

# 'A' Level ART

GCSE & 'A' Level Photography share the same Assessment Objectives so students will have a sound understanding prior to KS5 study.

LINK TO EXAM BOARD SPECIFICATION: <https://www.ocr.org.uk/Images/170210-specification-accredited-a-level-gce-art-and-design-h600-h606.pdf>

## YEAR 12

WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New skill = NS Revisit = R Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & provide experience to support KS5 <u>new</u> Knowledge and skills?	SMSC
TERM PLAN	KNOWLEDGE & SKILLS	ASSESSMENT OBJECTIVE		BAND 5 = INFORMED BAND 6 = MATURE			
	<p><b>Transition task</b> <i>'Produce a series of observational drawings in a range of media, to respond to the theme of Natural Form'</i></p> <p>This is designed to check <i>prior learning</i> for:</p> <ul style="list-style-type: none"> <li>• Understanding of composition</li> <li>• Successful drawings skills</li> <li>• Imagination and creativity</li> <li>• Ability to work independently</li> <li>• Ability to meet deadlines</li> </ul>	<p>AO1 – 3 AO1 AO1 &amp; 2</p>	<p><b>R</b> Drawing, Creativity use of materials Composition.</p>	<p>This exercise will demonstrate the creativity and independence of the group. Most able students will produce highly creative drawings, showing a good eye for composition and experimentation aptitude within a range of materials.</p>	<p><b>Local environment</b> – Students are encouraged to take inspiration from their local environment to inform their photographs and drawings.</p>	<p>Checking prior knowledge of composition and drawing skills explored throughout GCSE Art.</p>	

<p><b>Term 1</b></p>	<ul style="list-style-type: none"> <li>● Presentation and course expectations</li> <li>● Research skills</li> <li>● Analysis of artist's work</li> <li>● Composition and drawing</li> </ul> <p>Students will develop their transition art work throughout term 1 which will build skills and knowledge. They will produce mounted sheets of observations linked to the Natural Forms theme.</p> <p>Expectation will increase as the project develops</p>	<p><i>A04</i></p> <p><i>A01</i></p> <p><i>A01</i></p> <p><i>A03</i></p> <p><i>A03 &amp; 4</i></p> <p><i>A01 &amp;</i></p> <p><i>A02 A03</i></p> <p><i>&amp; A02</i></p>	<p><b>NS</b></p> <p>Presentation &amp; analysis</p> <p>Identifying and analysing relevant contextual sources</p>	<p>Higher level students will show more detailed analysis of images, taking context into consideration and will be able to reflect on how this influences the development of their ideas. They will be able to select work and media appropriately and will be able to communicate their decision making, visually, or in a written form. This will be aided by group and peer critique sessions. Students will be</p>	<p>Demonstrate expectation through previous student sketchbooks and teacher exemplar work.</p>	<p>Students will have experienced a range of art-making processes and techniques during their GCSE, which will be developed and built-upon to provide students with a broad, creative skill base. This will support the development of ideas. Students will be able to creatively present their work.</p>	<p><b>SP</b> = Learning new skills and experimentation of creative processes in the studio setting.</p> <p>Being creative in their approach.</p> <p><b>M</b> = meeting deadlines and respecting others whilst working on group tasks in a shared space.</p>
	<p><b>First half term students will be guided in producing drawings, experimentation with materials, scale of work and composition, building on their transition artwork produced. This will take the form of a series of 'workshops' to build and develop skills in a range of techniques and media.</b></p> <p>Students will be given individual project titles which will help build the skills needed for personal investigation: These are intended to follow on from the theme of Natural Form but provide students the opportunity to investigate in a personal and unique way. Students will research artists and contextual references relevant to their title, and create observational work in response to that theme. or conclusion to their project. Titles are presented in line with the exam paper to familiarise students with the format and expectations. Examples of titles given:</p> <ul style="list-style-type: none"> <li>● Combine ● Moment ● Fragment ● Fragile ●</li> </ul>	<p><i>A02 – A04</i></p> <p><i>A01 &amp; A02</i></p> <p><i>A03 &amp; A02</i></p> <p><i>A02 – A04</i></p>	<p><b>R</b></p> <p>Presentation &amp; analysis. Drawing, Creativity use of materials Composition.</p> <p><b>NS</b></p> <p>Independent working Development of ideas</p>	<p>Students will be encouraged to openly discuss their influences and decision making.</p> <p>Project titles will be distributed to students in a way that is intended to maximise their potential, providing suitable challenge to students at all levels. Higher level students will be given titles with scope for them to showcase their ability to think critically, use materials, and create ambitious projects.</p>		<p>Students will understand the basic principles of composing an image or series of works.</p> <p>They should know how to research and complete basic analysis of art work</p> <p>Students should have worked independently on creative projects in GCSE and should be able to formulate and develop their ideas in response to given titles.</p> <p>Students with gaps in prior knowledge will</p>	<p><b>C &amp; SO</b> = Recognise the work of different artists and understand how their styles evolved over time and in social context.</p> <p><b>SP</b> = development in their interest and enjoyment in learning about art and by producing their own presentation.</p> <p><b>M</b> = Showing moral development,</p>

	<p>Magnify • Disrupt • Layer • Process • Order • Movement • Surface • Reduction • Elements • Contrast</p> <p>By the end of term 1 all students will understand how to achieve the top marks with regards to investigation, presentation and analysis.</p>					<p>be supported through exemplar work and additional workshops or tutorials.</p>	<p>understanding how different artists showed their feelings through their imagery and the different use of materials, tools and techniques.</p> <p><b>M</b> = meeting deadlines and respecting others in a shared space.</p>
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<p><b>Term 2</b></p>	<p><b><i>This term there will be greater emphasis on developing a personal, visual language.</i></b></p> <p>Students will continue to explore their personal projects, <b>developing and refining ideas</b> more thoroughly and in greater depth. They will continue to analyse artwork and contextual resources, and will reflect on their work and development of ideas.</p> <p>Students will continue to build independence and creativity, with increasingly less structured teaching, <b>enabling students to explore their ideas in a personal and meaningful way</b> in preparation for Personal Investigation.</p> <p>Teaching will begin to take the form of 1:1, peer, and small group tutorials to support personal approaches to individual titles.</p> <p>Students will develop ideas towards a <b>resolved outcome</b> for their given title.</p> <p><b>This work will be supported by further workshops throughout to increase skills and techniques.</b></p> <p><i>By the end of this term students will have extended their knowledge of art-making techniques in context, analysis and research skills and will be ready to begin their <b>PERSONAL INVESTIGATION (60%)</b></i></p>	<p><b>AO1 &amp; AO2</b></p> <p><b>AO3 &amp; AO2</b></p> <p><b>AO2 – AO4</b></p> <p><b>AO1 &amp; AO2</b></p> <p><b>AO3 &amp; AO2</b></p> <p><b>AO2 – AO4</b></p>	<p><b>NS</b></p> <p>writing critically about and reflecting on own processes and decision making</p> <p>Composing and developing a project with meaningful developments and responses.</p> <p><b>R</b></p> <p>Presentation &amp; analysis of relevant contextual sources</p>	<p>To achieve the highest marks, students need to demonstrate a critical and analytical understanding of artwork in context by relating their own work to the work of other artists. They should also be able to demonstrate a sound understanding of art-making techniques and composition and be creative in their approach to all aspects of the projects.</p> <p>Higher level students will show independence and intention in their projects, and will demonstrate the ability to reflect on and refine their choices in material, scale, composition etc.</p> <p>This exploration will be purposeful and selective. Students will be supported and challenged in this through higher order questioning, and continual reflection as their projects develop.</p> <p>Higher level students will show strong technical ability for image-making, and will be able to employ a range of processes to achieve a meaningful outcome for their projects.</p> <p>Most able students will be encouraged to begin their personal investigation earlier if appropriate, in order to maximise the time available to create a thorough project.</p>		<p>Students should have worked independently on creative projects in GCSE and should be able to formulate and develop their ideas in response to given titles.</p> <p>Students that have gaps in their ability to work independently will be supported with task lists and prompts to help them build these skills.</p>	
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<p><b>Term 3</b></p>	<p><b>1. PERSONAL INVESTIGATION BEGINS</b> <i>This term all students will decide on their chosen theme and begin their research of existing artists and movements. They will be advised if they are unsure of which route to take, based on their achievements within the first 2 terms.</i></p> <p><b>Written Element</b></p> <p>Students will be encouraged to keep reflective journals alongside their practice, to record decision-making and idea development as their project progresses. This will support the writing of the written element of the <b>Personal Investigation (1500 words of continuous prose)</b></p> <p><b>Deadline for the completed written essay is the end of term 3. All students will be expected to complete the visual element of the essay and final presentation over the summer holiday.</b></p>	<p><b>AO1,2 &amp; 3</b> <b>AO1 - 4</b></p>	<p><b>R</b></p> <p>Presentation &amp; analytical Skills.</p> <p>Independent working and development of ideas</p> <p><b>NS</b></p> <p><i>Essay writing &amp; presentation of visual essay</i></p>	<p>Higher level students will be expected to choose a theme that will have detailed and complex links to their practical work. They will be expected to write critically and analytically about artwork and other contextual references, and demonstrate links to these in their own work.</p> <p>They will be expected to see an idea through towards a meaningful outcome, exploring all avenues deeply to create a cohesive and well developed project. Ideas should ‘flow’ and demonstrate inquiry, reflection, and refinement.</p> <p>Students will be supported in this with initial tutorials before deciding on their own project title, to ensure that projects have enough scope to demonstrate the necessary skills to obtain higher levels.</p>	<p><b>Gallery visit to inform the beginning of personal investigation projects</b></p> <p><b>Use Unifrog to showcase creative careers, show videos of practicing photographers and university courses to increase engagement and understanding of future career paths</b></p> <p><b>Trip – Northampton University to see Foundation and Degree shows - putting skills in further or higher education context</b></p>	<p>Thinking independently through a personal choice was explored in the GCSE exam. Knowledge of a range of art-making techniques will allow students to develop personal and meaningful projects.</p> <p>Prior research and analytical skills will support the start of the written investigation.</p> <p>Students without prior knowledge will be supported through exemplar</p>	<p><b>SP</b> = Students are expected to create imagery for a particular theme; this means they need to understand different social and cultural differences.</p> <p><b>M</b> = They can see through the development of their project their own potential, regular assessment provides students with the understanding of their own strength and weaknesses encouraging them to achieve.</p> <p><b>SO</b> = Improved social skills as they need to work together and use each other for support during photo shoots and development work.</p>
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								M = meeting deadlines and respecting others whilst in a shared space.
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YEAR 13							
WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New skill = NS Revisit = R Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge support new skills & knowledge	SMSC
TERM PLAN	KNOWLEDGE & SKILLS	ASSESSMENT OBJECTIVE		BAND 5 = INFORMED BAND 6 = MATURE			

<p><b>Term 1</b></p>	<p><b>DEADLINE FOR COMPLETED VISUAL ESSAY.</b>  <b>Practical personal investigation continues....</b> By the end of this term the coursework unit must be completed to allow time for examination prep in term 2.</p> <p>The coursework will build on taught skills from year 12 of:</p> <p><b>Analysis</b>  <b>Presentation</b>  <b>Composition</b>  <b>Creativity.</b></p> <p>All students will be working independently on the major project which will have clear links to their visual essay. They will follow this breakdown:</p> <ol style="list-style-type: none"> <li><b>1. Initial research of imagery related to their chosen theme</b></li> <li><b>2. Initial artists research</b></li> <li><b>3. gathering of first hand source imagery/drawings etc.... related to chosen theme</b></li> <li><b>4. Development of ideas using inspiration from artists and art movements</b></li> <li><b>5. Development of ideas using a variety of media and scale of work</b></li> <li><b>6. Developments and refinement of ideas</b></li> <li><b>7. Final development</b></li> <li><b>8. Outcome/s</b></li> </ol>	<p><b>AO1 – 4</b></p> <p><b>AO1 &amp; AO4</b></p> <p><b>AO1 &amp; AO3</b>  <b>AO1 &amp; AO2</b></p> <p><b>AO1 – AO3</b></p> <p><b>AO1 – AO3</b></p> <p><b>AO1 – 3</b></p> <p><b>AO1 – 4</b></p>	<p><b>R</b>  Presentation, research &amp; analysis</p> <p><b>R</b>  Photography skills and composition</p> <p><b>R</b>  Artistic techniques</p> <p><b>NS</b>  More complex art technique as required</p>	<p>To achieve the top grades students will need to be <b>highly creative, sophisticated and insightful</b> within their response to the chosen theme.</p> <p>They will need to demonstrate <b>high levels of development</b> and understanding of context.</p> <p>They will create <b>art work that demonstrate skill and aptitude</b></p> <p><b>They will develop a mature response that has clear and creative links to their research and ideas throughout</b></p>	<p><b>Trip/Gallery visit to be arranged pending students theme choices</b></p> <p><b>Use Unifrog to showcase art as a career, show videos of practicing artists and university courses to increase engagement and understanding of future career paths</b></p>	<p>Prior research and artistic analytical skills will support the start of the written investigation.</p> <p>This term will bring together prior skills from GCSE and year 12 as students independently and creatively build their final coursework project.</p> <p>Prior creative art skills from GCSE and year 12 will support their development ideas</p>	<p><b>SP</b> = Students can reflect on their chosen area of study through art. Students develop aesthetic appreciation for art and artists using their themes in both written and visual contexts.</p> <p><b>SP &amp; M</b> = Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are available to show their creativity. They reflect on those experiences by annotating and assessing their own work.</p>
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<p><b>Term 2</b></p>	<p><b>EXAM PAPER RELEASED</b>  <b>This is worth 40% of the final grade.</b></p> <p>The exam unit follows the same breakdown as the practical coursework unit. Students will choose a question starting point (list of 10 given on the exam paper). They will then follow this breakdown within their preparatory work leading up to the 15-hour timed exam:</p> <ol style="list-style-type: none"> <li>1. Initial research of imagery s related to their chosen question</li> <li>2. Initial artists research</li> <li>3. Gathering of first hand source imagery/drawings etc.... related to chosen theme</li> <li>4. Development of ideas using inspiration from artists and art movements</li> <li>5. Development of ideas using a variety of media and scale of work</li> <li>6. Developments and refinement of ideas</li> <li>7. Final development</li> <li>8. Outcome/s</li> </ol> <p>New skills will be taught as required with regards to the chosen theme. At this point in the course most students should be fully equipped and skilled to complete the majority of the task without intervention. Teacher support will be advisory.</p> <p><b>Final exam tbc – 15 hours across 3 days</b></p>	<p><b>AO1 &amp; AO4</b></p> <p><b>AO1 &amp; AO3</b></p> <p><b>AO1 &amp; AO2</b></p> <p><b>AO1 – AO3</b></p> <p><b>AO1 – AO3</b></p> <p><b>AO1 – 4</b></p> <p><b>AO1 – 4</b></p> <p><b>AO1 – 4</b></p>	<p><b>R</b>  Presentation, research &amp; analysis</p> <p><b>R</b>  Artistic skills and composition</p> <p><b>R</b>  More complex artistic techniques</p> <p><b>R</b>  Devising a convincing and effective outcome or series of outcomes from an independent starting point</p>	<p>To achieve the top grades students will need to be <b>highly creative and sophisticated</b> within their response to the chosen theme.</p> <p>They will need to demonstrate <b>high levels of development</b> and understanding of artistic skills.</p> <p>They will create <b>more artistic skills</b> which demonstrate <b>skill and aptitude</b></p> <p><b>They will develop a mature response that has clear and creative links to their research and ideas throughout</b></p>	<p><b>Use Unifrog to showcase art as a career, show videos of practicing artists and university courses to increase engagement and understanding of future career paths</b></p> <p><b>Trip/experience - gallery visit to be arranged pending students theme choices</b></p> <p><b>Local environment To locations for photo shoots to support observations in context, where applicable</b></p>	<p>Prior knowledge of GCSE exam process will allow students to understand the process and expectations of work load, creativity and independence.</p> <p>Prior artistic skills from GCSE and year 12 will support their development ideas</p> <p><b>Experience</b>  GCSE exam is 10 hours, 'A' Level exam is 15 hours.</p>	<p><b>SO</b> - They can see through the development of their project their own potential, regular assessment provides students with the understanding of their own strength and weaknesses encouraging them to reach their potential and beat target grades.</p> <p><b>C, SP</b> = Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are available to show their creativity. They reflect on those experiences by annotating and assessing their own work.</p>
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Assessment Objectives	0	Level 1				Level 2			Level 3			Level 4			Level 5			Level 6				
		Just	Adequate	Consistently		Just	Adequate	Consistently	Just	Adequate	Consistently	Just	Adequate	Consistently	Just	Adequate	Consistently	Just	Adequate	Consistently		
AO1: DEVELOP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	AO1 total mark
	No reward able evidence	<ul style="list-style-type: none"> <li>Ideas are simplistic with minimal reference to contextual or other sources, with evidence of unfocused investigation.</li> <li>Demonstrates simplistic analysis and critical understanding.</li> </ul>				<ul style="list-style-type: none"> <li>Ideas are developed with evidence of some links to contextual or other sources, with evidence of basic investigation.</li> <li>Demonstrates basic analysis and critical understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Ideas are developed with links to appropriate contextual or other sources, with some relevant and effective investigation.</li> <li>Demonstrates relevant and effective analysis and critical understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Ideas are well-developed, reflecting influences of relevant research of contextual and other sources, with evidence of focused and detailed investigation.</li> <li>Demonstrates detailed and informed analysis and critical understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Informed ideas are fully developed, with in-depth reflection of influences of contextual and other sources, with evidence of focused and insightful investigation.</li> <li>Demonstrates fully developed and insightful analysis and critical understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Informed ideas are fully and maturely developed, reflecting a sophisticated response to contextual and other sources, with evidence of mature and sustained investigation.</li> <li>Demonstrates sophisticated and sustained analysis and critical understanding.</li> </ul>				/20
AO2: EXPLORE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	AO2 total mark
	No reward able evidence	<ul style="list-style-type: none"> <li>Simple explorations with minimal ability to select resources, media, materials, techniques and processes.</li> <li>Minimal evidence of review and refinement of work as it develops.</li> </ul>				<ul style="list-style-type: none"> <li>Evidence of basic exploration and some ability to select resources, media, materials, techniques and processes.</li> <li>Review of work is evident as it develops with some refinement made.</li> </ul>			<ul style="list-style-type: none"> <li>Evidence of appropriate exploration and ability to select relevant resources, media, materials, techniques and processes.</li> <li>Review of work demonstrates effective refinement as work develops.</li> </ul>			<ul style="list-style-type: none"> <li>Detailed and informed exploration and selection of relevant resources, media, materials, techniques and processes.</li> <li>Detailed and informed review and refinement of work as it develops.</li> </ul>			<ul style="list-style-type: none"> <li>In-depth exploration and well-considered selection of relevant resources, media, materials, techniques and processes.</li> <li>Fully developed and insightful review and refinement of work as it develops.</li> </ul>			<ul style="list-style-type: none"> <li>Sophisticated and sustained exploration and mature selection of relevant resources, media, materials, techniques and processes.</li> <li>Sophisticated and sustained review and refinement of work as it develops.</li> </ul>				/20
AO3: RECORD	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	AO3 total mark
	No reward able evidence	<ul style="list-style-type: none"> <li>Simple recording of ideas showing minimal links to any deliberate intention.</li> <li>Simplistic ability to reflect critically on work and progress.</li> </ul>				<ul style="list-style-type: none"> <li>Basic recording of ideas, observations and insights relevant to intentions.</li> <li>Basic ability to reflect critically on work and progress.</li> </ul>			<ul style="list-style-type: none"> <li>Effective and appropriate recording of ideas, observations and insights relevant to intentions.</li> <li>Effective ability to reflect critically on work and progress.</li> </ul>			<ul style="list-style-type: none"> <li>Detailed and informed recording of ideas, observations and insights relevant to intentions.</li> <li>Purposeful ability to reflect critically on work and progress.</li> </ul>			<ul style="list-style-type: none"> <li>In-depth and well-considered recording of ideas, observations and insights relevant to intentions.</li> <li>Insightful ability to reflect critically on work and progress.</li> </ul>			<ul style="list-style-type: none"> <li>Sophisticated and mature recording of ideas, observations and insights to reflect intentions.</li> <li>Sophisticated ability to reflect critically on work and progress.</li> </ul>				/20
AO4: PRESENT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	AO4 total mark
	No reward able evidence	<ul style="list-style-type: none"> <li>A personal response with simplistic realisation of intentions.</li> <li>Connections between visual and other elements, where appropriate, are minimal and superficial.</li> </ul>				<ul style="list-style-type: none"> <li>A personal response with some meaning and a basic realisation of intentions.</li> <li>Connections between visual or other elements, where appropriate, are limited.</li> </ul>			<ul style="list-style-type: none"> <li>A personal and meaningful response with appropriate and realised links to intentions.</li> <li>Connections between visual and other elements, where appropriate, are effectively developed.</li> </ul>			<ul style="list-style-type: none"> <li>A personal and meaningful response with well-developed and purposeful links to intentions.</li> <li>Connections made between visual and other elements, where appropriate, are well-developed and purposeful.</li> </ul>			<ul style="list-style-type: none"> <li>A personal and meaningful response with fully developed and insightful realisation of intentions.</li> <li>Connections made between visual and other elements, where appropriate, are fully developed and insightful.</li> </ul>			<ul style="list-style-type: none"> <li>A personal and meaningful response showing sophisticated and mature realisation of intentions.</li> <li>Connections made between visual and other elements, where appropriate, are sophisticated and mature.</li> </ul>				/20
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