

Exam Board:	<i>Edexcel</i>
Qualification:	<i>9ad01/2</i>
Assessment Information:	<i>15-hour final exam, 10 % of overall mark & 25 % of component 2. Exam unit starts in January.</i>
<u>Link to official specification</u>	

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 systemically 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:
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 challenge tasks to help adapt to their own skill set. There is a clear timeline

Resources:
<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
Develop ideas through investigations, demonstrating critical understanding of sources.

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.

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

How we keep parents informed:

Year 13 - Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.

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 Two – Personal Study Component					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	Essay	How The Work Is Assessed	Careers Links
1	Mind map & mood board	Personal study mind map of strengths and weaknesses Build in drawings linking to theme. Create a mood board exploring current new stories linking to chosen theme.		Tutorial given to all students	
1	Spider Diagram	Interest spider diagram - themes			
1	Observational drawings	Observational drawings			
1	Artist Mood-board	Mood board exploring artists and images linking to theme.			Researching artists of their choice
1	Gallery Visit	Gallery visit based around artists and visual reference to theme presented on a double page spread.			
1	Further Ideas for questions	A3 page exploring further ideas for questions.			
1	Statement of intent	Statement of intent		Teacher feedback (WWW/EBI) and a working at grade.	
1	Observational studies and photoshoot	Observational studies and photoshoots linking to question.	Students are to complete a wider research task exploring their question. This will then form the body of their introduction.	Feedback on introduction	
2	Semi Artist analysis and response	Complete the first semi artist analysis, ideas experimentation & response	Complete paragraph 1 on first artist	Feedback on paragraph 1 & practical work	Researching artists of their choice
2	Second semi artist analysis and response	Complete the second semi artist analysis, ideas experimentation & response	Complete paragraph 2 on second artist	Feedback on paragraph 2 & practical work	Researching artists of their choice
2	Idea development	Idea development:	Working into paragraph 3 – this is the comparison paragraphs		
2	Merging sheet	Merging sheet	Conclusion of essay and next steps for final response	Feedback on essay.	
2	Further relevant development	Further relevant development			
3	Media Experimentation	Media Experimentation		WWW/EBI self-assessment on the mark sheet using purple pen.	
3	Mock-up	Mock up piece			

3	Outcome & Evaluation	Outcome & Evaluation		Teacher feedback (WWW/EBI) and a working at grade.	Developing your own creative practice
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What we study and when: Project Three – Externally Set Assignment

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
3	Mind map	Produce general mind-map.			
3	Personalised Mind map	Produce personalised mind-map – within this, list objects that you can bring in for observational studies.	Complete mind maps and an artist mood board and a visual mood board		
3	Observational drawings	Work into a double page of observational drawings. Complete a photoshoot linking to your theme and an observational response to your observational page, complete with annotations.	Complete a continuous line drawing of a world event that links to your theme. A4.		
3	Media Observations	Further mx media observational studies depending on development. One to two pages. Clarify and condense your theme.	Create a photomontage depicting your interpretation of the theme and recreate as a tonal observation.		
3	Artist 1	Artist 1 - Complete form, process, content and mood theory for artist analysis, pastiche & photoshoot.	Choose a contrasting artists work who looks at a similar concept and recreate the piece. In your annotations write about the facts that you chose a contrasting artist who is conceptual similar and talk about the differences between the two. Complete/present a photoshoot linking to artist. If a photoshoot is not possible, create a photo montage using secondary sources.		Researching artists of their choice
3	Response	Complete response to analysis (development page if needed). Set for HW.			Developing your own creative practice
3	Artist 2	Artist 2 – Complete form, process, content and mood theory artist analysis, pastiche & photoshoot.	Choose a contrasting artists work who looks at a similar concept and recreate the piece. In your		Researching artists of their choice

			<p>annotations write about the facts that you chose a contrasting artist who is conceptual similar and talk about the differences between the two.</p> <p>Complete/present a photoshoot linking to artist. If a photoshoot is not possible, create a photo montage using secondary sources.</p>		
3	Response	Complete response to analysis (development page if needed).			Developing your own creative practice
4	Refine & Critique	Book polish & group crit.			
4	Merging Sheet	Start merging sheet			
4	Response	Create an A4/A3 response of your chosen merge which you will be taking forward. This should be completed with an evaluation on the double page you left blank.			Developing your own creative practice
4	Idea development	Idea development leading to final idea.			
4	Further idea development	Further Idea development leading to final idea. Photoshoots if needed.			
4	Media experimentation	Media experimentation			
5	Mock-up	Mock up & prep for the exam			
5	Exam	15 hour exam			
5	Refine and evaluation	<p>Refine & book polish lesson for component 1.</p> <p>Folder up all work for marking.</p>			Developing your own creative practice