



ART AND DESIGN A Level YEAR 12/13 Curriculum Map

Aims and Rationale:

This Art & Design course is intended to enrich the cultural and creative understanding and capacity of all students for a lifelong engagement with art and design. It also equips students with the basis of a future career interest/pathway. It will support progression into further study of art and design and a job where it is useful to have had experience of art, craft and design. Such jobs are numerous and might include fields such as advertising, marketing, design (particularly Fashion and Graphics), architecture and media.

Art and design A Level courses are offered through pathway options. We offer the chance to follow a general foundation course before opting for a specialist pathway in either fine art, photography, graphics or critical and contextual studies. Not only does this assist students in identifying areas of strength, but also when applying for a course beyond A level which requires a variety of work. For A Level, they are only assessed on the work done in the specialist area.

A Level ART AND DESIGN - FOR:

- Visual literacy
- Creativity and problem solving
- Careers
- Dexterity
- Self expression and well-being
- Cultural and aesthetic appreciation



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Foundation course teaching and building skills and concepts free of terminal assessment. Students work through the range of specialisms we offer before selecting the area they want to focus on. They are taught how to draw, photograph, explore through printmaking, painting, sculpture, graphic media (ink, pencil etc.) and digital processes. In addition, they learn how to research, analyse and respond to artworks, artefacts and design. We have four taught modules:</p> <p>THE ENVIRONMENT</p> <p>THE HUMAN FORM</p> <p>OBJECTS</p> <p>CRITICAL AND CONTEXTUAL STUDIES</p> <p>In each module students learn about approaches to subject matter, core concepts and skills and key artistic/design movements. This provides them with a strong grounding/overview in order to make decisions in January of Year 12 as to what specialist area, subject matter, media and approaches to pursue in their work. The sections below detail the specialist areas.</p> <p>FINE ART</p> <p>Fine means pure. It means making art for art's sake – rather than for a use or function. This is a good grounding for the widest</p>				<p>Related Studies:</p> <p>The remaining three half terms are devoted to the completion of the Related Study and a small mock focused on a related practical outcome for the RS. Students will build on the learning of the 'Foundation Course' by selecting themes, media, processes and formats which reflect their strengths and interests. They will learn how to evolve a personal 'voice', whilst meeting all four assessment objectives and resolving the written element of the course.</p>		



range of possible future study and could involve making paintings, sculptures, prints or mixed media pieces. It is widely regarded as the preferred option for most academic and all art and design pathways.

PHOTOGRAPHY

This pathway specialises in camera work. This would enable ALL creative work to be made via a camera and digital software. A great option for a move into a photographic career or to carry out further study in photography or film. Students following this pathway can explore still or moving imagery and work either entirely digitally, or blend printed photography with other media.

GRAPHIC COMMUNICATION

This involves a design setting, working to design briefs. It could involve working with either traditional or digital media. Students learn to work with text as well as imagery and an element of computer design when finishing artwork.

CRITICAL AND CONTEXTUAL STUDIES

All art and design students have to complete a written element for ten percent of their marks. This pathway is for those wanting to focus on the theoretical/analytical. Examples of projects might include creating leaflets and planning layouts for an exhibition or producing extended written and visual essays on an aspect of art, craft or design.

Course Timeline:

September to January Year 12 – Taught Course



<p>January Year 12 to January Year 13 – Work on Personal Investigation</p> <p>February Year 13 to May Year 13 – Work on the Externally Set Task.</p> <p>After the initial teacher-led course, students focus work on their strengths and interests. Further detail can be found in the KS5 Knowledge Organiser.</p>	
<p>Assessment:</p> <p>Each module will be graded A*-U. This grading will typically happen at the end of each module, so each half term, via the HTA. However, some individual work may be graded along the way. Regular verbal and written feedback will be provided.</p>	<p>Assessment:</p> <p>Assessed using grades A*-U and a mark out of 24 for the Related Study, which will carry forward to the final terminal mark. Once assessed the work cannot be revisited.</p>



Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
During the Autumn Term students will complete their Personal Investigation practical portfolio. In class we will be revisiting core observational skills at the start of this project, along with further skills and techniques associated with recording from observation.				In February OCR release the Externally Set Test. Students select from five themes and produce another short project in the media of choice. The final piece is made in exam conditions. This is an NEA - there is no taught element, however, we do revisit key skills at the start.		
Assessment: Coursework module will be marked out of 96. As it is the final NEA - no graded feedback is allowed. However, Regular verbal and written generic feedback will be provided.				Assessment: Assessed using OCR mark sheet - mark out of 80. As it is the final NEA - no graded feedback is allowed. However, Regular verbal and written generic feedback will be provided.		