

Curriculum Intent Framework



Subject:	Art & Design
Subject Curriculum Vision:	In Art & Design we aim to deliver a rich and inclusive curriculum that inspires pupils to develop their curiosity and understanding of the creative process. We recognise the importance for pupils to develop traditional art skills, alongside the use of new digital technologies empowering students to be independent enquirers. Our pupils are taught a range of projects which explore a variety of techniques, skills and media whilst building on prior knowledge and fostering a love of Art, Craft & Design.

Core Subject Values:

Dignity and Respect	We enable pupils to feel confident and supported whilst expanding their understanding and skills. During KS3, pupils will follow a scheme of learning designed to build on key skills and subject knowledge preparing them for future courses. We develop pupils' respect for the Art through exploring a wide range of Artists, Designers and Craftsmen, we encourage students to respect themselves and peers through creating a learning environment where they feel able to express themselves and their opinions.
Wisdom, Knowledge, and Skills	We strive to build students skills and deepen students understanding of Art, Craft and Design through continually building on prior learning and knowledge and challenging students in a supportive and encouraging environment. We promote cross curricular, transferable skills and explore a wide range of career paths for future artists. Students are encouraged to be independent through research, enquiry, refinement, and reflection. Students will be taught to use subject specific terminology and taught how their skills would be applied in industry.
Hope and Aspiration	Schemes are developed to deliver a wide range of skills that can be built on and explored further throughout key stage 3. Schemes will allow students to explore the importance of art throughout history and as part of our futures. Students are encouraged to stretch and challenge themselves, forming their own opinions and be able to independently apply their knowledge of artists and designers to their own work.
Extra-curricular Provision	We offer targeted support to KS4 students during the two-year course. We also offer an art club for Key Stage 4 one night a week where students can come and get additional support and complete homework and coursework. We are proud to have a dedicated sixth form working area for Art students where they can come and work anytime during the school day and make best use of department facilities.

KS3 Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introduction to Art</p> <p>Students are introduced to the elements of art and a variety of mediums. We will start by building observational drawing skills. Students' drawings will be used to further develop their technical knowledge of traditional mediums including pencil, coloured pencil and watercolour.</p> <p>As part of classroom and homework tasks students will investigate a contemporary artist and use their research to support development and understanding of artist working methods. We will look at composition and students will be introduced to using photography in Art. Students will be shown how to use different working and presentation methods in Art, Craft & Design using imagery and text to present their work in a way that demonstrates their understanding and progression.</p> <p>During this project students will work towards using the elements of art and artist knowledge to develop an independent outcome.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Understand and identify the elements of art. • Be able carefully control a variety of mediums. • Be selective with mediums and techniques. • Use a variety of techniques, mediums, and processes to create an outcome. 		<p>3D Sculpture</p> <p>Students will be introduced to colour theory. They will explore the colour wheel in depth and how it can be used to inform their practice. Students continue to develop their technical skills with watercolours to create their own colour theory where they will mix and apply their own colours.</p> <p>Students will be introduced to oil pastel – building on their technical knowledge they will develop an observational study that demonstrates their understanding of the colour wheel and specifically complimentary colour.</p> <p>Students will investigate Pop Art with a focus on the artist Wayne Thiebaud. They will build on the investigative skills they have started developing focusing on Wayne Thiebaud's working methods and his application of colour.</p> <p>Students will continue to develop presentational skills, developing and planning a 3D outcome that demonstrates their understanding of Pop Art and Wayne Thiebaud.</p> <p>Students will be introduced to sculpture and learn how to use 3D materials, techniques, and processes. Students will be introduced to and use acrylic paint to finish their 3D Outcome. Students will make connections between their design ideas and outcome and demonstrate their understanding of the theme through application of materials and colour selection.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of colour theory and mixing colours. 		<p>Portraiture</p> <p>Students will be introduced to a variety of different portraiture methods and develop an understanding of how to organise and scaffold a traditional portrait. Students will be shown how to measure and plan a portraiture study correctly and build understanding of shape and composition, they will recall and further develop their observational drawing skills through the planning and drawing of a self-portrait.</p> <p>Students will further develop technical pencil skills through exploring mark making and tonal shading to add detail and texture to a drawing. Students will also be shown how to use shading pencils correctly. Students will have the opportunity to further build on their photography skills using portraiture photography to support project development. They will investigate the contemporary pop artist Romero Britto and his portraiture style and understand the differences between original and contemporary pop art. They will build on their presentation skills and present their artist research demonstrating understanding of presentation and imagination.</p> <p>Students will draw on their technical skills to create a painted contemporary self-portrait that demonstrates understanding of Romero Britto they will also further build on their knowledge of colour theory and watercolour skills by exploring, mixing, and applying skin tones.</p> <p>By the end of this unit students will be able to:</p>	

	<ul style="list-style-type: none"> • Understand artists, craftsmen and designers working methods. • Be able to carefully record and present their work showing. 	<ul style="list-style-type: none"> • Confidently blend and mix watercolour paint. • Understand different painting mediums. • Be able to select and combine appropriate materials for a 3D outcome. • Carefully use 3D materials to create basic shapes. • Apply colour theory to a variety of mediums. 	<ul style="list-style-type: none"> • Create a pencil tone traditional portrait using proportions and grids. • Be able to use apply a variety of mark-making techniques using grey pencil. • Understand how to use grey shading pencils. • Understand how to apply tone. • Be able to mix and apply skin tones using paint. • Bring traditional and contemporary styles of work together. • Compare and contrast artists, craftsmen, and designers. • Create an imaginative portrait that demonstrates understanding of the artist.
--	---	---	--

<p>Year 8</p>	<p>Textiles</p> <p>Students be introduced to artists working with textiles and specifically making textiles characters. Students continue to work on their drawing skills creating observational drawings of different creatures. This will support them with the development of their own creature designs further along in the project. Students will present their artist research independently considering composition and their artist. Students will create a variety of creature designs for their final textile piece, they will learn how to refine their ideas and consider their target audience. Students will create 3d felt creatures that considers colour, character and introduces them to basic sewing techniques for their outcome. Students will learn how to use different sewing materials and types of stitch to support them with making their characters. Students will continue to build on their 3D model making skills in this project.</p> <p>By the end of this unit students will be able to:</p>	<p>3D Sculpture</p> <p>Students will investigate contemporary craftsmen and designers working with 3D to create unusual creature designs. They will continue to build on their drawing skills and create tonal studies of 3D forms. Students will present their artist research independently in an imaginative way that demonstrates understanding of the artist's working methods. Students will continue to build understanding of composition and visual elements of art using collage to create a variety of creature designs that reflect their artist and own personal project development. They will then further develop their collage designs learning how to explore and refine their ideas further through drawing and annotation. Students will be introduced to clay and taught how to use the material skillfully and imaginatively to create their own 3d sculptures. They will investigate several types and methods using clay and carefully record their findings. Students will then explore and be introduced to digital media photographing their creatures out 'in the wild.'</p>	<p>Portraiture</p> <p>Students will be introduced to a variety of different portraiture methods and develop an understanding of how to organise and scaffold a traditional portrait. Students will be shown how to measure and plan a portraiture study correctly and build understanding of shape and composition, they will recall and further develop their observational drawing skills through the planning and drawing of a self-portrait. Students will further develop technical pencil skills through exploring mark making and tonal shading to add detail and texture to a drawing. Students will also be shown how to use shading pencils correctly. Students will have the opportunity to further build on their photography skills using portraiture photography to support project development. They will investigate the contemporary pop artist Romero Britto and his portraiture style and understand the differences between original and contemporary pop art. They will build on their presentation skills and present their artist research</p>
----------------------	---	---	--

	<ul style="list-style-type: none"> • Create observational coloured pencil studies of 3D images. • Understand how to create designs that consider audience. • Present work imaginatively demonstrating understanding of artists, craftsmen and designers. • Be able to reflect on and refine designs. • Identify and safely use basic sewing equipment. • Understand and apply basic stitch. • Skillfully use felt and stitch to create a 3D outcome inspired by their artist and that considers potential audience. 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Create tonal observational drawings of 3D forms. • Understand how to use collage to create compositions and design ideas. • Present work imaginatively demonstrating understanding of artists, craftsmen, and designers. • Be able to successfully refine work and select appropriate techniques and processes for 3d outcomes. • Understand a variety of 3D materials, techniques, and processes. • Understanding how to use clay and a variety of clay techniques and processes. • Skillfully use clay to create a 3D Outcome. 	<p>demonstrating understanding of presentation and imagination.</p> <p>Students will draw on their technical skills to create a painted contemporary self-portrait that demonstrates understanding of Romero Britto they will also further build on their knowledge of colour theory and watercolour skills by exploring, mixing, and applying skin tones.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Create a pencil tone traditional portrait using proportions and grids. • Be able to use apply a variety of mark-making techniques using grey pencil. • Understand how to use grey shading pencils. • Understand how to apply tone. • Be able to mix and apply skin tones using paint. • Bring traditional and contemporary styles of work together. • Compare and contrast artists, craftsmen, and designers. • Create an imaginative portrait that demonstrates understanding of the artist
--	--	--	--

<p>Year 9</p>	<p>Cultures - Mixed Media</p> <p>Students will explore Moroccan culture; they will investigate the culture and present their findings as a contextual page; they will continue to develop their investigative skills and learn how to use contextual sources to support their understanding and project development. Students will look further into Moroccan art and understand the links it makes with the culture and religion, they will also look at the impact of religion has on Moroccan art. Students will explore Jill Ricci a contemporary, mixed media artist that use culture as the basis of her work and investigate how she conveys her messages and meaning. Students will explore and experiment with using mixed media, they will explore how different materials,</p>	<p>Seaside - Printing</p> <p>Students will spend time looking at the British coast and what this means to them. They will investigate the British artist Mark Hearld and carefully record their observations and insights. Students will continue to develop mixed media skills and learn how to further refine their use of mixed media through observational studies and experimentation using collage.</p> <p>Students will explore and experiment with a range of printing techniques to complement their mixed-media work. They will look at the history of block printing and how this has developed. Students will look at Linoleum printing, they will make links between printing and Mark Hearlds work. Students will use collage to develop</p>
----------------------	--	---

<p>techniques and processes can work together to create texture and depth. They will look at how different textures can be created using acrylic paint too.</p> <p>We will investigate the importance of pattern within cultural art and how pattern can provide structure to their mixed-media work.</p> <p>Explore how to use pattern to create structure.</p> <p>Students will complete a mixed media patterned outcome that is inspired by Jill Ricci and Moroccan Pattern the piece will combine their knowledge and development of collage and acrylic paint. Students will also experience working on a larger scale for their pieces.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between contextual and artist research. • Understand the role contextual sources play in supporting artwork. • Be able to select appropriate materials, techniques, and processes for a mixed media outcome. • Understand the role culture and religion plays on Moroccan art. • Understand how artists, craftsmen and designers bring their culture into their work. • Be confident mixed and layering acrylic paint. • Working on a larger scale 	<p>compositions of the British coast inspired by their artist. Students will develop and refine their pieces and create a mixed-media reduction print as an outcome.</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Reflect on their own experiences and be confident bringing them into their artwork. • Understand the history of print. • Understand a variety of different print techniques. • Understand the processes of reduction printing. • Carefully and safely cut linoleum. • Combine prior mixed media knowledge with print. • Create landscape compositions. • Demonstrate understanding of the theme and artist through the creation of an imaginative, personal reduction print.
<p>Artists and outcomes may occasionally change.</p>	

KS4 Art & Design

	Autumn 1	Autumn 2	Spring 1	Spring 2
Year 10	<p>Phase One – Ian Murphy: Mixed-Media & Architecture Component 1 Portfolio 60%</p> <p>During the first part of the course students will be introduced to the GCSE course through a series of phased works that are designed to build students confidence in a variety of materials techniques and process and their knowledge of the course.</p> <p>Students will investigate the work of Ian Murphy. They will demonstrate their understanding of his work confidently recording their ideas, observations and insights in the sketchbooks which gives them the opportunity to show their understanding clearly and convincingly. Students will use photography to support their ideas and development, allowing for a more independent approach to the project. Students’ photography will form the basis of their outcomes for this phase of work. Students will explore a variety of materials, mediums and textures that are relevant to their artist and learn how to refine their experiments and ideas through experimentation.</p> <p>Students will create an independent A2 response to Ian Murphy using a refined and carefully selected range of techniques and process that clearly demonstrate students’ ideas and intentions.</p> <p>During this unit students will be introduced the structure and content of the course and the four assessment objectives that we moderate their work against.</p> <p>Students will be assessed against the exam boards four assessment objectives:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p>		<p>Phase Two - Ricardo Bofill & Emmie Van Biervliet: Colour Theory & Architecture Component 1 Portfolio 60%</p> <p>During this phase students will investigate contrasting artist to Ian Murphy such as architect Ricardo Bofill and mixed media artist Emmie Van Biervliet. They will be encouraged to compare the artists and their working methods and will present their observations and insights into artists work in a confident and convincing way. Students will revisit colour theory and look at its relevance, they will look at a variety of colour groups and how colour can impact architecture making references and connections to Ricardo Bofill.</p> <p>Students will spend time refining their knowledge and skills of painting. They will use their colour theory exploration to skillfully create observational studies in acrylic.</p> <p>Students will develop their photography skills further and as part of their homework tasks will take further photographs inspired by Ricardo Bofill. Students will once again use their photographs to form the basis of a personal response.</p> <p>Students explore how to manipulate and adapt their photographs to reflect the style of their artist through creative experimentation.</p> <p>The outcome of this phase will be an independent architectural acrylic study inspired by Ricardo Bofill.</p> <p>Students will continue to be assessed against the courses four assessment objectives and will continue to progress through the marking criteria as they develop and refine their skills, knowledge and understanding of the course.</p> <p>Students will be assessed against the exam boards four assessment objectives:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p>	

	<p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
	<p>Year 10 Summer 1 & 2 Year 11 Autumn 1 & 2</p>	<p>Year 11 Spring Term 1 & 2</p>
<p>Year 10 & 11</p>	<p>Phase Three – Architectural Independent Investigation Component 1 Portfolio 60%</p> <p>During the final phase of their coursework students are encouraged to take an independent approach to their studies. Supported by classroom discussion and individual tutorials with staff students will choose an area to further investigate within the architectural structures theme.</p> <p>Students will independently research artists, craftsmen and designers and contextual sources making sure it is relevant to their personal enquiries. They will learn how to use their research to present their observations and insights in a confident way that clearly conveys their intentions. Using their sustained investigations of the theme students will develop their ideas and enquiries as the project progresses. They are encouraged to analyse resources and reflect on their work throughout their journey. Students will learn how to refine their ideas through selection and purposeful and creative experimentation. They will demonstrate skillful use of appropriate materials that demonstrate understanding of their artist and theme.</p> <p>Students will develop a personal response to their investigations they are encouraged to be imaginative and creative in their response making sure they realise their intentions in a confident manner.</p> <p>Students will continue to be regularly assessed against the courses four assessment objectives and will continue to progress through the marking criteria as they develop and refine their skills, knowledge and understanding of the course.</p> <p>A01</p>	<p>Eduqas GCSE Art & Design Externally Set Assignment Component 2 Exam 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"> Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli, and written briefs, which are to be presented to the student at the start of the preparatory study period. One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They should take the form of practical, critical, and contextual preparatory work/supporting studies which inform the resolution of the student's ideas. <p>Part 2: 10-hour period of sustained focus work</p> <ul style="list-style-type: none"> The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work. The period of sustained focus work must be completed under supervised conditions. Work will be selected, evaluated, and presented for assessment by the student.

<p>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> • The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated. • Both the preparatory work and sustained focus work will be assessed together using the assessment objectives. <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
---	--

KS4 Photography

	Autumn 1	Autumn 2
Year 10	<p>Project One Introduction to photography Component 1 Portfolio 60%</p> <p>This is the first of four mini projects that you will complete as an introduction to the course. This project will introduce students to Photography, they will learn how to use a camera and photography basics such as composition. They will be introduced to Photoshop and by the end will have their first developed series of photographs.</p> <p>By the end of this half term, I will be able to:</p> <ul style="list-style-type: none"> • Confidently navigate and work from Microsoft Teams • Use PowerPoint to create a Coursework Sketchbook that considers presentation • Identify and understand the different between different types of photography • Be able to identify different types of cameras • Confidently use a digital camera • Navigate and use an SLR camera • Explore and understand different compositions • Be able to consider composition in my own photographs • Understand basic editing techniques in Adobe Photoshop • Independently download, store and manage my own photographs and work • Understand the importance of presentation in photography and thoughtfully present my own set of images <p>Students will receive regular feedback and be assessed against the four course assessment objectives:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02</p>	<p>Project Two Macro Photography Component 1 Portfolio 60%</p> <p>During the second mini project students will be introduced to the world of macro photography. Students will build on their knowledge of composition learning how to adjust the camera and experiment with depth of field. They will research a macro photographer demonstrate their understanding of the photographers work through their research and present a photographed response.</p> <p>By the end of this half term, I will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of depth of field. • Understand aperture on a digital camera and how this impacts depth of field. • Understand how to use an SLR Camera and the difference between an SLR camera and digital compact camera. • Understand what macro photography is and how it is used. • Be able to research photographers and present your research and findings in way that demonstrates understanding of the photographer. • Respond to photographer’s work, creating photographs that demonstrate understanding of the photographer’s style. • Learn how to edit photographs using Adobe Photoshop in the style of a photographer. • Learn how to refine my photographs through selection and editing. • Develop, refine, and present my own series of photographs that demonstrate understanding of macro photography and researched photographers. <p>Students will receive regular feedback and be assessed against the four course assessment objectives:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02</p>

<p>Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
<p>Spring 1</p>	<p>Spring 2</p>
<p>Project Three Long Exposure Photography Component 1 Portfolio 60%</p> <p>During this project students will further develop their technical skills with a focus on long-exposure photography. Students will research photographers working in this field and create their own responses to their work. Students will learn how to set up and create a long exposure light painting and be given the opportunity to experiment with SLR cameras and camera settings to successfully complete the project. At the end of the project students will create their own light paintings.</p> <p>By the end of this half term, I will be able to:</p> <ul style="list-style-type: none"> • Understand how to use an SLR to create a long exposure • Understand shutter speed and aperture and how they work together • Be able to apply my knowledge of shutter speed and aperture to my photography. • Create long exposures using the SLR cameras • Research long exposure photographers and present my work appropriately in my sketchbook. • Be able to consider light and create light paintings • Be able to appropriately edit my work in Adobe Photoshop • Carefully present my work and progress in my sketchbook with a light painting outcome. 	<p>Project Four Portraiture Photography Component 1 Portfolio 60%</p> <p>During the final small project students will learn about portraiture photography. They will bring together the knowledge gained in the previous projects such as composition and depth of field and learn new skills considering lighting and staged photography. Students will look at portraiture photographers and can look at photographers that digitally manipulate their photographs. Students will learn how to professionally edit their photographs in Adobe Photoshop. Students will combine their research and knowledge to create their own sets of portraits for their portfolio.</p> <p>By the end of this half term, I will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between portraiture and other types of photography. • Understand how to stage a portrait photograph. • Understand studio lighting and how this can enhance a photograph. • Be able to edit a portrait in Adobe Photoshop • Independently research portrait photographers • Confidently and appropriately present my research and progress in a sketchbook. • Be able to annotate including my own thoughts and opinions. • Be able to be selective and refine my portrait photographs. • Understand the importance of presentation in photography.

	<p>Students will receive regular feedback and be assessed against the four course assessment objectives:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Students will receive regular feedback and be assessed against the four course assessment objectives:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>A03 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
<p>Year 10 & Year 11</p>	<p>Phase Three – Architectural Independent Investigation Component 1 Portfolio 60%</p> <p>During the final phase of their coursework students will be encouraged to take an independent approach. Supported by classroom discussion and individual tutorials with staff students will choose an area to further investigate within the architectural structures theme.</p> <p>Students will independently research photographers, artists and contextual sources making sure it is relevant to their personal enquiries. They will learn how to use their research and photography to present their observations and insights in a confident way that clearly conveys their intentions.</p> <p>Using their sustained investigations of the theme students will develop their ideas and enquiries as the project progresses. They will be encouraged to analyse resources and reflect on their work throughout their journey.</p> <p>Students will learn how to refine their ideas through selection and purposeful, creative experimentation. They will demonstrate skillful use</p>	<p>Eduqas GCSE Art & Design Externally Set Assignment Component 2 Exam 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"> Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli, and written briefs, which are to be presented to the student at the start of the preparatory study period. One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They should take the form of practical, critical, and contextual preparatory work/supporting studies which inform the resolution of the student's ideas.

of appropriate techniques and equipment that demonstrate understanding of their artist and theme.
Students will develop a personal response to their investigations they will be encouraged to be imaginative and creative in their responses making sure they realise their intentions in a confident manner.

Students will continue to be regularly assessed against the courses four assessment objectives and will continue to progress through the marking criteria as they develop and refine their skills, knowledge and understanding of the course.

A01

Develop ideas through investigations, demonstrating critical understanding of sources.

A02

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

A03

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

A04

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

Part 2: 10-hour period of sustained focus work

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.
- The period of sustained focus work must be completed under supervised conditions.
- Work will be selected, evaluated, and presented for assessment by the student.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.
- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.

A01

Develop ideas through investigations, demonstrating critical understanding of sources.

A02

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

A03

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

A04

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

KS5 Art, Craft & Design & Photography

	Year 12 Autumn Term and Spring 1	Year 12 Spring 2 and Summer Term Year 13 Autumn Term
Year 12 & 13	<p>Introduction to A-Level Art & Design Theme- Erosion</p> <p>Students will be introduced to the A-Level course and structure through the completion of 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.</p> <p>Phase One – Sculpture During the sculpture phase you will be introduced to the theme ‘Erosion’ from this you will look a series of artists or photographers. These will include Valerie Hegarty, Katie Blaine, Sue Hotchkiss, Karen Margolis and any others your teachers deem appropriate. You will learn how to present your work and start to build on your current art skills. At the end of this phase, you will create a sculpture that demonstrates understanding of your artists/photographers and the skills and techniques you have learnt so far.</p> <p>Phase Two – Drawing Once you have completed the sculpture you will move on the drawing phase where you will complete large drawings of your sculpture and photography. During this phase you will learn how to take primary source photographs to support your learning and use them to successfully draw from. Photographers will explore ways of working over their own photographs using techniques such as print and stitch. Students will learn how to work on a larger scale using a variety of suitable materials. You will complete initial artist/photographer research to support with your work that your teacher will guide you with.</p> <p>Phase Three – Digital Media This phase is primarily focused on digital artwork and photography. You will complete some initial research guided by your teachers and take a series of photographs in response to your research. You will learn how to select and refine your photography, and you will learn how to use Adobe Photoshop. You will consider the importance of presentation when it comes to</p>	<p>Eduqas A-Level Art & Design Component 1 Personal Investigation 60%</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. <p>Students will be supported in choosing their own areas of enquiry to pursue during this part of the project. They will be expected to engage with a wide range of artists, craftsmen and designers and contextual studies that support their investigation. Student will engage in teacher discussion and regular one-to-one tutorials with personalised feedback to guide and support them with their journey. They will continue to be assessed against the courses four assessment objectives:</p> <p>A01 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p>

	<p>photography and the impact this can have on your work. By the end of this unit, you will have a series of photographs that you will print and exhibit.</p> <p>Phase Four – Mixed Media During the final phase you will bring together the research and work you have created over the previous phases to create a mixed-media canvas. You will undertake your final artist research and create a piece of work that brings together some of the materials and techniques you have experienced and learnt. You will also learn how to prepare and work on a large canvas during this phase.</p> <p>Throughout the phases students will receive regular one-to-one tutorials and be marked against the course assessment objectives.</p> <p>A01 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>A02 Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops.</p> <p>A03 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>A04 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>A02 Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops.</p> <p>A03 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>A04 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
Year 13	Spring Terms 1 & 2	
	<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>	

- 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.
- 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.

Part 2: 15-hour period of sustained focus work

- 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.

A01

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

A02

Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops.

A03

Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.

A04

Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.