

Exam Board: Edexcel
Qualification: 9ad01/2
Assessment Information: 15-hour final exam, 10 % of overall mark & 25 % of component 2. Exam unit starts in January.

[Link to official specification](#)

Department Information:
Students will explore three different projects exploring a range of subject matters and the conceptual depth of their work. Students will look at both historical and contemporary artist and building up relevance to the world of today and their own creative direction. Students will also complete the personal study project as part of these two years where they will be expected to explore a theme/questions linking to Art, Craft & Design.

ACHIEVE in the curriculum:
Students will continuously refine their technical drawing skill through a range of base line and drawing workshops systematically planted throughout the two years.

Their medium exploration will encourage a collaborative environment due to the set-up of the classroom and resources. They will endure learning and responding to a new skill with a fresh medium.

Students will also take part in groups critiques and presentations, peer assessment and marking through the Edexcel mark scheme.

Curriculum Aims & Intent:
Provide an overview of the course content and its core aims and intent, what learners will know and understand at the end of the course etc.

Project 1: Human Boundaries
Students will explore a range of subject matters through both previously explored and new media. They will be taught how to write an in-depth artist analysis and how to respond to it, this will eventually lead on to the development towards a final outcome. The project is split into three mini projects exploring different subject matter, still-life, animals and portraiture.

Project 2: Personal Study Component
During this project students are expected to explore a question linking to Art & Design, they are expected to complete a 1000–3000-word essay along with practical work to help develop their understanding.

Project 3: Externally Set Assignment
Students are given a booklet where all pages will have checklists and layout, and tutorials to help build up their own personal theme. Students are given

Resources:
Provide links to all relevant websites, details of textbooks and all core reading materials (including ISBNs where possible)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>
<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>
www.tate.org.uk
<https://www.nationalgallery.org.uk/>
<https://www.saatchiart.com/>
<https://theartling.com/en/>
<https://www.npg.org.uk/>
<https://www.barbican.org.uk/whats-on/art-design>
<https://www.studentartguide.com/resources/best-art-teacher-blogs>

Assessment Objectives
AO1

challenge tasks to help adapt to their own skill set. There is a clear timeline given in this booklet where students are both aware of and expected to meet the deadline leading up to their 15 hour exam.

Projects have been structured to work towards full independence during the exam unit with a clear understanding of grading and assessment.

Develop ideas through investigations, demonstrating critical understanding of sources.

AO2

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

AO3

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

AO4

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

How we keep parents informed:

Year 12 - Progress reports are published 4 times per year, in October, January, March and July, with a face-to-face parents' evening in November.

How parents can help their child:

Get them drawing! We encourage parents to sit down with their children for an hour or two every weekend and draw! as well as it being a great activity that the whole family can join in, it helps students practice, refine and consolidate their skills being taught in school. Choose different subject matters so there is always challenge; landscape, portrait, still-life or even abstract/imaginative observations.

Challenge: Ask your child about the conceptual depth of their work. What did they draw? Why did they draw it? What does it mean? Does the subject matter they chose hold a deeper meaning?

Parents are also encouraged to allow students to explore relevant gallery visits to help expose them to the culture of the art world and relevant artists. Let us know if you go, we can build this into their books.

The booklets we will give out for Strange & Fantasy and Me, Myself & I are available online, ask us if you would like a copy. It's great way of keeping track of your child's work without too much hassle.

What we study and when: Project One – Human Boundaries					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
n/a	Summer Homework	Summer homework *Packs given to students in July*			
1	Human Boundaries Still life Critique & Intro	Critique & introduction to year 12 art & design. Assessment objectives and marking.	Present summer home learning in books.	Teacher feedback (WWW/EBI) and a working at grade on summer homework.	Art critique Presenting and articulating understanding about art.
1	Mind maps	Intro theme of Human Boundaries- Leave contents page. Spider diagram on overview of HB. Personalize for still life topic	Build in drawings linking to theme. Complete work set in lesson.		Conceptual depth of work?
1	Observational drawings	Observational drawings related to personal theme (teachers to assess external student capabilities and skill set- if necessary, add in workshops on missing skills- monochromatic media/colour theory	Complete an A3 observational response of outcomes. Set work according to progress	WWW/EBI self-assessment on the mark sheet using purple pen.	
1	Media Workshops	Exploring different media based on above. As Above Teacher feedback (WWW/EBI) and a working at grade.	Set work according to progress	Teacher feedback (WWW/EBI) and a working at grade.	
1	Artist Analysis Comparison	Artist analysis x2 (contemporary and historical FCPM format)	Set homework dependent on progress for artist analysis 1. Analysis 2 should be set as an independent learning task.	Teachers to SPAF artist analysis 1.	Researching artists of their choice
2	Idea Development	Idea development: Still life compositions (x3 split page into four)	Zoom in to a section and create an A5 response using fine liner mark making techniques. Complete and present for next lesson.		
2	Media Experimentation	Media experimentation/mock up Complete and present for next lesson.	Complete and present for next lesson.	WWW/EBI self-assessment on the mark sheet using purple pen.	
2	Final outcome & Evaluation	Final still life outcome and evaluation	Present all outstanding work.	Teacher feedback (WWW/EBI) and a working at grade.	Developing your own creative practice
2	Human Boundaries Animals Mind maps	HB: Topic of animals- spider diagram and mood board- personalize to specific area Build in drawings linking to theme.	Build in drawings linking to theme.		

		Create a mood board exploring current new stories linking to chosen theme. Complete and present for next lesson.	Create a mood board exploring current new stories linking to chosen theme. Complete and present for next lesson.		
3	Observational drawings	Observational drawings in different media Develop observations for home learning. Teacher feedback (WWW/EBI) and a working at grade.	Develop observations for home learning.	Teacher feedback (WWW/EBI) and a working at grade.	
3	Lino Printing	Lino prints- step-by-step and outcomes	Present outcomes for home learning.		Creative workshops
3	Clay Impressions	Clay impressions	Present outcomes for home learning.		Creative workshops
3	Mono-printing	Mono-printing step-by-step and outcome A3	Present outcomes for home learning.	Teacher feedback (WWW/EBI) and a working at grade.	Creative workshops
4	Oil Pastels	Oil pastel techniques page and outcome A3	Present outcomes for home learning.	WWW/EBI self-assessment on the mark sheet using purple pen.	Creative workshops
4	Artist analysis	2 artists analysis of their choice based on animals and personalized theme (SEMI)	Analyses should be set as an independent learning task.		Researching artists of their choice
4	Merging sheets	Merging sheet	Complete a merging sheet using 4 successful outcomes. Independent learning task – set 2 homework deadlines. 1 for outline and 2 for overall completion.	WWW/EBI self-assessment on the mark sheet using purple pen.	
5	Idea development	Idea development: media/compositions			
5	Outcome and evaluation	A2 outcome and evaluation	Complete all outstanding work for next lesson.	Teacher feedback (WWW/EBI) and a working at grade.	Developing your own creative practice
5	Human Boundaries Portraiture Mind Maps	HB: Portraiture-visual spider diagram on personalised theme	Build in drawings linking to theme. Create a mood board exploring current new stories linking to chosen theme. Complete work set in lesson.		
5	Proportion workshop	Proportions of face and skin tones/exploring facial features (eyes, nose, mouth) Challenge: mixed media	Present notes from lesson in book. This will be set a few times as there will be a range of workshops.	WWW/EBI self-assessment on the mark sheet using purple pen.	Creative workshops

5	Image transfer workshop	Image transfer experimentation with inspirational artists		Teacher feedback (WWW/EBI) and a working at grade.	Creative workshops
5	Timed drawings	Timed drawings of peers	Refine for home learning and annotate.		Creative workshops
6	Self-portrait and evaluation	Self-portrait & Evaluate	Refine for home learning and complete evaluation.		
6	Artist mood board & analysis	Page of potential artists and then choose one to analyse in depth and to inspire final outcome	Explore two different artists to develop/combine your outcome. Independant learning task. Set deadline.		Researching artists of their choice
6	Idea Development	Idea development linking to task above.			
6	Photoshoot	Photoshoot inspired by idea development/artist research.			
6	Outcome & Evaluation	Portrait outcome and evaluation.	Complete and refine all outstanding work.	Teacher feedback (WWW/EBI) and a working at grade.	Developing your own creative practice