

Art KS5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Introduction to A-Level Art & Design Theme- Erosion</p> <p>Students will be introduced to the A-Level course and complete a series of phases that will allow them to build the confidence and necessary skills required to complete a successful personal investigation as part of their required coursework. The phases will be as follows.</p> <p>Phase One – Sculpture Students will study and respond to a range of artists, exploring a range of appropriate techniques and materials. Their artist work will support them in creating their own 3D sculptures.</p> <p>Phase Two – Drawing Students will photograph their sculptures and use these and further artist research to create a large A2 drawing that explores scale, proportion, and media</p> <p>Phase Three – Digital Media Students will explore the work of Janet Little Jeffers and create a series of photographs based on the theme. Students will have the opportunity to explore how to use digital cameras, basic photography skills and image manipulation using Adobe Photoshop</p> <p>Phase Four – Mixed Media In their final phase students will study mixed media artists and work to create a mixed media piece of work that draws on the skills they have learnt in the previous</p>			<p>Eduqas A-Level Art & Design Component 1 Personal Investigation 60% Theme – Erosion</p> <p>The Personal Investigation consists of two integrated constituent parts:</p> <ol style="list-style-type: none"> 1. a major in-depth critical, practical, and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance. 2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology. <ul style="list-style-type: none"> ● Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate, and present their work for assessment. ● The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated. 		
Year 13	<p>Assessment Objective 1 Develop</p> <ul style="list-style-type: none"> ● Develop ideas that are informed by investigation of context, cultural studies of historical and contemporary art. ● Explore a wide variety of work produced by artists, ● Provide evidence of analytical skills by appraising, comparing, and contrasting the work of relevant artists ● Increase awareness of the wide variety of art, craft and design processes and outcomes and the differences between them. <p>Assessment Objective 2 Refine</p> <ul style="list-style-type: none"> ● Refine and reflect upon work as it progresses by exploring ideas. selecting, and experimenting with appropriate media ● Explore a stimulating and rich variety of resources ● Provide evidence of appropriate depth and breadth of study establishing relationships between typography and images. ● Show evidence of the creative Consider different presentational formats and select the most appropriate for the submission. <p>Assessment Objective 3 Record.</p> <ul style="list-style-type: none"> ● Gather, select, organise, and communicate information. ● Record ideas ● Critically reflect on work as it progresses to review ● Consider opportunities, where appropriate, to transfer knowledge, skills and understanding <p>Assessment Objective 4 Present.</p>		<p>Eduqas A-level Art, Craft and Design Component 2 Externally Set Assignment 40%</p> <p>The Externally Set Assignment consists of two parts:</p> <p>Part 1: Preparatory study period</p> <ul style="list-style-type: none"> ● The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period. ● One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response. ● Responses are developed during the preparatory study period. They should take the form of critical, practical, and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study. 		<p>Part 2: 15-hour period of sustained focus work</p> <ul style="list-style-type: none"> ● The resolution of learners’ ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s. ● The period of sustained focus work must be completed under supervised conditions. ● Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives. ● Learners will be required to select, evaluate, and present their work for assessment. ● The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated. 	

	<ul style="list-style-type: none">• Present personal, imaginative final outcomes• Make explicit connections, where appropriate, between the different elements of the outcomes• Consider different presentational formats and select the most appropriate for the submission.• Conclusion	<ul style="list-style-type: none">• The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work.	
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