

Art, Craft and Design
A LEVEL CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

Year 12 and Year 13

**What will
students be
learning?**

Year 12

During this Year students will be learning a variety of new skills and building on those previously learnt at GCSE to build a Portfolio of work. This course encourages students to 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
- the experience of working with a broad range of media
- an understanding of the interrelationships 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.

In Autumn 1 and 2 students will take part in a variety of workshops to further challenge them to improve on skills previously learnt and introduce them to more complex and intricate techniques and processes. This will form the beginning of Component 1: Portfolio (60%)

This year this will include, but not be limited to:

- Observational Drawing in both pencil tone and colour
- Screen Printing
- Monoprinting
- Machine Embroidery
- Hand Embroidery
- Photoshop
- Studio Photography
- Acrylic Painting
- Portraiture

Students will work in this manner until Spring 1, where they will begin to choose their choice of media and artist more independently, whilst drawing inspiration from their earlier studies and investigations.

Both the directed study and independent work will be guided by routine teacher feedback that aims to provide stretch and challenge opportunities for students.

	<p>In Component 1, 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.</p> <p>Year 13</p> <p>In Autumn 1 and 2 Students will begin to conclude their Component 1: Portfolio and will aim to have complete one or more personal responses. This term will also have a greater focus on the Personal Investigation Essay and aims to develop students ability to use appropriate and fluent specialist vocabulary and clarity in their use of language.</p> <p>In Spring 1 students will be given their exam paper Component 2: Externally Set Task (40%) and work towards a shorter project using their understanding of the assessment objectives from Component 1. This will conclude in a 15 hour exam, where students will work towards a final piece. Students will be expected to curate, plan and hold an exhibition as part of the brief.</p>
How will students be assessed?	<p>Students will focus on one area of the Assessment Objectives each term in a rotation sequenced to guide through their independent project.</p> <p>However, when reporting to students their working at or predicted grade there will be a synoptic view of the assessment objectives completed towards Component 1 and Component 2.</p> <p>All work (including the exhibition) will be marked by an external moderator.</p>
Literacy – What keywords will be taught?	<p>Annotation</p> <p>Written notes alongside practical work which can help to make intentions clear, explain thinking and how and why choices and decisions were made. Annotation may also include information about technical processes.</p> <p>Assessment criteria</p> <p>Key terms which match and identify levels of achievement in relation to the AQA standards.</p> <p>Assessment Objectives</p>

The four Assessment Objectives cover all aspects in the investigation, development, refining and recording of ideas which lead to the realisation of intentions. The AOs connect with each other and overlap. Students are required to address all four Assessment Objectives in both components.

Contextual sources

Appropriate work by other artists, designers and/or photographers. Contextual sources may include examples of architecture, or objects and artefacts from different times, cultures and places, or relevant examples of literature or music. References to contextual sources should inform the investigation and development of ideas. They can help to develop students' understanding of Art and Design and enable them to develop their own personal language.

Candidate record form (CRF)

The candidate record form includes a declaration of authenticity signed by the student and counter-signed by the teacher. It is also a record of the marks assigned by the teacher for each Assessment Objective and may include teacher comments.

Exploring materials, processes and techniques

Exploring in a purposeful and meaningful manner, media, materials, processes and techniques, which are appropriate to the student's intentions.

Externally set assignment

Students will produce a personal response to a starting point provided by AQA. At A-level the question paper includes a choice of eight starting points. At the end of the course there is a period of supervised time in which students produce finished work under exam conditions.

Investigating and developing ideas

The process of selecting a starting point, identifying and selecting appropriate sources, and analysing, exploring and responding to them in a focused and sustained manner in order to develop ideas with clear intentions.

Moderation

A sample of work selected from both components produced at the school or college is seen by an AQA Moderator who checks the accuracy of teachers' marking in relation to the AQA standards. The purpose of this is to ensure that, in fairness to all students, the same standard is applied to everyone.

Portfolio

The portfolio may include additional work such as carefully selected examples of introductory tasks or assignments or work produced in a life drawing class, a workshop or gallery visit.

Personal Investigation

At A-level, Component 1 is a personal investigation in response to an idea, issue or theme.

Personal response

Students are required to produce a personal response to a starting point which may be an idea, an issue or a theme. Students will present a personal and meaningful response which realises their intentions.

Preparatory work

Preparatory work is all the work produced which leads to the finished outcome(s). Preparatory work for the externally set assignment must stop by the start of the first period of supervised time and cannot be worked on between sessions.

Realisation of intentions

Intentions can be realised in a finished outcome or a series of related finished outcomes. Intentions can also be realised at key points in the work. For example, in a working drawing, a design sheet or storyboard, in a model or maquette.

Recording

Recording ideas, observations and insights is an important element of the work. Recording in appropriate forms includes drawings, diagrams, images, samplers, maquettes and models, and may also include audio and video. Additional evidence of recording can be provided in annotation.

Critical reflection

Critical reflection enables students to move forward the investigation and development of ideas. Evidence of reflection on work and progress can be provided in the practical work and in written material. In the practical work, students demonstrate their ability to reflect, in the ways that one image leads to another and in the connections between images.

Resources

The materials students need to produce their work.

Reviewing and refining ideas

It is important to review ideas as they develop, which means identifying what has worked successfully and making decisions about moving the work forward. Exploring relevant media and techniques, and alternative compositions or layouts, should enable students to refine or improve their ideas leading to the realisation of intentions.

Sketchbooks

Sketchbooks, workbooks and journals can be used for preparatory work. Some students produce preparatory work entirely in sketchbooks. Others also work on paper or other surfaces which enable them to work on a larger scale. Some students prefer to work entirely on paper and present their work on mounted sheets. Electronic sketchbooks are often used entirely or in combination with printed images in photography and in graphic communication.

Specialist vocabulary

The vocabulary of art and design including the visual language of formal elements, line, tone, colour, form, volume, mass, contour, space, texture, composition. Includes, where appropriate, technical terms used in particular media and processes, for example, in printmaking, textiles and photography. Refers to both practical and written work.

Supervised time

At the end of the externally set assignment there is a period of supervised time in which students produce finished work under exam conditions. At A-level, the supervised period is 15 hours. The period will be spread over several days, at times determined by the teacher.

Written material

Refers to annotation where it is included, and to the required written material in A-level Component 1 Personal Investigation.

<p>What employability skills are being developed?</p>	<p>Students are developing their ability to be creative thinkers, that are working independently towards a brief or an issue. They are learning vital skills in time management and project planning. Students will also have to opportunity to see artists and designers work in context of a gallery or as part of a workshop.</p>
<p>Wider Curriculum Links?</p>	<p>Many students choose to link their personal investigation to other subjects of study. In the past this has included themes that tackle or explore elements of geography, psychology, sociology, biology and design technology. Students receive learning regarding Art History throughout their course.</p>
<p>What wider reading could be done for this topic?</p>	<p>Learning to Look at Modern Art by Mary Acton But Is It Art? By Cynthia Freeland Why Your Five Year Old Could Not Have Done That: Modern Art Explained by Susie Hodge Art Theory for Beginners by Richard Osbourne *Ways of Seeing by John Berger* A Big Important Art Book by Daniela Krysa *100 Ideas that Changed Art by Michael Bird* A World of Our Own: Women as Artists Frances Borzello Women, Art and Society, Chadwick, Whitney. 2020 Tate Women Artists Alicia Foster The World According to Colour: A Cultural History James Fox *The Story of Art by EH Gombrich* *What Are You Looking At? 150 Years of Modern Art in the blink of an eye Will Gomertz* The Guerrilla Girls' Bedside Companion to the History of Western Art by GUERRILLA GIRLS *How Art Made the World by Nigel Spivy* *...isms: Understanding Art by Stephen Little* The Private Lives of the Impressionists by Sue Roe 50 Women Artists You Should Know Christiane Weidemann *A History of Art by Marcia Pointon* *ART the Whole Story by Stephen Farthing*</p>

*texts are available to borrow from the art department.

**What else
can students
be doing
independently
to develop
their
understanding
of this
topic?**

As part of the course students have two opportunities to visit galleries or experience visiting Artists or Workshops. To further their understanding of Art, Craft and Design students are encouraged to regularly visit galleries in their own time and current exhibition or developments in the Art world are regularly discussed in lesson.