

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</p> <p>PC4 AO1, AO2</p> <p>CEIAG: Engage with blogs on industry professionals and contemporary practitioners. Optional: Artist workshop visit & gallery visit</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>