

Subject Area: A-level Art, Craft and Design - Year 12

Curriculum Intent: The Art and design's A-level course is one of exploration and growth. Aspirations are at the centre Art and Design at Trinity Sixth form Academy, forging links with makers both local and national, in an educational context. A set of initial skills based workshops, intend to prompt students to begin to consider the breath of materials and processes and their potential. With a focus on observation, drawing skills are the heart of this course. Observing a range of subject matter, students will learn to adapt their skills based on scale and purpose. Students will paint, make, draw, design and manipulate, across a variety of media, exploring independent focuses from a range of starting points. The versatility promoted through challenge, will conclude in a range of exploration outcomes. This personal process will conclude in the form of a focused personal investigation. Taking an active role in independent research students will deepen their understanding of artists and designers, within the context of the timeline of Art history. Taking into account the interaction between social, historical and political roles students will consider the value of their own artistic investigation and its cultural setting. The course structure aims to foster a natural desire to independently resolve technique experimentation, embarking on a purposeful learning journey resolving in a personal creative solution. Informed by a range of contextual sources, students must consolidate their interest in a select few materials, employed to produce a personal and meaningful outcome. Their journey is a cohesive process, one which is reviewed and refined as students develop their on conclusions about Art and Design.

Dates	Content	Assessment	Rationale
Term 1 & 2	<p>FLORA AND FAUNA AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response</p> <p>ARCHITECTURE AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response</p>	<p>Individual feedback - targets discussed with all students in a one to one.</p> <p>Literacy support - full written feedback given on literacy elements such as research.</p> <p>Group Crit Sessions – sketchbook sharing sessions led by peers and tutor.</p> <p>Self-assessment – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>PC1 –AO1 Marks, progress and grade one to one discussions</p> <p>PC2 – AO1, AO2, AO3, AO4 Marks, progress and grade one to one discussions</p>	<p>Flora and fauna The flora and fauna project focuses on introducing students to a range of core techniques, materials and processes. Centred on drawing skills, students will log their observations of natural forms, practising their skills of observation, tone and texture in a range of mediums. With an emphasis on recording, students will learn how to photograph for drawing and collect artefacts for artistic study. Both traditional drawing methods and experimental skills will be explored such as mark marking. Students will engage with a range of artists and develop personal responses through the process of experimentation, reflection and refinement.</p> <p>Architecture The architecture project explores drawing of a very different subject matter; buildings. This gives students a firm grounding in the history of architectural styles, engaging with a range of cultures, histories, styles, politics, purposes and contexts. With an underpinning in accurate and textural; drawing techniques focused on the pencil, students will develop large scale paintings. Engaging with a range of Artists, students will explore experimental mixed media processes such as image transfer as well as producing large scale responses through expressive painting methods. Students will produce their own hand-made concertina books to present their findings, along with large scale response working in acrylic.</p> <p>PS/CV's: Considering the issues within society, students may take on issues of global importance. For example the impact on their images when recording their 'here and now'. Students draw on the work of practitioners both contemporary and historical, European and non-European. Students will investigate the cultural, political and historical significance of artists work within the timeline of art history.</p> <p>CEIAG: Dedicated presentation on roles in the creative industries and possible routes into Art and Design higher education courses.</p>
Term 3 and 4	<p>ILLUSTRATION PROJECT AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response</p>	<p>Individual feedback - targets discussed with all students in a one to one.</p> <p>Literacy support - full written feedback given on literacy elements such as research.</p> <p>Group Crit Sessions – sketchbook sharing sessions led by peers and tutor.</p> <p>Self-assessment – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>Group Crits</p> <p>PC3 – AO1 CEIAG: Engage with blogs on industry professionals and contemporary practitioners. Optional: Artist workshop visit & gallery visit</p> <p>PC4 AO1, AO2</p>	<p>Illustrate Me The Illustrate me project begins with meet the artist project where students get the opportunity to be highly personal, exploring illustration and Portraiture techniques. Engaging with a range of contemporary practitioners, this project will prepare students in how to communicate a range of visual narratives as well as develop their range of materials. Engaging with digital processes students will be introduced to how to draw on a range of style to produce their own drawings and experiments. Illustration processes will be examined from a range of digital and non-digital illustrative practises such as fashion illustration. Students will examine the role of line, colour and pattern as they develop their own outcomes, in response to their developments, experiments and refinements. Students will complete an 'everyday routines' diary in order to engage with consumerism and contemporary culture.</p>
Term 5 and 6	<p>KEY SKILLS WORKSHOPS – PHOTOSHOP AND CERAMICS A personal unit, responding to a range of Artists chosen by students themselves AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops</p> <p>PERSONAL INVESTIGATION A personal unit, responding to a range of Artists chosen by students themselves AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response</p>	<p>Individual feedback - targets discussed with all students in a one to one.</p> <p>Literacy support - full written feedback given on literacy elements such as research.</p> <p>Group Crit Sessions – sketchbook sharing sessions led by peers and tutor.</p> <p>Self-assessment – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>PC5 AO1, AO2, AO3, AO4</p> <p>PC6 AO1, AO2, AO3, AO4</p>	<p>Photoshop Workshop A two week project exploring Photoshop processes and techniques such as digital collage.</p> <p>Ceramics Workshop A two week project exploring core ceramics skills in response to a range of practitioners. Students will implement score and slip, pinch pot and slab building techniques.</p> <p>Personal Investigation Project Time is spent carefully considering the vast number of possible routes of investigation for students personal investigation. This independently selected investigation is student's choice of exploration with Art, Craft and Design. Students must select a topic, theme or issue to interrogate through their own independent exploration. Lessons provide a comprehensive revisit of materials in a workshop approach, supporting students To develop their own compositions and make progress in their designs Students conduct independent research into both contextual and non-contextual sources AO1, AO4 Students are supported to ensure their analytical skills become confident and highly developed; including image analysis, visual analysis and colour palette analysis. Students will complete a range of moodboard, mindmaps and present their findings in the form of a presentation. Students begin to record their initial ideas through photography and observational sketches.</p> <p>CEIAG: Open trip to ManMet degree shows during June 2022 to promote creative routes in higher education</p>

Subject Area: A-level Art and Design - Year 13

Curriculum Intent: The Art and design's A-level course is one of exploration and growth. Aspirations are at the centre Art and Design at Trinity Sixth form Academy, forging links with makers both local and national, in an educational context. A set of initial skills based workshops, intend to prompt students to begin to consider the breath of materials and processes and their potential. With a focus on observation, drawing skills are the heart of this course. Observing a range of subject matter, students will learn to adapt their skills based on scale and purpose. Students will paint, make, draw, design and manipulate, across a variety of media, exploring independent focuses from a range of starting points. The versatility promoted through challenge, will conclude in a range of exploration outcomes. This personal process will conclude in the form of a focused personal investigation. Taking an active role in independent research students will deepen their understanding of artists and designers, within the context of the timeline of Art history. Taking into account the interaction between social, historical and political roles students will consider the value of their own artistic investigation and its cultural setting. The course structure aims to foster a natural desire to independently resolve technique experimentation, embarking on a purposeful learning journey resolving in a personal creative solution. Informed by a range of contextual sources, students must consolidate their interest in a select few materials, employed to produce a personal and meaningful outcome. Their journey is a cohesive process, one which is reviewed and refined as students develop their conclusions about Art and Design.

Dates	Content	Assessment	Rationale
Term 1 and 2	<p>COMPONENT 1 continued (60% WEIGHTING) Equally weighted across 4 assessment objectives (AO1 – AO4 24 marks in each band) Personal Investigation</p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Drawings, photos and observations</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p>	<p>Individual feedback - targets discussed with all students in a one to one.</p> <p>Literacy support - full written feedback given on literacy elements such as research.</p> <p>Group Crit Sessions – sketchbook sharing sessions led by peers and tutor.</p> <p>Self-assessment – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>PC1 –AO1 Marks, progress and grade one to one discussions</p> <p>PC2 – AO1, AO2, AO3, AO4 Marks, progress and grade one to one discussions</p>	<p>Lessons are led on a workshop basis, continuing to explore processes such as printmaking and drawing techniques such as mark making. Composition and observation are at the centre of students final steps in their drawings, paintings and mixed media outcomes. Specialist processes and materials are supported from plaster casting to embroidery.</p> <p>Students select a clear focus for their investigation. This self-directed personal study is a thorough, sustained and coherent investigation of a topic or theme of their own choosing. Students must become confident and highly development in their ability to communicate their mastery of all assessment objectives, which are interdependent of each other. AO1, AO2, AO3 and AO4. Students begin their project with a range of initial investigations into their chosen field of focus. Selecting appropriate practitioners' students must explore both contextual and non-contextual inspirations, being critically analytic of their processes. Students must select appropriate techniques, materials and processes, relevant to their topic and investigation. Both experiments and observations are at the core of their practise. Focusing on key findings of their research students begin by drawing and observing appropriate subject matter in response. Students will need to select appropriate techniques in response to their topic and research. Students' developments and investigations will be informed by a critical examination of the wider context of their investigation considering the social, political and historical implications of their project. Students must continue to review and refine their work, recording work in sketchbooks and reflect on their work, evaluating it as they make progress. Students work should be personal and meaningful, resolving their creative endeavours through a range of outcomes.</p> <p>PS/CV's: Considering the issues within society, students may take on issues of global importance. For example the impact on their images when recording their 'here and now'. Students draw on the work of practitioners both contemporary and historical, European and non-European. Students will investigate the cultural, political and historical significance of artists work within the timeline of art history.</p>
Term 3 and 4	<p>EXTERNALLY SET ASSIGNMENT (40% WEIGHTING) Students select a theme from the topics set by AQA, responding to their choice of topic in response.</p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Drawings, photos and observations</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p>	<p>Individual feedback - targets discussed with all students in a one to one.</p> <p>Literacy support - full written feedback given on literacy elements such as research.</p> <p>Group Crit Sessions – sketchbook sharing sessions led by peers and tutor.</p> <p>Self-assessment – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>PC3 – AO1 Marks and progress one to one discussions</p> <p>PC4 AO1, AO2 Marks and progress one to one discussions</p>	<p>Students select one of the externally set themes. This self-directed study is a thorough, sustained and coherent investigation of a topic or theme of their own choosing. Students must become confident and highly development in their ability to communicate their mastery of all assessment objectives, which are interdependent of each other. AO1, AO2, AO3 and AO4. Students begin their project with a range of initial investigations into their chosen field of focus. Selecting appropriate practitioners' students must explore both contextual and non-contextual inspirations, being critically analytic of their processes. Students must select appropriate techniques, materials and processes, relevant to their topic and investigation. Both experiments and observations are at the core of their practise. Focusing on key findings of their research students begin by drawing and observing appropriate subject matter in response. Students will need to select appropriate techniques in response to their topic and research. Students' developments and investigations will be informed by a critical examination of the wider context of their investigation considering the social, political and historical implications of their project. Students must continue to review and refine their work, recording work in sketchbooks and reflect on their work, evaluating it as they make progress. Students work should be personal and meaningful, resolving their creative endeavours through a range of outcomes.</p>
Term 5 and 6	<p>EXTERNALLY SET ASSIGNMENT (40% WEIGHTING)</p> <p>A personal unit, responding to a range of Artists chosen by students themselves</p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Drawings, photos and observations</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p> <p>15 HOUR CONTROLLED ASSIGNMENT – FINAL OUTCOMES</p>	<p>Individual feedback - targets discussed with all students in a one to one.</p> <p>Literacy support - full written feedback given on literacy elements such as research.</p> <p>Group Crit Sessions – sketchbook sharing sessions led by peers and tutor.</p> <p>Self-assessment – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>PC5 AO1, AO2, AO3, AO4 Marks and progress one to one discussions</p> <p>PC6 AO1, AO2, AO3, AO4</p>	<p>Students conclude their investigation in the formal of a final outcome. This can be a stand alone piece of work or a series which forms a creative resolution to their explorations, experiments and investigations. As a response to their critical and analytical findings, students should present a personal and self-devised through their previous creative experiments. It may be a sculpture, animation, a book or set of prints.</p> <p>This is completed, unaided, and under exam conditions during the 15 hours controlled time.</p> <p>Component 1 has a weighting of 60% of their final grade and the other 40% comes from the separate assessment of their externally set assignment (including a controlled exam of 15 hours). Students final grades are determined by AQA on submission and all marks are moderated internally, as well as standardised every year by AQA.</p> <p>CEIAG: Explicit links made with the purpose of imagery for example in Advertising and Graphic Design, exploring roles in these areas (Careers). Sociological, cultural and historical context is often essential when unpicking the work of practitioners. Regular links made with both film and television. Subjects such as feminism, gender and consumerism openly tackled through class debate as and when raised.</p>

