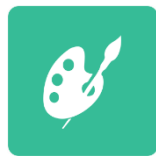


# Years 12 & 13 Curriculum

## A Level: Art, Craft & Design



Year 12	Term 1 (Autumn)		Term 2 (Spring)		Term 3 (Summer)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Skills Building Workshops &amp; Artist Analysis</b> <b>Fine Art; 3D; Printmaking; Mixed Media</b> <b>AO1: Critical Understanding</b> <b>AO2: Creative Making</b> <b>AO3: Reflective Recording</b>		<b>Mini-Research Project</b> <b>Personal Investigation: Component 1</b> <b>AO1: Critical Understanding</b>	<b>Personal Investigation: Component 1</b> <b>AO1: Critical Understanding</b> <b>AO2: Creative Making</b> <b>AO3: Reflective Recording</b>	<b>Personal Investigation: Component 1</b> <b>AO1: Critical Understanding</b> <b>AO2: Creative Making</b> <b>AO3: Reflective Recording</b>	
Key Concepts	Development of knowledge, understanding and skills, to include: <ul style="list-style-type: none"><li>Researching primary and contextual sources</li><li>Recording practical and written observations</li><li>Exploring materials, processes, technologies and techniques</li><li>Generating and developing ideas</li><li>Refining ideas linking to source(s)</li><li>Introduction to research skills and analysis of sources</li></ul>		Identify interest for research theme.  Students explore artists of own choice to pinpoint a research theme.	<b>Contextual Understanding</b> Research, analysis of images, content, visual elements and context. Comparisons  <b>Creative Making &amp; Reflective Recording</b> Experimentation of various media and processes, informed by Artists. First hand observation. Practical and written analysis Development of own ideas demonstrating innovation  <b>Reviewing Learner Statement</b> Main Ideas/ Plans	<b>Contextual Understanding</b> Research, analysis of images, content, visual elements and context. Comparisons  <b>Creative Making &amp; Reflective Recording</b> Experimentation of various media and processes, informed by Artists. First hand observation. Practical and written analysis Development of own ideas demonstrating innovation  <b>Reviewing Learner Statement</b> Main Ideas/ Plans. Critically reflect as work develops.	



# Years 12 & 13 Curriculum *(continued)*

## A Level: Art, Craft & Design



### Year 13

	Term 1 (Autumn)		Term 2 (Spring)		Term 3 (Summer)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Personal Investigation: Component 1</b>  Review, establish context for own work  AO1: Critical Understanding AO2: Creative Making AO3: Reflective Recording	<b>Personal Investigation: Component 1</b>  AO1: Critical Understanding AO2: Creative Making AO3: Reflective Recording	<b>Personal Presentation: Component 1</b>  Outcome, Evaluation, Exhibition Plan AO4: Outcome	<b>Externally Set Assignment: Component 2</b>  AO1: Critical Understanding AO2: Creative Making AO3: Reflective Recording	<b>Externally Set Assignment: Component 2</b>  Review, Establish Context for Own Work  Outcome & Evaluation AO4: Outcome	
Key Concepts	<b>Refining Ideas &amp; Context</b> <ul style="list-style-type: none"><li>Reflection and Review:</li><li>Mastery of techniques</li><li>Working on a larger scale</li></ul> <b>Learner Statement (Comp 1)</b> <ul style="list-style-type: none"><li>Describe context of own work</li><li>Reflect on own work critically as it progresses</li></ul> <b>1,000-3,000 word extended writing essay</b> based on practical and artist research		<b>Outcome</b> Produce personal, informed, and meaningful outcome. In-depth evaluation with explicit connections to different stages of the Personal Investigation, making clear the purpose and context of own work.  Devise suitable form of presentation considering the audience.  Describe context of own work Reflect on own work critically as it progresses.	Personal research and response to a self-selected theme from the exam paper.  Developing ideas, understanding of theme and art contexts; developing own context for ideas; demonstrating 2D/ 3D/ Digital skills, to include: <ul style="list-style-type: none"><li>Researching primary and contextual sources</li><li>Recording practical and written observations</li><li>Creative making- exploring materials, processes, technologies, and techniques in 2D, 3D and digital</li><li>Generating and developing ideas</li><li>Refining ideas linking to source(s)</li></ul> <b>Learner Statement (Comp 2)</b> Describe context of own work And show how you have developed from your initial starting point	<b>Refining Ideas &amp; Context</b> <ul style="list-style-type: none"><li>Reflection and Review:</li><li>Mastery of techniques</li><li>Working on a larger scale</li></ul> <b>Outcome</b> Produce personal, informed, and meaningful outcome. In-depth evaluation with explicit connections to different stages of the Personal Investigation, making clear the purpose and context of own work.  <b>Learner Statement (Comp 2)</b> <ul style="list-style-type: none"><li>REFLECT on work critically as it progresses</li><li>On its completion, describe the CONTEXT (influences, purposes and meanings) of work</li></ul>	




# Years 12 & 13 Assessment

## A Level: Art, Craft & Design



All students will sit an assessment and a mock examination in Year 12 and two mock examinations in Year 13.

	Year 12		Year 13		Revision Resources
	Assessment	Mock Exam	Mock Exam	Mock Exam	
	Autumn Term	Summer Term	Autumn Term	Spring Term	
<b>Style of Assessment</b>	A large-scale observation drawing from either life or your own photograph. This can be produced in their own choice of materials. The use of tone and mark making should be very evident in your outcome	A written review of their coursework. One A3 page of thumbnail sketches showing how they would like to develop their ideas into a large-scale piece of work	Written Learner statement to support their coursework. Series of thumbnail studies to develop into a large-scale coursework outcome	Students will produce a mind map of ideas relating to their chosen question from their externally set assignment. This will be illustrated with their own artwork and images of their chosen artists	Kennet Resources <ul style="list-style-type: none"> <li>Core Questions</li> <li>Knowledge Organisers</li> <li><a href="#">Learning Habits</a></li> </ul> External Resources <ul style="list-style-type: none"> <li><a href="http://www.tate.org.uk">www.tate.org.uk</a></li> <li><a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a></li> <li><a href="http://www.studentartguide.com">www.studentartguide.com</a></li> </ul> You can also find additional revision material on Frog 
<b>Topics Assessed</b>	<ul style="list-style-type: none"> <li>Use of tone</li> <li>Mark making and detail will be assessed in relation to assessment Objective 2</li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of their current sketchbook to include all four assessment objectives. The thumbnail sketches can show how different disciplines can be developed into a mixed media piece of work. Their ideas should show inspiration from their artist research.</li> </ul>	<ul style="list-style-type: none"> <li>The written Learner statement should include how students' ideas have been reviewed and refined, showing how the artist research has informed their planning. This should also be evident in their thumbnail sketches.</li> </ul>	Preparation will include: <ul style="list-style-type: none"> <li>Selecting a theme from the exam paper</li> <li>Title page and mind map of potential ideas</li> <li>Double page of resources – annotated.</li> </ul> Extension – selecting two artists to study in-depth, collect contextual information, imagery including names and dates.	