

ART & DESIGN

A LEVEL AQA SPECIFICATION

| | Outline |
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| September – October half term (Year 12) First Unit: Part One | <p>Introduction to the course and expectations. Booklets are provided outlining assessment objectives.</p> <p>Students will work in both an A-3 and A-4 sketchbook for both class work and homework, (different shapes and sizes of sketchbooks are available from the art shop, students can select the ones they believe most suit their first unit). Homework compliments and supports their chosen theme and is an essential time for independent enquiry. Sketchbooks are an integral part of the students' portfolio. They are vital to support class work so must be brought into all Art lessons.</p> <p>During this first unit students will produce an extended collection of work that exemplifies aspects of their developing knowledge, practical skills and critical and contextual understanding which will demonstrate their ability to sustain work from initial starting point to realisation.</p> <p>The first unit is usually based around natural forms, but students will be given a range of themes to choose from, or alternatively can pursue their own theme (to be agreed with the teachers). It is a practical unit with written elements where the students will develop a personal investigation and response to their theme. Many new media and materials will be introduced over this first term and a series of experimental workshops where the students work in groups to produce large scale pieces for the exhibition in June.</p> <p>During the first few weeks students will begin to research and create mood boards of images, ideas and artists on their theme and subject matter. Annotated. 2 – 4 pages.</p> <p>Observational drawings in a variety of media (pencil, graphite, pen, biro, inks, charcoal, bleach and ink, acrylic etc) closely at the formal elements: line, tone, pattern, texture etc.</p> <p>Take good quality photographs, considering carefully how images are composed. Print off a selection in both colour and black and white and print all photographs as thumbnails to annotate and describe decisions. Annotate.</p> <p>Critical studies (in depth) of selected and most appropriate artists. Content, form, process, mood. Making links to all work and keeping a log of all resources.</p> <p>and mixed media studies, inspired by their theme and artist inspiration.</p> |
| October – November (Year 12) Part Two | <p>After half term students will have found the direction, they will be following eg: painting, sculpture, illustration, textiles, fashion etc and will be beginning the process of developing of ideas towards an outcome/s.</p> <p>Homework will be set individually as by this point each student will be working on very different topics and with different styles, media and artists inspiration personal to their investigation.</p> <p>Regular individual reviews/ discussions will take place during lesson times to support this process, give guidance and set targets.</p> |
| November – February half term (Year 12) Part Three | <p>Students will be working on their final outcome/s: presenting a personal and meaningful response that realises intentions and where appropriate, makes connections between visual and other elements.</p> <p>Students will be working on their final pieces during class time and for homework: students will be completing any unfinished or unresolved work.</p> |
| February – April (Year 12) Begin Component One Personal Investigation: 60% of total grade | <p>Students will begin their practical investigation into an idea, concept or theme, which will be supported by written annotation throughout and a supporting essay of up to 3,000 words, which must have a detailed bibliography. Students are encouraged from the outset to start referencing all sources used.</p> <p>The focus/subject/theme of the investigation will be identified by the student and must lead to a finished outcome or series of related finished outcomes.</p> |

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| | <p>The investigation should be a coherent, in depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. Students must show clear development of ideas using appropriate media and processes and the investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>They should choose a subject that they are excited by and which has many opportunities for broad and meaningful explorations. All students will begin with research, mood boards, artist's research (critical studies), photography and drawing and then begin to experiment with media and materials as inspired by their artists and their theme. Students will be working in a variety of sketchbooks exploring and investigating their theme.</p> |
| <p>April – May (Year 12) Component one Practical work and starting the written essay.</p> | <p>Students will be working individually as they will be exploring different themes and media, which can vary from illustration, fine art (painting, sculptural forms), textiles, fashion, 3 D, etc. Each student will share their work with the rest of the group through group crits and conversations. Complete the first 500-word introduction to the essay.</p> <p>The essay must: Clarify the focus of the investigation. Demonstrate critical understanding of contextual and other sources. Substantiate decisions leading to the development and refinement of ideas. Record ideas, observations and insights relevant to intentions by reflecting critically on practical work making meaningful connections between visual, written and other elements.</p> |
| <p>May – July (Year 12)</p> | <p>Continue above.</p> |
| <p>September – November (Year 13) Practical work and essay</p> | <p>Students will be continuing to investigate their themes and media, experimenting, reviewing and refining ideas as their work develops and start to plan and design their final outcome/s.</p> <p>Continue to write their essays to support their practical work and critical analysis.</p> |
| <p>November – end of January: Final piece/s and essay completed.</p> | <p>Working on final pieces during class time.</p> <p>Homework: to complete any unfinished / unresolved sketchbook pages and loose work ready for mounting and assessment. To complete essay with conclusion, ensuring that the bibliography is detailed.</p> |
| <p>February – May (Year 13) Component Two: Externally Set Assignment 40% of total mark</p> <p>15 hour exam: Normally takes place in the first week of May over 3 consecutive school days.</p> | <p>In component two students will respond to a stimulus provided by the AQA to produce work which provides evidence of their ability to work independently within specific time restraints, developing a personal and meaningful response which addresses all of the assessment objectives and leads to a finished outcome or a series of related finished outcomes.</p> <p>The question paper normally consists of a choice of 8 questions to be used as starting points of which the students select one. Papers are provided on 1st February and given to students as soon as possible after this date.</p> <p>The preparatory period starts from 1st February where students follow the same process as their component one.</p> <p>Supervised time- 15 hours: Following the preparatory period, students must complete 15 hours of unaided, supervised time, when they will produce their final outcome/s informed by their preparatory work. This will take place over 3 days.</p> <p>Students must stop work on their preparatory work as soon as the exam starts, however they can refer to it during the exam, but it must not be added to or amended.</p> |
| <p>End of A level course.</p> | <p>There is no restriction on the scale of the work produced. Students should carefully select, organise and present their work for both components ensuring that they have provided evidence that meets the requirements of all four of the assessment objectives.</p> |
| | <p>The Assessment Objectives</p> <ul style="list-style-type: none"> ○ AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. ○ AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. ○ AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. |

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| | <ul style="list-style-type: none">○ AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. |
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