

The curriculum for this stage of students' education has been designed to engage and encourage them to become confident artists and designers. Whilst the structure of the course is dictated by the AQA A Level Art and Design specification, we have built in as much opportunity as possible for students to do be proactive in choosing their topic, influences and choice of media. They will begin the year with a Foundation course component unit, designed to further refine their skills base and reaffirm how they will be expected to structure their coursework before starting on the required NEA Portfolio Task, which is worth 50% of their final A Level grade. It is designed to increase their proficiency in the handling of different media, build confidence and independence developing their own ideas and style, further extend their range of subject specific vocabulary enabling them to confidently analyse and evaluate both their own work, and that of others, in order to observe closely, think critically and discuss respectfully. This unit will continue into Year 13, where they will also complete an Externally Set Assignment culminating in a 15 hour final examination, which is worth 50% of their final A Level grade. Students will emerge with a toolkit of transferable skills, applicable to both further studies and the workplace.

TERM 1: The aim of this unit is to encourage students to develop knowledge, skills, and understanding along with creativity and imagination. It provides an opportunity for students to experiment and take risks with their work whilst developing their own style. It enables students to develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. To develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. To acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.

FOUNDATION COURSE COMPONENT 1 PORTFOLIO TASK Mini projects around a common theme - 'Sense of Place', covering photography, print, textiles, observed drawing and painting. This will incorporate a trip to the Black Country Living Museum and also a trip to the Pitt Rivers Museum in Oxford.

Designed to extend and refine students skills base before they decide on a topic and theme for their Portfolio Assignment.

STUDENTS MUST KNOW:

- how to produce sensitive, skilful and accurate observed drawings from first hand and secondary sources.
- how to analyse (visual and written) and critically evaluate the work of artists relevant to the chosen topic.
- how to experiment with a range of materials and techniques, refining and developing their skills; use the techniques of artists and practitioners to inform their experiments.
- how to evaluate their own work and use this to inform their next steps.
- how to develop and produce a sophisticated mini final piece that combines all aspects of their research and experimentation.

HOW THIS WILL BE ASSESSED:

Formal assessment based on observational drawing skills; experiments with photography / textiles / printmaking / painting, mini final piece – mixed media.

Self and peer assessment opportunities and informal verbal feedback.

Term 2 & 3: 'The Memory Project' and 'Personal Investigation'

Students begin Term 2 by developing their portrait skills using watercolour, acrylic and coloured pencil. This will form part of The Memory Project, where students use their art skills to create portraits for young people in an orphanage in India.

'Personal Investigation': As part of this component students will write their own project theme and brief. They must explore, acquire and develop skills knowledge and understanding through the application of techniques and process specific to their chosen area of study. This component includes a 1000 – 3000 continuous prose written element. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry. The aim of this unit is to encourage students to develop knowledge, skills, and understanding along with creativity and imagination. It provides an opportunity for students to experiment and take risks with their work whilst developing their own style. It enables students to develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. To develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. To acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.

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- how to analyse (visual and written) and critically evaluate the work of artists relevant to the chosen topic.
- how to experiment with a range of materials and techniques, refining and developing their skills; use the techniques of artists and practitioners to inform their experiments.
- how to evaluate their own work and use this to inform their next steps.
- how to begin developing a sophisticated final piece that combines all aspects of their research and experimentation.

HOW THIS WILL BE ASSESSED:

Formal assessment based on observational drawing skills; development of experimental work with a range of media, competent written and visual analysis of artists using relevant subject specific vocabulary; final piece.

Self and peer assessment opportunities and informal verbal feedback.

Summative assessment (using the AQA Assessment Grid) – the project as a whole. Externally moderated.

Embedding this knowledge can be supported at home by encouraging students to experiment with their own art equipment to build their confidence and expertise, visiting local galleries and museums on a regular basis to further develop knowledge and understanding of the wide spectrum of art and to gain ideas to inform their own work, watching and discussing the many interesting programmes and documentaries on artists and art movements on the main TV channels and looking at exemplar projects on websites such as: www.thestudentartguide.com and the school web page on Pinterest <https://www.pinterest.co.uk/mrspeggbmcc/>

Reading: selected, differentiated texts about the artists in each project; artists' websites, gallery websites, articles written about the artists being studied; department art books as appropriate and relevant.