

# YEAR 12 | A LEVEL ART

## CULTURAL CAPITAL

Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and see the impact as to the historical and social context, the artist has had on the work.

### 'Becoming a Artist'

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Art and develop students into Artists:**

To ensure that all students experience an art curriculum that encompasses breadth and depth and enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of Art on society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in years 10 & 11. Each term has direct links to prior learning with a focus to embed understanding. The courses provide students with opportunities to further education and equip them for Higher Education.

## TERM 1

**All students will know:**

### Fine Art / Art Textiles

Through specific art related topics, Students will continue to explore a broad range of different media and techniques in this skills-based project. They will experiment using blended colour and paint techniques. Through observational drawings they will record visual imagery, which will lead to a creative composition based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations.

Art Textiles Follows the same pathway of investigation, however the emphasis is on creating imaginative textiles with a focus on fashion or interior design.

### Graphical Communication

Through specific graphics related topics, students will continue to explore a broad range of different media and techniques in this skills-based project. They will experiment using graphical skills. Through observational drawings and insights, they will record visual imagery which will lead to a graphical outcome based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations.

**All students will be assessed:**

**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.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

**Reading skills needed for this unit:**

- » Students will analyse in depth, artists work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

**Key vocabulary:**

Composition, scale, layout, placement, proportion, drawing, painting, font, media, organic, sculptural, Construct, Manipulate,

**Tier 2** - Juxtaposition, form, representation, depiction, delineation, portrayal, chiaroscuro, convoluted, fluid, Intricate, Embellishment.

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

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## TERM 2

### All students will know:

#### Fine Art / Art Textiles

Through specific art related topics, Students will continue to explore a broad range of different media and techniques in this skills-based project. They will experiment using blended colour and paint techniques. Through observational drawings they will record visual imagery which will lead to a creative composition based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations. They will produce final compositions inspired by their given theme, demonstrating strong application of techniques explored in the previous term.

#### Art Graphics

Through specific graphics related topics, students will continue to explore a broad range of different media and techniques in this skills-based project. They will experiment using graphical skills. Through observational drawings and insights, they will record visual imagery which will lead to a graphical outcome based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations. Students will produce final graphical outcomes inspired by their given theme, demonstrating strong graphical techniques explored in the previous term.

**Development and refinement of ideas leading to final piece.**

### All students will be assessed:

**AO2** - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO4** - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

### Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Analysis of graphical merchandise.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

### Key vocabulary:

Composition, scale, layout, placement, proportion, drawing, painting, font, media, organic, sculptural, Embellish, Construct, Design.

**Tier 2** - Juxtaposition, form, representation, depiction, delineation, portrayal, chiaroscuro, convoluted, fluid, Intricate, Embellishment, Structural.

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## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art shows detailed opportunities for cross curricular links with other departments.

**Maths** - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.

**English** - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work.

**History** - Looking at the social context of an artist and what was affecting them.

**Technology** - Looking at design processes and product analysis and design. Using 3D materials and problem solving.

**Science** - Colour mixing and the origins of colours and pigments.

## ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

### TERM 3 PERSONAL INVESTIGATION

#### All students will know:

Students should be introduced to a variety of experiences that employ a range of traditional and newmedia, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design should be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials.

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.

Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

#### Fine Art / Art Textiles

Personal investigation into Fine Art / Textiles outcomes.

Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography and constructed textiles.

#### Art Graphics

Personal investigation into Graphical outcomes.

Students should produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, and design for film and television

### HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic e.g. The Tate Kids, BBC bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

# YEAR 13 | A LEVEL ART

## ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

### 'Becoming a Artist'

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To ensure that all students experience an art curriculum that encompasses breadth and depth and enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of Art on society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in years 10 & 11. Each term has direct links to prior learning with a focus to embed understanding. The courses provide students with opportunities to further education and equip them for Higher Education.

### HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic e.g. The Tate Kids, BBC bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects

## TERM 1 PERSONAL INVESTIGATION

### All students will know:

Students will Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### Fine Art/ Art Textiles

Students will produce one or more fine Art / Textile outcomes encompassing all media and techniques explored within the personal Investigation. Written work submitted will support final pieces.

### Art Graphics

Students will produce one or more Graphic outcomes encompassing all media and techniques explored within the personal Investigation. Written work submitted will support final pieces.

### All students will be assessed:

**AO2** - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO4** - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

### Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

### Key vocabulary:

Change of scale, focal point, space, imaginative, perspective, enlarge, organic.

**Tier 2** - Juxtaposition, sinuous, metamorphosis, transposition, context, anamorphic, animated, anthropomorphic.

## FROM FEBRUARY

## EXTERNALLY SET ASSIGNMENT

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

**Fine Art / Art Textiles**

Students will be given a fine art question paper which 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 1 February, or as soon as possible after that date.

**Preparatory period – from 1 February**

Following the preparatory period, students must complete 15 hours of unaided, supervised time.

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.

**Art Graphics**

Students will be given an art graphics question paper which 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 1 February, or as soon as possible after that date.

**Preparatory period – from 1 February**

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

**All students will be assessed:**

- » Students will be assessed on the 4 assessment objectives in accordance with AQA criteria:
  - Develop ideas through investigations, demonstrating critical understanding of sources.
  - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
  - Record ideas, observations and insights relevant to intentions as work progresses.
  - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

**Reading skills needed for this unit:**

Investigation into particular artists and designers appropriate to their chosen exam question.

**Key vocabulary:**

Investigate, composition, primary & secondary sources, explore, experiment, photograph and record, identify, describe.

**Tier 2** - Assimilate, Analyse, Compose, contextual, reflect and Evaluate

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art shows detailed opportunities for cross-curricular links with other departments.

**Maths** - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.

**English** - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work.

**History** - Looking at the social context of an artist and what was affecting them.

**Technology** - Looking at design processes and product analysis and design. Using 3D materials and problem solving.

**Science** - Colour mixing and the origins of colours and pigments.

