: Develop, Refine and Record</p> <ul style="list-style-type: none"> ● developing investigations ● Exploring new creative skills, techniques, materials and processes. ● identifying personal pathways to inform the development of creative work 	<p>This unit provides an opportunity for students to gain knowledge and understanding of:</p> <ul style="list-style-type: none"> ● relevant materials, processes & techniques ● how ideas, feelings and meanings can be conveyed and interpreted in images, artefacts and their own works ● Developing High skilled responses to critical and contextual research ● working with specialist art terminology and vocabulary ● review and refine ideas as work progresses 	Ongoing assessment
Term 2:1	<p>Review and refine investigations for further development: Develop and Record</p> <p>Practical and written element</p>	<p>This unit provides an opportunity for students to continue to develop their knowledge, skills and understanding within practical works and written study.</p> <ul style="list-style-type: none"> ● 	Ongoing assessment

	<ul style="list-style-type: none"> ● reviewing personal pathways ● development of practical work ● refining ideas and work in progress ● realising final outcomes ● written communication and use of specialist terminology 	<p>Students will:</p> <ul style="list-style-type: none"> ● understand the importance of thorough / in depth preparation undertaken in support of their final outcome(s) ● demonstrate their skills knowledge and understanding ● present a personal and meaningful response that realises their intentions <ul style="list-style-type: none"> ● review and refine ideas as work progresses <ul style="list-style-type: none"> ● work towards presenting larger scale studies alongside sketchbook works <p>Students build on acquired knowledge, technical skill and understanding as they progress.</p> <p>Students are familiar with realising outcomes whilst working at pace and with independence.</p> <p>Written study - To support students as they:</p> <ul style="list-style-type: none"> ● create a sustained piece of critical and contextual analysis, showing an awareness of intention and context, which links to their own practical work ● present a sustained piece of written work that expresses personal interpretations and establishes conclusions 	
<p>Term 2:2</p>	<p>Personal Investigation: Record and Refine</p> <p>Guiding students through their investigations as they embark on the exploration of a theme</p> <ul style="list-style-type: none"> ● supporting student progress personal investigation through reviewing and refining ideas and work in progress. ● finalising ideas ● realising large scale outcomes 	<p>This unit provides an opportunity for students to demonstrate their ability to independently:</p> <ul style="list-style-type: none"> ● record experiences and observations, in a variety of ways, using drawing or other appropriate visual forms; undertake research ● gather, select and organise visual and other appropriate information ● explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements ● use knowledge and understanding of the work of others to develop and extend thinking and inform own work <p>Students build on acquired knowledge, technical skill and</p>	<p>of Component 1 against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the A Level Performance Calculator / Taxonomy and knowledge of expected</p>

		<p>understanding as they progress.</p> <p>Students are able to work with increased confidence as they embark on their Personal Investigation.</p>	<p>standards.</p> <p>Internal moderation.</p>
Term 3:1	<p>Personal Investigation: Develop, Record and Refine</p> <ul style="list-style-type: none"> • developing work from initial investigations • refining ideas in connection with personal themes for further exploration 	<ul style="list-style-type: none"> • generate and explore potential lines of enquiry using appropriate media and techniques • apply knowledge and understanding when creating images • review and modify work in progress • organise, select and communicate ideas, solutions and responses in visual form 	As for Term 1:1
Term 3:2	<p>Personal Investigation: Refine and Present</p> <ul style="list-style-type: none"> • reviewing and refining ideas to inform the development of practical work in connection with personal themes. • review and finalise written study in relation to research and practical work. 	<p>Students will be supported as they independently respond to the ESA through:</p> <ul style="list-style-type: none"> • continuing to develop their knowledge, skills and understanding • reviewing and refining ideas as work progresses • working towards presenting large scale, ambitious outcomes <p>Students will submit their final presented piece of written work that expresses personal interpretations and establishes conclusions in relation to their practical work and ongoing theme.</p>	As for Term 1:1

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TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Personal study: written element Pupils should have made any finishing touches to this over the summer with it being refined and completed in the first weeks returning after the summer.</p> <ul style="list-style-type: none"> written communication and use of specialist terminology <p>Personal Investigation</p> <ul style="list-style-type: none"> practical work individual chosen topic for each pupil at this stage pupils are refining their skill in their chosen medium eg oil paint / textiles ect 	<p>To support students as they:</p> <ul style="list-style-type: none"> create a sustained piece of critical and contextual analysis, showing an awareness of intention and context, which links to their own practical work present a sustained piece of written work that expresses personal interpretations and establishes conclusions. <p>Units at A level are structured to address the 4 Assessment objectives.</p> <p>Units at KS5 are structured in the same way as those delivered at KS4, and in the first year of the A level art course however independence is expected.</p>	<p>Ongoing assessment of Component 1 against Assessment Objectives 1 - 3.</p> <p>Judgements are informed by the A Level Performance Calculator / Taxonomy and knowledge of expected standards.</p>
Term 1:2	<p>Personal Investigation:</p> <ul style="list-style-type: none"> supporting student progress personal investigation through reviewing and refining ideas and work in progress. finalising ideas realising large scale outcomes 	<p>Students will:</p> <ul style="list-style-type: none"> present in depth preparation undertaken in support of their final outcome(s) demonstrate their skills knowledge and understanding through thorough investigation present a personal and meaningful response that realises their personal intentions 	<p>Ongoing assessment of Component 1 against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the A Level Performance</p>

			<p>Calculator / Taxonomy and knowledge of expected standards.</p> <p>Internal moderation.</p>
Term 2:1	<p>Introduction to ESA</p> <ul style="list-style-type: none"> released 1st February developing work from initial investigations refining ideas in connection with ESA theme for further exploration 	<p>Students will be supported as they independently respond to the ESA through:</p> <ul style="list-style-type: none"> initial research into the provided starting points exploring primary and contextual sources generating and developing ideas recording practical and written observations 	As for term 1
Term 2:2	<p>Preparation for ESA</p> <ul style="list-style-type: none"> reviewing and refining ideas to inform the development of practical work in connection with the ESA 	<p>Students will be supported as they independently respond to the ESA through:</p> <ul style="list-style-type: none"> continuing to develop their knowledge, skills and understanding reviewing and refining ideas as work progresses working towards presenting large scale, ambitious outcomes 	
Term 3:1	(ESA) Practical Examination 15 hours	<ul style="list-style-type: none"> Students will present a final outcome developed from their preparation into the starting point(s) provided in connection with the ESA Final outcome to be undertaken in exam conditions 	<p>Final assessment of Component 2 (ESA) against Assessment Objectives 1 - 4.</p> <p>Internal & External moderation of Component 1 & 2</p>
Term 3:2	Art Exhibition showcasing pupils work to other year group and parents and the community celebrating their success and hard work	Art Exhibition showcasing pupils work to other year group and parents and the community celebrating their success and hard work	Art Exhibition

