

## KS5 Art Curriculum Intent 2023-2024

Art is for everyone and we all have the right to access it. Art records our culture and the world we live in; it represents our history, our present and opens our mind for future preparation. The definition of art could be considered **“the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.”** From birth, we begin to identify objects by recognising shape, as a toddler, we make marks on paper and as adults, we communicate with a visual language of colour, shape and texture. Studying the subject art is truly part of lifelong learning; it is a never-ending journey of discovery. Our students are welcomed into a supportive yet challenging subject area where they will study art culture and making in breadth and depth. Our pupils achieve by experiencing a broad, balanced learning journey that is exciting and motivating.

<https://www.tate.org.uk/art/talking-point/why-study-art>

Brine Leas students are inspired by a variety of challenging opportunities to respond theoretically and practically to a variety of artists, craftspeople and designers. The learning opportunities in each stage provide future preparation for the next steps in learning. As such, the students develop their proficiency in art making, confidence in expressing themselves and communicating as they move through each year. The curriculum follows a spiral-learning path; students recall ‘old’ knowledge and grapple with challenging opportunities to acquire new knowledge and skill. There is an expectation of future preparation and progression as the students revisit different media: ceramics, drawing, painting, printmaking and sculpting and. Each of these media are supported with a breadth and depth of contextual knowledge; engaging the students to make their own personal statements about different cultures, religions and social issues.

There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities. Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them. Community involvement and student exhibitions allow the students to share their creative messages, taking pride in their work around school and in the local area.

Visits to galleries allow students to experience real life artwork; observing and connecting with the artists’ messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.

The Key Stage 3 curriculum delivers a solid foundation of creative and critical thinking, personal development and technical ability. The knowledge and skills delivered at KS3 prepare our students for success at GCSE, A Level and life-long learning. The order in which these elements will delivered will be flexible across the department to allow for efficient use of resources.

GCSE Art and Design is a vehicle to develop creative thinking, reflective practice and build skill to a deeper more personal level. Students are guided to experience a variety of materials and techniques and learn about artists' work. We aim to encourage students to experimental, to work from observation and imagination and to develop a journey of ideas from the beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

A Level Art and Design is a mature, sophisticated course to develop creative thinking, reflective practice and build skill in making. Staff support students with a strong passion in Art to experience a variety of materials and techniques and open their eyes to a range of makers. We encourage students to experimental, to work from observation and imagination and take control of their ideas from beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

## **Trips and visits**

Gallery visits (independent and with BL6). Weekend London Galleries visit.

## **Assessment**

Two units of work assessed across four assessment objectives:

Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.

Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Unit one: Personal Investigation (On going throughout course) 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Unit two: Externally Set Assignment (Year 13 February) 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

## **Homework**

Independent development outside of the lesson is essential: students are expected to complete one hour of independent study for each lesson. The student will develop their own ideas with guidance from their teacher. There is an expectation for students to bring research/background reading to the lesson. Artist research should not be completed in lesson time.

## **Clubs and/or intervention**

Lunchtime and after school sessions are available for all students. Our students are welcome to work in the department at anytime during the day.

## **Parental/Carer support**

Coursework is continuous across the two years of study. Students often enjoy sharing their progress at home, please have a look in their sketchbooks. Gallery visits local or national are essential at this stage. Students should have a selection of their own materials to continue their studies at home; we have a recommended kit list available to purchase on Wisepay.

### Helpful sources of information

Course information:

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design>

High quality exemplars of A Level Art work:

<https://www.studentartguide.com/>

Websites for Art:

<https://www.royalacademy.org.uk/>

<https://www.tate.org.uk/art>

<https://www.art2day.co.uk/>

<https://www.thisiscolossal.com/>

<https://www.npg.org.uk/>

<https://www.saatchiart.com/>

Pupils are expected to have their own Instagram and Pinterest account to develop exposure to contemporary art.

### Future Learning & Careers

Creative industries. For example: animation, architect, commercial art gallery, art therapist, community arts worker, exhibition designer/curator, fine artist, graphic designer, illustrator, marketing, stylist and teacher, art historian and conservator.

A Level provides a strong foundation for further study at Degree level in a variety of endorsements (Art, craft and design, fine art, graphics, illustration, photography, printmaking, textiles and 3D design).

BTEC NVQ/SVQ linked to an interest art, such as: graphics design, fashion styling, art and design, printmaking, media, performing art, photography, fine art, beauty therapy, hairdressing and professional cookery.

Apprenticeships: theatre lighting technician, trainee technical graphic design assistant, florist, garden designer, beauty therapist and chef.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p data-bbox="801 268 1666 304" style="text-align: center;"><b>Big Idea: The Discarded Project Foundation skill building</b></p> <p data-bbox="427 352 1995 424" style="text-align: center;">Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p data-bbox="271 472 2123 584">Rationale: Students transition from GCSE to A Level with the support of teacher lead workshops. Working in a range of media and scale, students respond to the theme Discarded. We investigate the term Discard within our everyday lives, society and on a global scale. Students identify and research a collection of artists/ cultures relevant to Discarded theme.</p>		

<ul style="list-style-type: none"> <li>➤ Year 12 is a foundation for the Personal Investigation (PI) started in spring term 2.</li> <li>➤ How to use an A3 sketchbook.</li> <li>➤ Develop ability in how to measure using proportion (from life) and using grids.</li> <li>➤ Development of upstanding of the visual elements when drawing from life.</li> <li>➤ The role of the life drawing and its impact on other drawing forms.</li> <li>➤ Knowledge of what materials work best for certain scales and subject matters.</li> <li>➤ How to use a variety of media (Acrylic, oil, inks, watercolour, graphic products, ceramics, plaster and photography)</li> <li>➤ How to work on large scale.</li> <li>➤ How to work on a variety of surfaces.</li> <li>➤ Students develop exposure and to contemporary and traditional artists.</li> <li>➤ How to research effectively.</li> <li>➤ Students develop depth to their artist research: learning how to select their own artists using a variety of sources.</li> <li>➤ Students become familiar with recommended research sources in anticipation of the extended writing in the personal investigation.</li> <li>➤ Students learn how to describe, analyse in depth and formulate own opinions about artists.</li> <li>➤ SMSC students gather information of what Discard means locally, nationally and globally. We discuss social structure and consumerism. Students extend develop these foci as they develop their own response to the theme Discarded.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's</li> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills in each media/ process will be revisited several times over the course. There should be a journey of development in both ideas and skill throughout the course</li> <li>➤ The students will become more confident and independent in using the skills</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development, 5 Moral development and 6 cultural development.</li> </ul>
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|  |  | <ul style="list-style-type: none"><li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li><li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li></ul> |  |
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<p><b>Autumn 2</b></p>	<p><b>Big Idea: Foundation skill building</b></p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Rationale: Students use their artist knowledge and creative thinking to develop their personal response to the set theme. We investigate the term Discard within our everyday lives, society and on a global scale. Students identify and research a collection of artists/ cultures relevant to Discarded theme.</p>		
	<ul style="list-style-type: none"> <li>➤ Students learn how to respond in depth to their theme and artist.</li> <li>➤ Students build confidence in making decisions about their own work.</li> <li>➤ Students practice and refine skills become masters of their chosen media(s).</li> <li>➤ Students develop an open mind about experimenting with materials, processes and techniques.</li> <li>➤ Students develop the ability to critically annotate their work.</li> <li>➤ Students learn how to respond in depth to their theme and artist.</li> <li>➤ Students build confidence in making decisions about their own work.</li> <li>➤ Students practice and refine skills become masters of their chosen media(s).</li> <li>➤ Students develop an open mind about experimenting with materials, processes and techniques.</li> <li>➤ Students develop the ability to critically annotate their work.</li> <li>➤ SMSC students gather information of what Discard means locally, nationally and globally. We discuss social structure and consumerism. Students extend develop these foci as they</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's</li> <li>➤ Dialogue is constant in classes; students have at least one</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development, 5 Moral development and 6 cultural development.</li> </ul>

	<p>develop their own response to the theme Discarded.</p>	<p>tutorial with a teacher each fortnight.</p> <ul style="list-style-type: none"> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	
<p>Spring 1</p>	<p style="text-align: center;"><b>Big Idea: Component One Personal Investigation 60%</b></p> <p>Rationale: Students discuss their research area with their teacher. Collaboratively they form a question as a starting point to their personal investigation. Student work in AO1,2,3 and 4 to develop personal investigation. Students will be studying a contextual issue of their choice. Common themes include expressive portraiture and Fears and Phobias. All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.</p> <p style="text-align: center;">Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p style="text-align: center;">Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p style="text-align: center;">Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p style="text-align: center;">Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p style="text-align: center;">All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.</p>		

- Students develop ability to creatively respond to their theme and artists. At this stage they should lead their own journey.
- Learn how to work on a sustained project.
- Create final outcomes: using alternative media and larger scaled outcomes than students normally use.
- SMSC students gather contextual research on their PI theme in a local, national and global context. Students extend develop these foci as they develop their own practical responses.

- Assessment is led by the exam board Assessment Objectives.
- Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.
- When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).
- Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's
- Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.
- Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.

- Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.
- Externally set assignment will rely upon key skills taught during the portfolio unit.
- Skills feed into A Level, foundation courses and degree.
- SMSC 1 Personal development, 5 Moral development and 6 cultural development.

		<ul style="list-style-type: none"> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	
<p style="color: blue; font-weight: bold;">Spring 2</p>	<p><b>Big Idea: Component One Personal Investigation 60%</b></p> <p>Rationale: Student work in AO1,2,3 and 4 to develop personal investigation.</p> <p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.</p>		
	<ul style="list-style-type: none"> <li>➤ Students work across the four assessment objectives to investigate their chosen Personal Investigation. This is a research project: students will research and not create commentary. The foundation work completed in the first half of Year 12 will inform their practice.</li> <li>➤ Pupils will identify their own theme with consultation with their teachers.</li> <li>➤ Students will do background research to identify suitable artists/ practitioners and cultures/</li> <li>➤ Students will collect sources for recording from observation.</li> <li>➤ Students will work in a variety of media and scales to record.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development, 5 Moral development and 6 cultural development</li> </ul>

challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).

- Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's
- Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.
- Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.
- Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.
- Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.
- Mock exam; pupils will be expected to be independent and able to work for a sustained period.

<p><b>Summer 1</b></p>	<p align="center"><b>Big Idea: Component One Personal Investigation 60%</b></p> <p align="center">Rationale: Student work in AO1,2,3 and 4 to develop personal investigation.</p> <p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.</p>		
	<ul style="list-style-type: none"> <li>➤ Students work across the four assessment objectives to investigate their chosen Personal Investigation. This is a research project: students will research and not create commentary. The foundation work completed in the first half of Year 12 will inform their practice.</li> <li>➤ Pupils will identify their own theme with consultation with their teachers.</li> <li>➤ Students will do background research to identify suitable artists/ practitioners and cultures/</li> <li>➤ Students will collect sources for recording from observation.</li> <li>➤ Students will work in a variety of media and scales to record.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of</li> </ul>	

		<p>how they are achieving holistically across the AO's</p> <ul style="list-style-type: none"> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary</li> </ul>	
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<p><b>Summer 2</b></p>	<p style="text-align: center;"><b>Big Idea: Component One Personal Investigation 60%</b></p> <p style="text-align: center;">Rationale: Student work in AO1,2,3 and 4 to develop personal investigation.</p> <p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.</p>
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## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
<b>Autumn 1</b>	<p style="text-align: center;"><b>Big Idea: Component One Personal Investigation 60%</b></p> <p style="text-align: center;">Rationale: Student work in AO1,2,3 and 4 to develop personal investigation.</p> <p style="text-align: center;">Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p style="text-align: center;">Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p style="text-align: center;">Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p style="text-align: center;">Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p style="text-align: center;">All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.</p>		

<p>Students continue to develop their Personal investigation; researching, developing and responding through Year 13. Students have a foundation of knowledge and can take ownership of their work.</p>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's</li> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development, 5 Moral development and 6 cultural development.</li> </ul>
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- Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.
- Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.

Autumn  
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**Big Idea: Component One Personal Investigation 60%**

Rationale: Student work in AO1,2,3 and 4 to develop personal investigation.

Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.

Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Personal Investigation theme.

➤ Students continue to develop their Personal investigation; researching, developing and responding through Year 13. Students have a foundation of knowledge and can take ownership of their work.

- Assessment is led by the exam board Assessment Objectives.
- Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.
- When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their drawer (year 12) or their shelf (Year 13).
- Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's
- Dialogue is constant in classes; students have at least one

- Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.
- Externally set assignment will rely upon key skills taught during the portfolio unit.
- Skills feed into A Level, foundation courses and degree.
- SMSC 1 Personal development, 5 Moral development and 6 cultural development

		<p>tutorial with a teacher each fortnight.</p> <ul style="list-style-type: none"> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations.</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary</li> <li>➤ Deadline for all coursework to be complete Christmas.</li> </ul>	
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<p><b>Spring 1</b></p>	<p style="text-align: center;"><b>Big Idea: Unit two Externally Set Assignment 40%</b></p> <p style="text-align: center;">Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.  Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.  Rationale: Externally Set Assignment (ESA). All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Externally set assessment theme.</p>		
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- Students will prepare for their exam: They will complete an investigation into a theme they choose from the exam paper (choice from ten themes).
- Students are to follow weekly tasks to ensure they're ready for the exam.
- The following stages should be followed:
  - Mind map and initial imagery.
  - Artist one and two; description and critical analysis using provided resources. Imagery and relevant practical studies (sample can be included additionally). Share how the work will develop after studying this artist. Refer back to the theme.
  - Primary sources 20 photos; linked to theme and artists studied. Creatively present and annotate critically. How could making be inspired by your artists at this stage? Annotate what has been learnt? Why? Link to theme, artist and idea.
  - 2 Large scale observations from own photographs. Use of a range of media.
  - Artist 3 and 4.
  - Further photography recording. This is part of the design phrase. Response to artists. Creative presentation and critical annotation.

- Work cannot be formally assessed during this period: it is essential that dialogue between student and teacher is constructive and pushes the students.

- Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.
- Externally set assignment will rely upon key skills taught during the portfolio unit.
- Skills feed into A Level, foundation courses and degree.
- SMSC 1 Personal development, 5 Moral development and 6 cultural development

<p><b>Spring 2</b></p>	<p style="text-align: center;"><b>Big Idea: Unit two Externally Set Assignment 40%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.  Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.  Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p style="text-align: center;">Rationale: Complete Externally Set Assignment.</p> <p>All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Externally set assessment theme.</p>		
	<ul style="list-style-type: none"> <li>➤ Large scale observations from own photographs. Use of a range of media.</li> <li>➤ Developing ideas;</li> <li>➤ Reference back to; theme/ artist influence/ primary sources/ add secondary sources if necessary</li> <li>➤ Refinement of media choice, experimenting with composition, subject and techniques and processes.</li> <li>➤ Annotation of all work.</li> <li>➤ Development of work towards final piece.</li> <li>➤ Creation of final outcome(s) in exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work cannot be formally assessed during this period: it is essential that dialogue between student and teacher is constructive and pushes the students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development, 5 Moral development and 6 cultural development.</li> </ul>
<p><b>Summer 1</b></p>	<p style="text-align: center;"><b>Big Idea: Internal moderation and final mark across the four AO's.</b></p> <p>Rationale: Final tweaks to refine portfolio (ESA cannot be worked on). All investigations are supported by in-depth contextual research on appropriate cultures, artists, designers and craft people. These are student lead, linking to the students Externally set assessment theme.</p>		

	<p>➤ Making A Difference (MAD Time) to coursework. Students to complete any outstanding refinement following teacher feedback (recorded on task sheets).</p>	<p>Portfolio unit is assessed for the final time; students have a very short period to refine their work before final moderation (Approx. two weeks). Internal moderation.</p>	<p>➤ Knowledge and skills will be revisited several times over the course. There should be a journey of development throughout the A Level: of ideas and skill.</p> <p>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</p> <p>➤ Skills feed into A Level, foundation courses and degree.</p> <p>➤ SMSC 1 Personal development, 5 Moral development and 6 cultural development.</p>
<p><b>Summer 2</b></p>	<p><b>Big Idea: External moderation. Course complete.</b></p>		