

Years 12 & 13 Art & Design

Subject Title	A level Art & Design: (Fine Art) (Photography) (Textile Design)
Exam board	Wjec / Eduqas
Specification code	
Exam details	<i>Linear course, leading to; Component 1; Personal Investigation (coursework) 60% of marks Component 2; Externally Set Assignment (exam project) 40% of marks ESA comprises Preparatory Study Period, then 15 hours Sustained Focus practical exam.</i>
Setting arrangements	n/a
Time allowed	<i>11 lessons per fortnight</i>
Link to the Toolkit:	
Textbooks and revision guides	
Homework information	<i>Homework set weekly as integral part of project work. Tasks include research, critical analysis, drawing, photography, practical experimentation and planning.</i>

Term	Topics	Skills	Assessment
Year 12 1&2	Introduction to the course. Practical and Research Skills Input within a Thematic Enquiry	Students are introduced to more developed and independent research skills. (Building on skills from GCSE). Gallery visit; Critical research and drawing from primary sources in a gallery environment. Practical skills appropriate to the chosen endorsement;	AO1 Develop ideas through research and investigations, demonstrating analytical and critical understanding. AO2 Explore appropriate resources, media, materials, techniques and

		<p>FINE ART; Drawing, painting, printmaking, mixed media, 3D and digital skills etc.</p> <p>ART TEXTILES; Surface embellishment techniques, constructed and sewn textiles, garment design and construction, sculptural and textural techniques, drawing and use of art media.</p> <p>PHOTOGRAPHY; Use of the camera, composition and manual / digital manipulation of images, mixed media, drawing and use of art media.</p> <p>All endorsements; Life Drawing option (out of school time)</p>	<p>processes, reviewing work as it progresses.</p> <p>AO3 Record ideas, visual and conceptual observations and insights, reflecting critically on work and progress.</p>
3&4	<p>Thematic Enquiry: Students develop their personal response to a given theme. Examples of themes; ‘Transform’, ‘Strange and Fantastic’.</p> <p>Following research, experimentation and development, students complete a practical outcome, working within their chosen endorsement.</p>	<p>Students identify a possible line of enquiry within the given theme.</p> <p>Critical research and analysis into work of artists, designers and photographers that have connections with students’ ideas.</p> <p>Drawing and photography to investigate and develop individuals’ thematic ideas.</p> <p>Practical experimentation, using techniques appropriate to the chosen endorsement, to explore possibilities and personal ideas.</p> <p>Recording of observations and progression of ideas in students’ sketchbooks, reflectively annotated.</p> <p>Skills in planning, using annotated sketches.</p> <p>Thematic outcome: Completion of a sustained piece, showing development of practical skills and personal ideas.</p> <p>All endorsements; Life Drawing option (out of school time)</p>	<p>AO1 Develop ideas through focused research and investigations, demonstrating analytical and critical understanding.</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing ideas as work develops.</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 Present a personal response that realises intentions and makes connections between visual and other elements.</p>
5&6	<p>Introduction to A Level Component 1</p> <p>Personal Investigation</p> <p>(A level coursework module, deadline Feb Y13).</p>	<p>Students complete a reflective review of their work and art practice in Year 12.</p> <p>Students generate a theme for their Personal Investigation in consultation with art staff.</p>	<p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating</p>

		<p>Research and enquiry; students conduct individual investigations, to include gallery visits. In-depth analysis of pertinent examples.</p> <p>Students use media and techniques appropriate to their chosen endorsement to respond practically to studied artists and start to connect personal ideas.</p> <p>Drawing and photography to record primary observations, progressing personal thematic ideas. Use of appropriate art / textile / digital media.</p> <p>Documentation of all ideas, insights and experiments in annotated sketchbook. Ongoing reflection and modification of the investigation.</p>	<p>analytical and critical understanding.</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>
<p>Year 13 Terms 1, 2&3</p>	<p>A Level Component 1</p> <p>Personal Investigation</p> <p>(A level coursework module, worth 60 of total grade. Deadline Feb Y13).</p>	<p>Personal Investigation</p> <p>Students develop personal ideas within the project structure.</p> <p>Research and investigation of relevant critical examples and artists'/designers'/photographers' practice. In depth analysis of pertinent examples.</p> <p>Sustained written tasks to contextualise, analyse and make connections at depth with students' own ideas.</p> <p>Practical and purposeful experimentation and skilful use of techniques and media appropriate to the chosen endorsement.</p> <p>Students work primarily from first-hand sources. Drawing to be used for different purposes. Recording of observations and insights through detailed and reflective sketchbook annotation.</p>	<p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where</p>

		<p>Students plan and complete at least 2 high quality sustained pieces, including the final outcome, expressing their personal ideas.</p> <p>Students evaluate their Personal Investigation, making connections between different elements of the project.</p> <p>Personal Investigation to be completed by deadline February half-term.</p>	<p>appropriate, makes connections between visual and other elements.</p>
<p>Terms 4&5</p>	<p>A level component 2</p> <p>Externally Set Assignment</p> <p>(Exam project, worth 40% of total grade)</p>	<p>Students select one assignment from 12 detailed on exam paper; same paper for all endorsements, issued from 1st February.</p> <p>The exam is in two parts:</p> <p>Preparatory period:</p> <p>Students research and analyse art, design and artefacts relevant to their personal response to the chosen assignment, to inform their project development.</p> <p>Using media and materials appropriate to their endorsement, students experiment purposefully and refine ideas.</p> <p>Drawing, photography etc. are used to record observations. Primary imagery should be used. Ideas and insights documented and reflected upon to drive progress.</p> <p>Students plan their final piece ready for the 15 hour Sustained Focus Period.</p> <p>Sustained Focus Period: 15 hours</p> <p>Under exam conditions, students work on their final practical exam outcome.</p> <p>Students select, evaluate and present their exam material before submitting.</p>	<p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Components 1 & 2 marked by centre. Marks submitted to exam board.</p>

6	Presentation and Moderation of components 1&2	Students prepare and present both A level components for exam board moderation, as their A level art exhibition.	Components 1&2 assessed by WJEC / Eduqas visiting moderator.
Links to websites and revision materials:			