# Planning for learning – A Level Art

## **Sequencing statement**

KS5 All projects are structured to follow the creative process, this is mirrored in the assessment objectives set out by AQA

* AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
* AO2: Explore and select appropriate resources, media, materials, techniques and processes reviewing and refining ideas as work develops.
* AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
* AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

## **Specialism statement**

Our school is focused on preparing students for a career in the creative industries, we currently offer Art, Graphics and Photography at GCSE and A Level. These courses encourage 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.

## **Routines**

How are your weekly lessons organized? Each week at Ks4 we will have a focus on a ‘word of the week’ this will start with the formal elements as this is the base knowledge that students will need as a foundation to build their understanding. The main focus of weekly lessons is the development of projects which follow the AO’s set out by AQA.

Y11 follow a mixture of new content, but mainly follows a 1 to 1 tutoring process where students have the opportunity to discuss their ideas with their teacher. This is due to the personal nature of the projects, we would tend to start with strict deadlines for research and planning and then a more one to one approach. Feedback will be given on a weekly basis either verbally or recorded digitally in their digital folders.

Y10 Will be working on teacher led topics that will be broken down to follow the AO’s and Creative Process e.g Plan-Research- experiment and realisation. Feedback will be given on a weekly basis verbally and we mark key pieces when completed in their digital folders.

Y12 Will be working on teacher led topics that will be broken down to follow the AO’s and Creative Process e.g Plan-Research- experiment and realisation. However they will be working on much shorter projects that prepare them for working at a higher level with stricter deadlines. Feedback will be given on a weekly basis either verbally or recorded digitally in their digital folders.

Y13 follow a mixture of new content, but mainly follows a 1 to 1 tutoring process where students have the opportunity to discuss their ideas with their teacher. This is due to the personal nature of the projects, we would tend to start with strict deadlines for research and planning and then a more one to one approach. Feedback will be given on a weekly basis either verbally or recorded digitally in their digital folders.

Students will be working on an extended project which is broken down into different areas in order to hit all 4 assessment objects as well as following the creative process. Students will work on each piece of work between 1 week of lessons or more depending on the complexity of the task. Recaps will be held when relevant for skills sessions, graded examples will be used to show students what is expected. Tasks will cover areas of research, experimentation, documentation and recording, planning, practicing skills and making the most appropriate selections to lead to a more fully-realised final outcome.

Key pieces of work are marked with written feedback- these pieces will be usually the more complex pieces that require more specific guidance and advice. Coloured trackers are also used to show students quickly and visually what tasks require completion and refinement.

Verbal feedback is used in each lesson- the dialogue and relationship we develop with students is vital to ensure students are challenged and are working in purposeful way that helps them to realise their own intentions.

## **Resources**

* Google classroom
* Adobe Creative Suite
* A range of practical resources Paint, printing resources, fine liners etc
* SLR Camera
* Photography Suite.

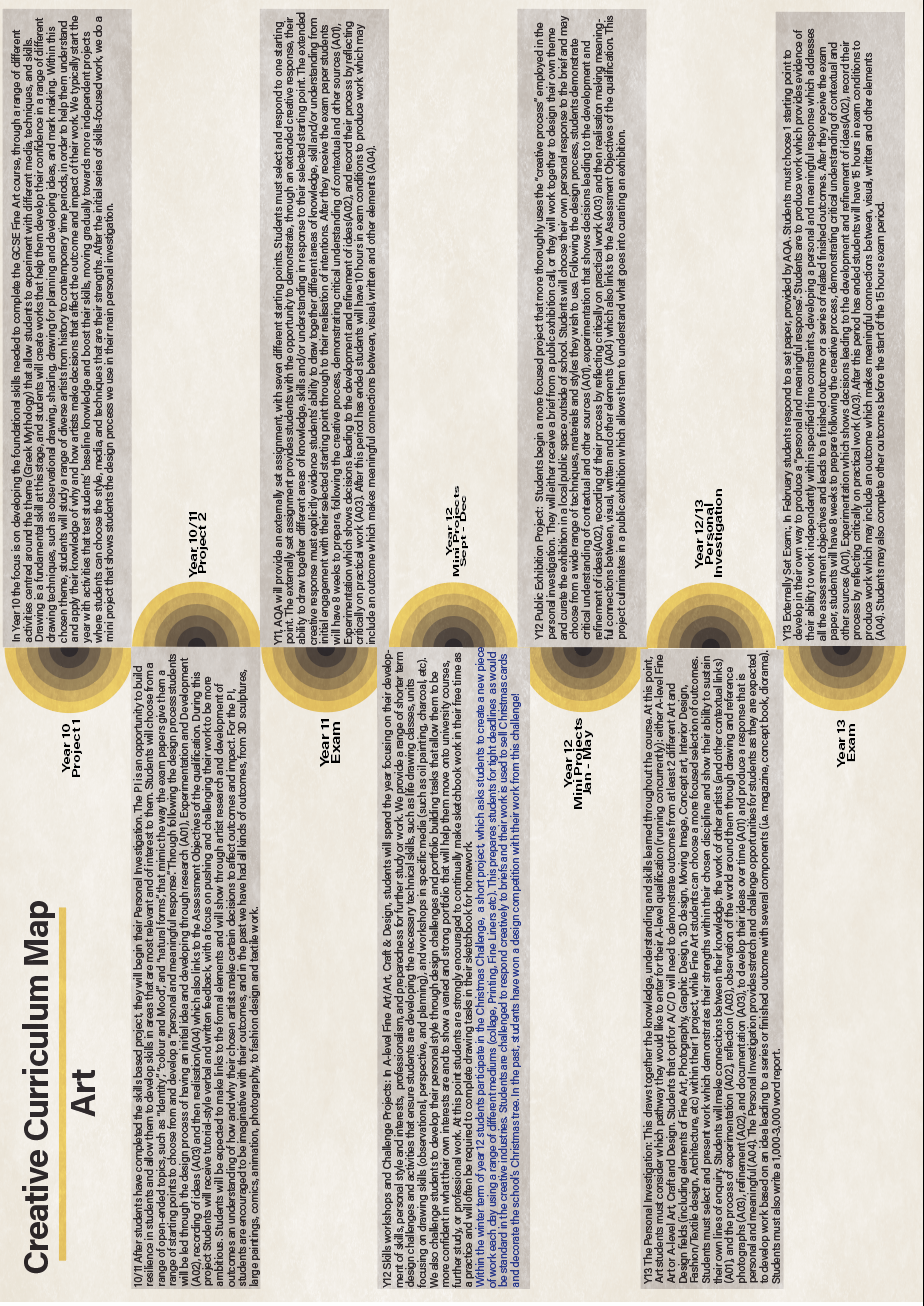
## **Joy**

As part of our aim to expand our students’ knowledge of opportunities and awareness of arts and culture we run a large number of trips and workshops.

Destinations : Liverpool World Museum, Lady Lever Gallery, Walker Art Gallery, FACT and many more

We also have a range of partners that work with students inside and outside the school building : FACT, LIverpool Biennial, Comics Youth, Baltic Creative and many more.

All opportunities are designed to foster a passion for the creative industries whilst also enriching students experiences.



Fine Art/Art, Craft and Design **–Y12 LTP Various projects**

The course is structured in a way that students will learn a range of subject specific skills, starting with drawing as a foundational skill, as well as visual communication. The course is designed to challenge students to strengthen creative problem solving and divergent thinking skills, as well as to improve their technical abilities. Students will do a series of 2-week challenge tasks, skills-focused modules, and document their thinking and working processes in their sketchbooks. Students will start the personal investigation project towards the end of the year (around Easter)- this will be 60% of their overall grade. For the personal investigation, students are required to write a 1,000-3,000 word report on their project. It should be noted that without a report, students will automatically receive a U for the course and fail, even with all the portfolio work.

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|  | **Week Beginning** | **Lesson Overview** | **Assessed work/AO** | **Notes** |
| CYCLE 1 | 5/9/22 | Introduction to course and AQA assessment criteria/course structure. Sketchbook expectations and equipment packs. Students start emoji quick challenge (stick creative process steps in front of book) | A03 | students do a creative challenge in their sketchbook, following creative process |
| 12/9/22 | Book cover redesign: inspiration, planning, sketches, annotation and experiments | **AO2, A01, A03** | students should consider their audience |
| 19/9/22 | Book cover redesign: produce outcome A3 | **AO2, A04** | Present book cover to peers and evaluate |
| 26/9/22 | Colour palette challenge: create a piece of work based on the randomly selected colour palette you are given  Inspiration, planning, Sketches, experiments, annotation | **AO2, A01 A03** | Any media |
| 3/10/22 | Colour palette challenge: create outcome A3. Present work to peers + evaluate | **AO2, A04** | Baseline 6/10 DC1 |
| 10/10/22 | Food challenge: inspiration, planning, sketches, experiments, annotation\*\*observational sketches based on PI | **AO1** | Folders Must be up to date - DC1 Opens |
| CYCLE 2 | 17/10/22 | Food challenge outcome: A3. Present work to peers and evaluate | **AO2, AO1 &AO4** | any media |
| 24/10/21 |  | |  |
| 31/10/22 | Current issues challenge: respond and make a piece of art relating to a current issue (can be poster, artistic response, raising awareness, etc). Planning, sketches, experiments, annotation | **A01, A02 & A03** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 7/11/22 | Produce outcome for current issues challenge, present work to peers and evaluate | **A01, A02 & A04** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 14/11/22 | Christmas Challenge  Produce a Christmas related illustration daily, this is a live brief and the best designs will be sold in school. | A02, A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 21/11/22 | Christmas Challenge  Produce a Christmas related illustration daily, this is a live brief and the best designs will be sold in school. | A02, A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 28/11/22 | Skills focus: creating a portfolio  Student portfolio audit + create website | AO2, AO3 &AO4 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 5/12/22 | Skills week: portraiture drawing  HW: 3 hours of sketchbook work on portraits (tonal value) | AO2, AO3 &AO4 | Folders Must be up to date 8/10 DC2 Opens |
| CYCLE 3 | 12/12/22 | Skills week: portraiture painting  HW: 3 hours of sketchbook work on portraits (colour) | AO2, AO3 &AO4 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 19/12/22 | skills week: perspective drawing  HW: draw an interior space/ room from observation | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 26/12/22  Christmas |  | | |
| 2/1/23  Christmas |  | | |
| 9/1/23 | Observational drawing week: still lifes | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 16/1/23 | Launch of the Exhibition project.  Produce a Lookbook of your idea + plan out your intentions for the project. | A03 & AO1 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 23/1/23 | Produce an artist research page. This artist will inspire your piece for this project (use the template). | A01 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 30/1/23 | Collect a series of primary images.  Collect a series of secondary images.  Produce an artist version- this should take inspiration from primary and secondary images.. | A02 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 6/2/23 | Produce a series of planning or (and) observational drawings, this should be working towards your final outcome. | A01, A02, A03 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 13/2/23 | Half Term | | |
| 20/2/23 | mini versions/media experimentation to test out design and materials for final outcome | A02, A03 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 27/2/23 | Complete final outcome. | A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 6/3/23 | Deadline for final outcome, ready to submit for upload to the exhibition. Ensure all work is up to date in the folder and update the portfolio. Write exhibition statement and bio | A04 | Folders Must be up to date 12/3 DC3 |
| 13/3/23 | historical artist challenge: create a piece inspired by a historical artist/ art movement  inspiration, planning, sketches, annotation, experiments | A01 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 20/3/23 | Historical artist challenge: A3 outcome and peer evaluation | A03 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| CYCLE 4 | 27/3/23 | Skills focus: pattern making  design and create a repeat pattern and create using digital or print making methods  HW: observational drawing for pattern design | A02,AO3 & AO4 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 3/4/23  Easter | Easter Break | | |
| 10/4/23  Easter | Easter Break |  |  |
| 17/4/23 | Skills: oil painting basics  HW: three hours of observational painting using a water or oil based medium | A02 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 24/4/23 | Skills: oil painting mini outcome - observational painting  HW: three hours of observational painting using a water or oil based medium | AO2 & AO4 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 1/5/23 | cyanotype project - create a design to learn about cyanotype processes  HW: 3 hours of sketchbook work | AO2 & AO4 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 8/5/23 | Launch of the personal Investigation- students to produce 3x Lookbooks. Create a summary page to explain which idea you chose and why.  Discuss lookbook ideas with peer partner | A01, A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 15/5/23 | Artist 1 research page- students should use the template and get feedback before formatting  Start to collect primary/ secondary images. | A01 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 22/5/23 | artist 1 version (version is different from a copy- it is your design but in the style of the artist)- show planning, inspiration, and process as well as outcome and evaluation | A02, A03 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 29/5/23 | Half-Term | | |
| 5/6/23 | Artist research 2:  students should use the template and get feedback before formatting  Start to collect primary/ secondary images. | A03 AO1 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 12/6/23 | Artist version 2-show planning, inspiration, and process as well as outcome and evaluation | A03 AO2 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 19/6/23 | reference photos- mainly primary (your own photos) with some secondary images. Create 4-6 observational drawings based on these photos (you may use a range of different media but focus on making these accurate and realistic to the photos) | A03 A02 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 26/6/23 | thumbnail sketches and planning for outcome 1, annotate and evaluate which idea(s) you want to take forward and why. | A03 AO1 | Folders Must be up to date DC4 Opens |
|  | 3/7/23 | Mini version 1 (choose 1 thumbnail design to make an A4 version of a final outcome using materials). This should look like a small practice version of the final outcome. | AO1, A02 | You should spend a minimum of 3 hours on your coursework outside of lesson |
|  | 10/7/23 | Mini version 2 (choose a different design sketch and material to make this outcome from). Evaluate which design and which materials you want to take forward for your first final outcome. | A03 AO2 | You should spend a minimum of 3 hours on your coursework outside of lesson |
|  | 17/7/23 | begin outcome 1 | A04 | This should be completed over the summer. |

**Fine Art/Art,Craft and Design –Y13 LTP Personal Investigation/Externally Set Exam**

Year 13 began the personal investigation in Y12 and will work on this until the end of January (60% of overall grade). Then in February students will receive the externally set exam (40% of overall grade). Students will receive an exam paper from AQA with multiple topic prompts- they must choose 1 topic to create a personal and meaningful response to. They will have about 10 weeks to complete all preparation work following the creative process. The exam will be 15 hours within school time over several sessions (exam conditions) in which students will create the outcome.

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|  | **Week Beginning** | **Lesson Overview** | **Assessed work/AO** | **Notes** |
| CYCLE 1 | 5/9/22 | Outcome 2 planning and intentions.  Consider what your next step of the project should be and develop a planning page for this. You will then follow the process of: research, planning, reference photos and observational drawings, thumbnail sketches, media experiments/mini versions, and final outcome. Record this thoroughly in your digital sketchbook. | **AO2 & 4** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 12/9/22 | Complete another piece combining elements of 2 or more artists, produce a piece of work which uses elements from more than one contextual links. This could be planning drawings, outcomes, test footage etc | **AO2 & 4** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 19/9/22 | Complete another piece combining elements of 2 or more artists, produce a piece of work which uses elements from more than one contextual links. This could be planning drawings, outcomes, test footage etc | **AO2 & 4** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 26/9/22 | Complete another piece combining elements of 2 or more artists, produce a piece of work which uses elements from more than one contextual links. This could be planning drawings, outcomes, test footage etc | **AO2 & 4** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 3/10/22 | Plan and begin to develop final outcomes using developmental work as a starting point, this should be the main outcome e.g series of posters, animation, magazine or book. | **AO4** | Folders Must be up to date 6/10 DC1 |
| 10/10/22 | Continue to work on your main outcome, ensure that it makes links to your contextual links and your developmental work. | **AO4** | Folders Must be up to date - DC1 Opens |
| CYCLE 2 | 17/10/22 | Continue to work on your main outcome, ensure that it makes links to your contextual links and your developmental work.  **Introduction to Essay- Intro Due.** | **AO4** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 24/10/21 |  | |  |
| 31/10/22 | Continue to work on your main outcome, ensure that it makes links to your contextual links and your developmental work.  **Essay- Main Body due.** | **A01, A02 & A04** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 7/11/22 | Continue to work on your main outcome, ensure that it makes links to your contextual links and your developmental work.  **Essay- Conclusion due.** | **A01, A02 & A04** | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 14/11/22 | Complete your main outcome, ensure that it makes links to your contextual links and your developmental work.  **AO2 & 4** | A02 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 21/11/22 | Begin to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson  PPE 3 hours |
| 28/11/22 | Continue to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson  PPE 3 hours |
| 5/12/22 | Continue to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s | A02 & A04 | Folders Must be up to date 8/12 DC2 |
| CYCLE 3 | 12/12/22 | Continue to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s  **Essay- Make final adjustments.** | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 19/12/22 | Continue to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 26/12/22  Christmas | Christmas Break | | |
| 2/1/23  Christmas |  | | |
| 9/1/23 | Continue to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 16/1/23 | Continue to develop your additional final outcomes using developmental work, these elements will allow you achieve higher marks with the 2 AO’s | A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 23/1/23 | Review the whole project to ensure all work is evaluated and you have responded to Feedback. Make sure the journey works visually. | A01, A02, A03 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 30/1/23 | Launch of Externally set assignment. Create 2 lookbooks to explore potential ideas and then a summary page of your chosen idea. | A02 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 6/2/23 | Produce **artist research** pages for your 2 artists. ***Collect primary images*** | A01, A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 13/2/23 | Half Term | | |
| 20/2/23 | Collect primary images/and produce Planning pages and drawings | A02 | You should spend a minimum of 3 hours on your coursework outside of lesson  PPE 3 hours |
| 27/2/23 | Produce two **artist versions** based on your own primary images but that are inspired by your artist. This will allow you to hit AO1, 2 and 3. Tell me why you have made aesthetic and conceptual decisions. **(Artist 1+ 2)** | A01, A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson  PPE 3 hours |
| 6/3/23 | Produce two **artist versions** based on your own primary images but that are inspired by your artist. This will allow you to hit AO1, 2 and 3. Tell me why you have made aesthetic and conceptual decisions. **(Artist 1+ 2)** | A02 | Folders Must be up to date 12/3 DC2 |
| 13/3/23 | thumbnail sketches and planning - show compositional, concept, and design/materials ideas for your final piece. Annotate and show your thinking- make it clear what your next steps are. | A01, A02 & A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 20/3/23 | Mini version 1- create a practice version of your final outcome using 1 of your designs and a material to test out. (A4) | A02 | You should spend a minimum of 3 hours on your coursework outside of lesso |
| CYCLE 4 | 27/3/23 | Mini version 2- choose another design to test out for a final outcome and experiment with different materials/techniques. Evaluate which design and which materials work best and why. | A02, A03 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 3/4/23  Easter | Easter Break | | |
| 10/4/23  Easter |  | | |
| 17/4/23 | Produce a plan for your final outcome, use the planning Document and present it in your folders. Practice any areas that you want to be confident in for your exam (media experiments) | A04, A02, A03, A01 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 24/4/23 | Begin to create your final outcome and supporting materials.  You can use this time before your exam to prepare your piece (i.e. sketching out design before painting, getting photos, etc) | A04 | You should spend a minimum of 3 hours on your coursework outside of lesson |
| 1/5/23 | Continue to create your final outcome and supporting materials. | A01,2,3 & 4 | Work must stop on all preparatory work. |
| 8/5/23 | Exam Time - Complete Final Outcome | A04 |  |
| 15/5/23 | Exam Time - Complete Final Outcome | A04 |  |
| 22/5/23 | Complete outstanding work from PI project. | A01,2,3 & 4 |  |
| 29/5/23 | Half-Term | | |
| 5/6/23 |  |  | Course Complete |
| 12/6/23 |  |  | Course Complete |
| 19/6/23 |  |  | Course Complete |
| 26/6/23 |  |  | Course Complete |
|  | 3/7/23 |  |  | Course Complete |
|  | 10/7/23 |  |  | Course Complete |
|  | 17/7/23 |  |  | Course Complete |

**Year 12 Assessment Plan**

Course: A Level Art and Design

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| **Knowledge content: AQA A Level Fine Art, Art, Craft & Design, Graphics Communication and Photography specification**  <https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/specification-at-a-glance>  **Summarise specification content making clear what students have been taught:** *Colonisation Project This is a baseline skill based project, students arrive with a range of different skills. Within the project will be taught and will create a range of skills using a range of mediums and techniques which will help me to base the students.* *Christmas Project This project is teach students about short deadlines, this work will not be assessed summatively as we would expect that some pieces would be of a lower standard due to the quick pace. But students will receive formative assessment.* *Self Promotion Project This is another skills based project looking at self promotion, students will be taught how to present work to achieve marks for A02 to A04. A01 will be used but students will not formally research contextual links.**Exhibition Project This is the first project that follows the whole process from research A01, Recording Ideas A03 Develop Ideas A02 and produce a personal response A04. This will be assessed following the marking criteria and will allow teachers to understand where students fit in relation to the assessment objectives.**Editoraial design This is is a short project, the focus is on learning skills students will receive formative and summative feedback but not related to the A0’s**Component 1 Personal investigation This is a practical investigation supported by written material. 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. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student’s ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.* This should be supported by a continuous prose of between 1000 and 3000 words it must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:   * clarifying the focus of the investigation * demonstrating critical understanding of contextual and other sources * substantiating decisions leading to the development and refinement of ideas * recording ideas, observations and insights relevant to intentions by reflecting critically on practical work * making meaningful connections between, visual, written and other elements |
| **Assessment Objectives**:  AO1: **Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding**. (Total 24 Marks)  We will look at students' ability to research and analyse the work of artists/designers and then how they use their process/skills to develop personal projects.  AO2: **Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops** (Total 24 Marks) We will look at students' technical mastery, and ability to push their ideas to the best possible outcome. Students will have explored a range of mediums to find a process which plays to their strengths.  AO3: **Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress** (Total 24 Marks)  Students will have recorded through photography, drawing, collecting of sources and written analysis which explains their process and decision making.  AO4: **Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.** (Total 24 Marks)  This will be assessed throughout the projects and it requires students to be purposeful, show understanding of their intentions and contextual link. We will also consider the success of any final outcomes.  Total for all for AO’s in each component  (Total 96 Marks) Component 1 60%  Component 2 40% |
| **Final examination structure**  AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to **one** starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of [drawing activity](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Drawing_1_2_1) and [written annotation](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Written_annotation_1_2_2). Students must identify and acknowledge sources which are not their own. Externally set assignments will be available to students and teachers from 1st February. They must be given to students in their entirety and must not be edited, changed or abridged in any way. A preparation period which can begin on or after 1st February is followed by 15 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts. |
| **Home learning expectations**  Students should be completing a minimum of 3 hours of independent study a week, the focus of this work will be set by the subject teacher during 1 to 1 tutorials in lesson or in formal feedback in folders/sketchbooks. |
| **Marking routine**  All work will receive written feedback, students will receive written feedback in folders/sketchbooks during one to one session and at keys points throughout the project, the feedback will be focused on how students can push and develop their ideas. Students should receive some form or written feedback every week. |

These are the assessments throughout the year that will contribute to our ability to accurately grade the student

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| **Key assessment** | **Date** | **Outline** | **Assessment Opportunity** |
| 1 | Oct 2022 | Teachers will review students work to baseline students. | Baseline Assessment |
| 2 | Oct 22 -  Jan 23 | Students will receive verbal and written feedback as they progress through the projects. | Feedback |
| 3 | Feb 23 | Teachers will assess the exhibition project agains A01 to A04 to judge how students are scoring within the AQA criteria. | Exhibition Assessment |
| 4 | Feb -June | Students will receive verbal and written feedback as they progress through the projects. | Feedback |
| 5 | July 2023 | Teachers will review students work completed up to this point, they will consider the quality of the work and what stage students projects are currently at. | Component 1  submission 1 |

**Year 13 Assessment Plan**

Course: ALevel Art and Design

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| **Knowledge content: AQA A Level Fine Art, Art, Craft & Design, Graphics Communication and Photography specification**  <https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/specification-at-a-glance>  **Summarise specification content making clear what students have been taught:** *Component 1 Personal investigation This is a practical investigation supported by written material. 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. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student’s ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.* This should be supported by a continuous prose of between 1000 and 3000 words it must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:   * clarifying the focus of the investigation * demonstrating critical understanding of contextual and other sources * substantiating decisions leading to the development and refinement of ideas * recording ideas, observations and insights relevant to intentions by reflecting critically on practical work * making meaningful connections between, visual, written and other elements.  *Component 2 Externally set assignment* Separate question papers will be provided for each title. Each question paper 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.  Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.  **Supervised time – 15 hours** Following the preparatory period, students must complete 15 hours of unaided, supervised time.In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. |
| **Assessment Objectives**:  AO1: **Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding**. (Total 24 Marks)  We will look at students' ability to research and analyse the work of artists/designers and then how they use their process/skills to develop personal projects.  AO2: **Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops** (Total 24 Marks) We will look at students' technical mastery, and ability to push their ideas to the best possible outcome. Students will have explored a range of mediums to find a process which plays to their strengths.  AO3: **Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress** (Total 24 Marks)  Students will have recorded through photography, drawing, collecting of sources and written analysis which explains their process and decision making.  AO4: **Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.** (Total 24 Marks)  This will be assessed throughout the projects and it requires students to be purposeful, show understanding of their intentions and contextual link. We will also consider the success of any final outcomes.  Total for all for AO’s in each component  (Total 96 Marks) Component 1 60%  Component 2 40% |
| **Final examination structure**  AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to **one** starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of [drawing activity](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Drawing_1_2_1) and [written annotation](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Written_annotation_1_2_2). Students must identify and acknowledge sources which are not their own. Externally set assignments will be available to students and teachers from 1st February. They must be given to students in their entirety and must not be edited, changed or abridged in any way. A preparation period which can begin on or after 1st February is followed by 15 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts. |
| **Home learning expectations**  Students should be completing a minimum of 3 hours of independent study a week, the focus of this work will be set by the subject teacher during 1 to 1 tutorials in lesson or in formal feedback in folders/sketchbooks. |
| **Marking routine**  All work will receive written feedback, students will receive written feedback in folders/sketchbooks during one to one session and at keys points throughout the project, the feedback will be focused on how students can push and develop their ideas. Students should receive some form or written feedback every week. |

These are the assessments throughout the year that will contribute to our ability to accurately grade the student

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| **Key assessment** | **Date** | **Outline** | **Assessment Opportunity** |
| 1 | Oct 2021 | Teachers will review students' work completed up to this point, they will consider the quality of the work and what stage students projects are currently at. | Component 1 assessment point 1 |
| 2 | Jan 2022 | Teachers will review students' work completed up to this point, they will consider the quality of the work and what stage students projects are currently at. | Component 1 assessment point 2 |
|  | March | Teachers will assess component 1 as a whole, they will consider where the project fits in relation to the Assessment Objectives. Students will receive feedback which they can respond to after the completion of the externally set exam is complete. | Component 1 submission 1 |
| 3 | (Early) May 2022 | Teachers will assess the completed externally set exam, students will not be able to complete any further work on this component at this point. | Component 2 final submission |
| 4 | (Mid) May 2022 | Final assessment of component 1. | Component 1 final submission |

## **PPE/Exam Plans**

As a practical subject we do not have a written exam but we do have a practical exam at GCSE this is 10 hours in exam conditions and at A Level it is 15 hours. We do not run mock exams in Y10 and Y12 but we do run 2 to 3 hour mocks with Y11 and 13 to prepare them for working in exam conditions. The exams will take place during PPE periods an student will work on their project following exam conditions.

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| **Y13 Art & Design** | **PPE A Level Exam 21/11-2/12** | **PPE A Level Exam 20/2-3/3** | **Final A Level Exam** |
| **Number of hours** | 3 Hours | 3 Hours | 15 Hours |
| **% of CA** | NA | N/A | 40% |
| **Number of topics to be assessed** | Personal Investigation project. | Externally set question, students will have 8 weeks of preparation time before the start of the exam time. | Externally set question, students will have 8 weeks of preparation time before the start of the exam time. |
| **How will the assessment be generated** | Students will be assessed in relation to the quality of work, work produced in folders will also be considered and will be assessed based on assessment objectives A01 to A04. | | This will be assessed in relation to the quality of work, work produced in folders will also be considered and will be assessed based on assessment objectives A01 to A04. Internal standardisation will take place. |
| **Will the students have seen the assessment before/in lessons?** | Students will be aware of the assessment objectives A01 to A04. | | |
| **How will you provide students with a list of what needs to be revised for the trial exam?** | Students will have planned the outcome they will be working on during previous lessons; | | Students will have planned their 15 hours during their preparation period. |