

KS5 – A LEVEL ART – FINE ART - CURRICULUM OVERVIEW



YEAR 12 - Component 1 – Coursework Portfolio

Theme 1: Portraiture & The Figure

Autumn Term

- Development of Drawing skills – exploring formal elements
- Developing painting skills – exploring techniques
- Investigating artists – Expressive Portraits
- Planning and preparation for Final portrait outcomes
- Life Drawing Classes

Spring Term

Development and completion of Portrait painting outcome

Theme 2: Mixed Media/Inner Self

Exploration and Investigations into ...

Cubism/Schwitters/Dada/Surrealism/Rauchenberg/Contemporary mixed media artists [Altered Books/Art in Boxes/Assemblage Art/Art in Jars].

- Development of mixed media and 3D outcomes inspired by investigations

Summer Term

Completion of Mixed media and 3D outcomes

Theme 3:

TRANSITIONS PROJECT - Personal Investigations & Workshops relating to a broad range of thought provoking 'prompts'. Aim: To explore themes for personal Investigation project in Yr 13.
EXHIBITION OF OUTCOMES AT THE BRIDPORT ARTS CENTRE - JUNE

YEAR 13 – Component 1 – Coursework Portfolio – Personal Theme/Investigation & Component 2 – Externally Set Assignment

Autumn Term

- Critique of Transitions project and 1:1 tutorials with art teachers to establish personal Theme for students' personal investigation eg: Expressive Landscape/The Figure in the Landscape/Feminist Art Etc)
- Focussed research relating to artists and theme.

Development of work (in and outside of the sketchbook relating to theme. Aim: Building portfolio of work which relates to all of the assessment objectives.

- Completion of essay relating to theme (drafts to be submitted).
Essay should be at least 1,000 words (12% of final grade).

Spring Term

Completion and Development of practical outcomes relating to theme.

Component 2 – Controlled Assignment paper (starting point)

presented to student – Students working on preparation/Sketchbook work relating to the exam paper title. Generation of work which relates to the assessment objectives.

Summer Term

15 Hour practical exam – 3 DAYS IN ART DEPARTMENT to produce outcomes.

June –Standardization/Moderation of work and exhibition at the B.A.C



Edexcel – A level Art specification – link below

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Art%20and%20Design/2015/specification-and-sample-assessment-materials/GCE-A-level-Art-and-Design-specification-Issue-4.pdf>

Advanced level Assessment Objectives – marking criteria.

Useful Grades Boundaries - Taxonomy

Exceptional Ability	inspired, surprising, unique, authoritative, genuine discovery, adventurous, accepting of the unexpected, challenging, fully informed, questioning, dexterous, erudite, highly intuitive, daring, insightful and comprehensive exploration of contextual references, ideas synthesised into highly sophisticated realisations, goes beyond aims to produce surprising realisations, control over the formal elements demonstrate fluent sensitivity and understanding
Confident and assured	independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, comprehensive control over the formal elements, contextual references shows some personal insight, fully realises all aims and objectives
Competent and Consistent	diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims,
Emerging Competent	predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding
Basic Ability	straightforward, deliberate, just adequate, methodical, superficial, unrefined, crude visual language, simplistic reflection, plays safe, unresolved, contextual references explored but lack relevance, defines aims with some understanding, developing control over the formal elements
Limited Ability	partial, inconsistent, literal, elementary, minimal, rushed, sporadic, naive, little creative intent, disjointed, pedestrian, credible, lacks control over the formal elements, vague aims

	0	Level 1 Limited ability			Level 2 Basic ability			Level 3 Emerging competent ability			Level 4 Competent and consistent ability			Level 5 Confident and assured ability			Level 6 Exceptional ability		
Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	No rewardable material	Development of ideas shows limited ability Sustained and focused investigations show limited ability, partially informed by contextual and other sources Limited ability in analytical and critical understanding			Development of ideas shows basic ability Sustained and focused investigations are basic, partially informed by contextual and other sources Basic analytical and critical understanding			Development of ideas shows emerging competence in ability Sustained and focused investigations show emerging competence informed by contextual and other sources Emerging competence in analytical and critical understanding			Development of ideas shows competent and consistent ability Sustained and focused investigations are competent and consistent, informed by contextual and other sources Competent and consistent analytical and critical understanding			Development of ideas shows confident and assured ability Sustained and focused investigations are confident and assured, thoroughly informed by contextual and other sources Confident and assured analytical and critical understanding			Development of ideas shows exceptional ability Sustained and focused investigations are exceptional, thoroughly informed by contextual and other sources Exceptional analytical and critical understanding		
Assessment Objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	No rewardable material	Limited ability to explore and select appropriate to intentions Limited ability to review and refine ideas as work develops			Basic ability to explore and select appropriate to intentions Basic ability to review and refine ideas as work develops			Emerging competence in ability to explore and select appropriate to intentions Emerging competence in ability to review and refine ideas as work develops			Competent and consistent ability to explore and select appropriate to intentions Competent and consistent ability to review and refine ideas as work develops			Confident and assured ability to explore and select appropriate to intentions Confident and assured ability to review and refine ideas as work develops			Exceptional ability to explore and select appropriate to intentions Exceptional ability to review and refine ideas as work develops		

	0	Level 1 Limited ability			Level 2 Basic ability			Level 3 Emerging competent ability			Level 4 Competent and consistent ability			Level 5 Confident and assured ability			Level 6 Exceptional ability		
Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Assessment Objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	No rewardable material	Ability to record is limited and partially relevant to intentions Limited ability to reflect critically on work and progress			Ability to record is basic and partially relevant to intentions Basic ability to reflect critically on work and progress			Ability to record shows emerging competence and relevance to intentions Emerging competence in ability to reflect critically on work and progress			Ability to record is competent and consistent, and relevant to intentions Competent and consistent ability to reflect critically on work and progress			Ability to record is confident and assured, and relevant to intentions Confident and assured ability to reflect critically on work and progress			Ability to record is exceptional and relevant to intentions Exceptional ability to reflect critically on work and progress		
Assessment Objective 4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	No rewardable material	Limited ability to present a personal and meaningful response Limited ability to realise intentions and make connections where appropriate			Basic ability to present a personal and meaningful response Basic ability to realise intentions and make connections where appropriate			Emerging competence in ability to present a personal and meaningful response Emerging competence in ability to realise intentions and make connections where appropriate			Competent and consistent ability to present a personal and meaningful response Competent and consistent ability to realise intentions and make connections where appropriate			Confident and assured ability to present a personal and meaningful response Confident and assured ability to realise intentions and make connections where appropriate			Exceptional ability to present a personal and meaningful response Exceptional ability to realise intentions and make connections where appropriate		