

Tarporley Sixth Form College

Art & Design A Level

Programme of Study



Exam Board: Eduqas

60% Coursework

40% Exam

(Preparatory work begins from 1st February and concludes with a 15-hour sustained practical exam)

NAME:

TARGET
GRADE

ASPIRATIONAL
GRADE

The 'Helicopter overview' of Art & Design Level

Component 1 – Personal Investigation (60% of qualification/120marks)

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.

The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.

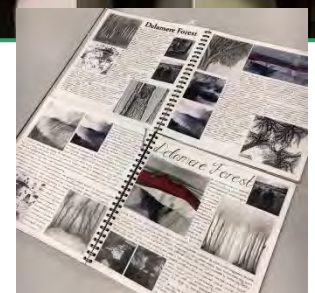
No time limit: duration to be determined by the centre.

Component 2 – External Assignment (40% of qualification/80marks)

The Externally Set Assignment consists of two parts:

1. Preparatory study period. The externally set assignment materials consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period. One of the stimuli is to be selected by the learner and used 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 hours sustained focus study.
2. 15 hour period of sustained focus work. The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s. The period of sustained focus work must be completed under supervised conditions.

The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.



Your Assessment Objectives

A01 Contextual Understanding	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
A02 Creative Making	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
A03 Reflective Recording	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
A04 Personal Presentation	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

As part of their studies for Art, Craft and Design learners are encouraged to consider the following:

A01

- Development of ideas that are informed by investigative contextual study of historical and contemporary art, craft and design and other sources relevant to the selected area of study.
- Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions.
- Analytical skill and critical and contextual understanding in appraising, comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in formative and summative evaluation of personal outcomes.

A02

- Selection of, and purposeful experimentation with, a sufficient and appropriate breadth of media and processes, mixed media and combinations of media, exercising suitable control of these to maximise creative potential, showing evidence of appropriate depth and breadth of study.
- Exploration of stimulating resources and rich visual and tactile sources to initiate and develop innovative ideas, with due regard to relevant formal elements, particularly composition. Clear relationships should be established between working methods and outcomes. Each significant step in the creative process should be documented, with due regard given to the penultimate stage of development so that final outcomes do not suddenly appear.
- Discrimination shown in reviewing and refining ideas as work progresses. Skilful control exercised in attending to detail, such as re-constructing parts of three dimensional craft pieces, to produce well resolved outcomes of quality.

A03

- Gathering, selecting, organising and communicating relevant information in undertaking research into visual and other sources of reference, showing personal interests and judgements. Due attention given to selecting appropriate sources of enquiry and rigorously analysing these to extract informative detail.

- Recording, by drawing and other suitable means, such as colour, tonal and textural notes, photographs and annotation in sketchbooks and on study sheets, ideas, observations and insights that are in line with personal intentions
- Critical reflection on progression of work in order to effectively review what has been learned, acquire deeper understanding and clarify purposes and meanings. Where appropriate, learning could be transferred to new contexts, such as adapting an expressive, abstract painted response to cross sections of fruit in order to develop graphic designs for new, locally-produced fruit yoghurts.

AO4

- Presentation of truly personal, imaginative final outcomes that, together with selective evidence of the processes by which they were produced, effectively realise stated intentions
- Explicit connections made, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well informed and in an order which can be easily followed.
- Consideration of different presentational formats and selection of the most appropriate of these for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience, such as a display of an art, a craft and a design outcome developed from a common theme, accompanied by a screen-based programme of visuals and text.

Your Key Areas covered



Every year in order to keep ideas fresh and to respond to the different nature of our art cohort projects are likely to change. Therefore one year we may be doing mathematically based architectural drawings and the next year expressive landscape drawing.

Our aim is to provide you with the opportunity to explore different ideas, materials and processes which will give you the confidence to develop your own personal investigation in year 13.

Course Structure

Autumn Term

- Introduction to A-Level Art & Design; exploring presentation, developing research skills and refining drawing skills.
- Drawing/Mixed Media and/or Painting project of a chosen theme developed through sketchbook working simultaneously alongside ambitious final outcome.
- Contextual studies trip to Liverpool; visiting museums, galleries and refining recording skills. (Covid permitting)
- Art history lectures once per fortnight (Critical Studies)

October Half Term

- Residential trip to Conway centre working with practising artists. (Covid permitting)
FORMAL ASSESSMENT OF PROJECT 1 APPROXIMATELY END OF NOVEMBER/DECEMBER
- Deep dive historical and cultural portrait project developed through sketch book working simultaneously alongside final outcome/s.

Christmas Holidays

Spring Term

- Deep dive historical and cultural portrait project, developing drawing skills and contextual knowledge, developed through sketchbook working simultaneously alongside final outcome.

February Half Term

FORMAL ASSESSMENT OF PROJECT 2 APPROXIMATELY END OF MARCH

- Young artists in Tuscany Italy applications.
- Launch of Year 13 Personal Investigation.

Easter Holidays

Summer Term

- Young artist in Tuscany Italy interviews.
- Development of Year 13 personal investigation

May Half Term

- Development of Year 13 personal investigation
- Year 12 Mock Examination (Length of time to be communicated based on timetabling; usually 10 hours).

Autumn Term

- Review of Personal Investigation project.
- Consolidation of contextual research, both artists and other influences.
- Contextual studies trip to UK city; visiting museums, galleries and refining recording skills. (Covid permitting)

October Half Term (Young Artists in Tuscany Tour)

- Experimentation with materials, refining ideas.
- FORMAL ASSESSMENT OF PERSONAL INVESTIGATION THROUGH MOCK EXAMINATION, 15 HOUR SUSTAINED PERIOD (NOVEMBER)
- Second developed outcome production.
- Introduction of written assignment (1000-3000 words)

Christmas Holidays

Spring Term

- Completion of written assignment.
- Final refinement of coursework module – completion date end of January.
- Launch of external exam assignment from 1st February.

February Half Term

- Development of preparatory work for external exam assignment.

Easter Holidays

Summer Term

FORMAL EXAMINATION, 15 HOUR SUSTAINED PERIOD (APRIL)

May Half Term

- Putting up of end of Year exhibition.

Top Study Tips

Follow us: @Tarporleyarts (Twitter/Instagram)

Regular images uploaded of excellent practice. On twitter retweets of some of the best contemporary approaches to art that can influence your work and set you apart in the moderation assessment process.

Open Studios

Sixth formers have access to their own studio space which can be accessed at any time. Similarly if staff teaching rooms are free, use the space to get additional support during study sessions.

Galleries

Get yourself to as many galleries, museums and exhibitions as possible and document this in your sketchbook. Examiners love it if you demonstrate independence and an engagement with art outside of the confines of school. Little studies and personal reflections go a long way!

Independence, independence, independence!!

It's all about maturity and a positive mind set. If you have completed work, seek out what to do next. If it's difficult and your work isn't going in the direction you hoped, don't despair, it's meant to be hard and some of the best work grows from adversity.

Respond to tutorial targets

Tutorials are there to help you address gaps and hit the highest marks – if you don't address them you are throwing marks away!

Push the boundaries

Try new materials and process as often as you can and document this in your sketchbook, can you make links by finding other artists who work in this way?

Weekly self-check

Due to the fluid nature of the Art course, it is all too easy to procrastinate. Set yourself goals for the week and review – how much have you achieved? Having these mature conversations with yourself are key.