Art and Design Curriculum Unit Overview KS5

Specification: A Level Art, Craft and Design Exam board: Eduqas

The Eduqas A level in Art and Design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification provides students with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, closing in greater specialism and achievement. The specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. The programme of study is designed to extend experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike. There are two components to the A Level course; the personal investigation (60% marks) and the externally set task (40% marks).

To prepare students for the challenge of the Personal Investigation they undertake a foundation term in order to improve and extend skills gained at GCSE, they are introduced to new methods of artistic expression making use of a variety of techniques and processes including drawing, painting, mixed media, digital work, printmaking, ceramics and sculpture.

The Personal Investigation consists of two integrated constituent parts: 1. a major in-depth critical, practical, and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance; 2. an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology. Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Students are required to select, evaluate and present their work for assessment. The focus of the Personal Investigation is determined by the individual student and teacher.

The Externally Set Assignment begins in the second year of the course and consists of a series of visual and written stimuli set by Eduqas. Students select one of the stimuli and use it as a starting point from which to elicit a personal response. Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15-hour exam period in the second half of the summer term.

Y12 students undertake a foundation term in order to build on and extend skills gained at GCSE, they are introduced to new methods of artistic expression making use of a variety of techniques and processes including drawing, painting, mixed media, digital work, printmaking and 3D media such as clay. They will have the ability this year to complete a mini project which fulfills all the assessment criteria in order to build their self-confidence and develop on skills before starting component 1.

YEAR 12	**Autumn Term** **Mini Foundation**	**Spring Term 1** **Contextual research**	**Spring Term 2** **Personal Investigation**	**Summer Term** **Personal Investigation**
	Project Overview: Students will use this time to make the most out of experimenting with a wide range and variety of media. As well as being challenged to draw on larger sized scale to be able to show detail and express themselves more easily. Students will be given a themed project and will work through a range of different media exploring existing skills and improving them as well as learning new skills and new media. Throughout this unit students will develop a catalogue of experiments and critical studies that they can refer to. Finishing in a 2D and 3D final piece Alongside this project work students will also be tasked with developing their Art History knowledge, given key questions and imagery to investigate and debate.	Project Overview: Students will need to come up with their own starting point. This can be an issue, idea, concept or theme. They will need to try and encompass this idea into a working title. Once a working title or question has been created, students will start to think about what research, experiment, artists they wish to look at and into. Think about the direction of the concept.	Project Overview: Students will begin experimenting and developing ideas based on the research completed so far in the previous half term. This is a time for the students to be innovative and experimental and trial a wide variety of ideas and techniques, to fully explore their concept in detail allowing them to choose relevant ideas to move forward and analysing others and why they will not. The teacher is there to advise and guide and discuss ideas and direction, but students need to be taking the lead and developing confidence on speaking about their ideas and processes, so they are able to clearly explain the project – the direction and ideas trying to be conveyed through both visual and analytical means.	
	What knowledge, understanding and skills will we gain? • Drawing skills • Media and experimentation • Idea development • Working on a larger scale. • Analytical skills • Presentation and relevancy	• Research • Analytical skills • Idea formation • Planning • Relevancy	• Drawing skills • Media and experimentation • Idea development • Analytical skills • Presentation and relevancy	
	Evaluation and assessment methods Prior Learning: Builds on knowledge and skills developed during KS4. By going into skills learnt in more detail and emphasising the importance of experimentation and relinquishing control and seeing where an idea takes you. To better understand how to use subject specific vocabulary in a more effective manner when analysing artists work. Future Learning: Leads into their next project by building on their skills, knowledge and understanding of how to work independently and use a starting point effectively to undertake independent research and developments to create an effective outcome with new and old media.		Prior Learning: This unit builds on knowledge and skills developed so far. By going into skills learnt in more detail and emphasising the importance of experimentation and relinquishing control and seeing where an idea takes you. To better understand how to use subject specific vocabulary in a more effective manner when analysing artists work. Future Learning: This will lead into their next project by building on their skills, knowledge and understanding of how to work	

		independently and use a starting point effectively to undertake independent research and developments to create an effective outcome with new and old media. As they begin to research ideas for their own personal investigation.
	<u>Implementation</u> Assessment will take place in forms of self, peer and teacher, including written, verbal and formative. Teacher assessment will be more in-depth and challenging students to constantly think about their work and develop different ways they can improve. By giving individual comments and targets all students will consistently know how they are doing and what is needed to improve and push their work to the next level. A lot of verbal comments and advice are given to all students throughout lessons as well as the written feedback. All students will be expected to respond to their feedback and complete targets like at KS4 when given feedforward tasks to do. Alongside this both Self and Peer assessment will also take place as in KS4 as this is a useful tool to continue developing student's ability to analyse work and be able to give constructive advice and information on how work can be improved. <u>What additional resources are available?</u> https://creativejourneyuk.com/ **https://www.bbc.co.uk/bitesize/groups/c44r0vv1xe4t** Exam board website: https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rlid=1566 BBC Bitesize guidance: https://www.bbc.co.uk/bitesize/subjects/zhfb87h Past paper examples: https://www.eduqas.co.uk/qualifications/art-and-design-asa-level/#tab_pastpapers	

	Autumn Term **Personal Investigation**	**Spring Term** **Exam Project**

YEAR	Project Overview: Students will be continuing their project. At this point they should be formulating ideas and planning for outcomes. Should be aiming to complete 2 different outcomes for this project. Aiming to work in an A1 format for one outcome. Thinking about 2D or 3D pieces, hand drawn or digital. Could include an installation of smaller pieces. The teacher is there to advise and guide and discuss ideas and direction, but students need to be taking the lead.	Project Overview: Students will firstly complete between 1,000-3,000-word essay that uses analytical detail to explain their project and outcome. From February Externally set Assignment (ESA)- Students will choose a title from a range outlined by the exam board. Students again will be given independence for this project and will be directing their own unit of study and what they wish to explore from their chosen starting point. The teacher will guide and help students develop ideas through discussion of ideas and processes. They will create a sketchbook of research and experimentation culminating in a final piece that is created within a fixed sustained period of 15 hour exam (off timetable days). The Art A level course will end by April, once all paper work is completed.

<table>
<tr><td rowspan="3">13</td><td>What knowledge, understanding and skills will we gain?
• Drawing skills
• Media and experimentation
• Idea development
• Working on a larger scale.
• Analytical skills
• Presentation and relevancy</td><td>
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<tr><td>Evaluation and assessment methods
Prior Learning:
This unit builds on knowledge and skills developed so far. By going into skills learnt in more detail and emphasising the importance of experimentation and relinquishing control and seeing where an idea takes you.
To better understand how to use subject specific vocabulary in a more effective manner when analysing artists work.

Future Learning:
This will lead into their next project by building on their skills, knowledge and understanding of how to work independently and use a starting point effectively to undertake independent research and developments to create an effective outcome with new and old media. As they begin to research ideas for their own personal investigation.</td><td>Prior Learning:
Builds on skills and ability to experiment with a range of different media gaining confidence and showing that they are able to work in a multiple of ways before deciding the chosen media.
Will have learnt how to analyse an artist in-depth and create a personal response to this research.

Future Learning:
By giving the students more independence, it will allow them to learn how they can structure they own ideas to make a coherent project and ensure that they are showing a variety of skills and ideas. This can be used for future study in higher education.</td></tr>
<tr><td colspan="2">Implementation
Assessment will take place in forms of self, peer and teacher, including written, verbal and formative.
Teacher assessment will be more in-depth and challenging students to constantly think about their work and develop different ways they can improve. By giving individual comments and targets all students will consistently know how they are doing and what is needed to improve and push their work to the next level.
A lot of verbal comments and advice are given to all students throughout lessons as well as the written feedback. All students will be expected to respond to their feedback and complete targets like at KS4 when given feedforward tasks to do.
Alongside this both Self and Peer assessment will also take place as in KS4 as this is a useful tool to continue developing student’s ability to analyse work and be able to give constructive advice and information on how work can be improved.

What additional resources are available?
https://creativejourneyuk.com/

https://www.bbc.co.uk/bitesize/groups/c44r0vv1xe4t</td></tr>
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	Exam board website: https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rlid=1566 BBC Bitesize guidance: https://www.bbc.co.uk/bitesize/subjects/zhfb87h Past paper examples: https://www.eduqas.co.uk/qualifications/art-and-design-asa-level/#tab_pastpapers