



# Art A Level

## Curriculum Intent

The Art Department seeks to develop students' visual language and hone the skills needed to make them confident and knowledgeable practitioners. They will understand the creative process and develop the skills and knowledge needed to produce art. They will have experience in working in a range of media and using a range of techniques. By the end of the key stage they should possess the skills and understanding needed to study art at GCSE.

## "Creativity Takes Courage" Henri Matisse

### Students will learn:-

#### Component 1:

#### Personal Investigation

Students will develop personal ideas from a given theme that will enable them to create a number of final pieces. By the end of the course students should have evidence to show that they have covered all four assessment objectives, listed below, in equal measure.

#### Students will produce a written personal study

The personal study will consist of a critical and analytical written piece of a minimum 1000 words continuous prose, making links to the student's own practical investigations, supported by contextual research. The personal study comprises 12% of the final qualification.

Through the personal study, students will demonstrate understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.



### Wider Reading/ Home Learning

### Knowledge, understanding & Skills

- record experiences and observations in a variety of ways using drawing or other
- appropriate visual forms; undertake research; gather, select and organise visual
- and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and
- artefacts; make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend
- thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and
- techniques
- apply knowledge and understanding in making images and artefacts; review and
- modify work; plan and develop ideas in the light of their own and others evaluations
- organise, select and communicate ideas, solutions and responses, and present
- them in a range of visual, tactile and/or sensory forms.
- Students will understand how ideas generate starting points for art and design practice and
- form an integral part of the creative process
- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas
- develop their visual language to communicate ideas
- demonstrate skilful use of the formal elements, including line, tone, colour,
- shape, pattern, texture, form and structure
- record evidence of their progress, in an on-going critical and analytical review
- respond to a theme, stimulus or ideas
- make connections between their investigations and creative intentions
  - realise intentions
  - produce and present outcome(s).



## Component 2:

### Externally Set Assignment

From February of U6th students will prepare for their externally set assignment. They will then undertake a 15 hour exam.

- The preparatory studies will comprise a portfolio of practical and written
- development work based on the Externally Set Assignment.
- During the 15-hour exam students will produce final outcome(s) extending from their preparatory studies
- in response to the Externally Set Assignment.
- The Externally Set Assignment is released on 1 February and contains a theme
- and suggested starting points.
- Students have from 1 February until the commencement of the final 15-hour exam to develop preparatory studies.

## International Opportunities

### Visits Programmes

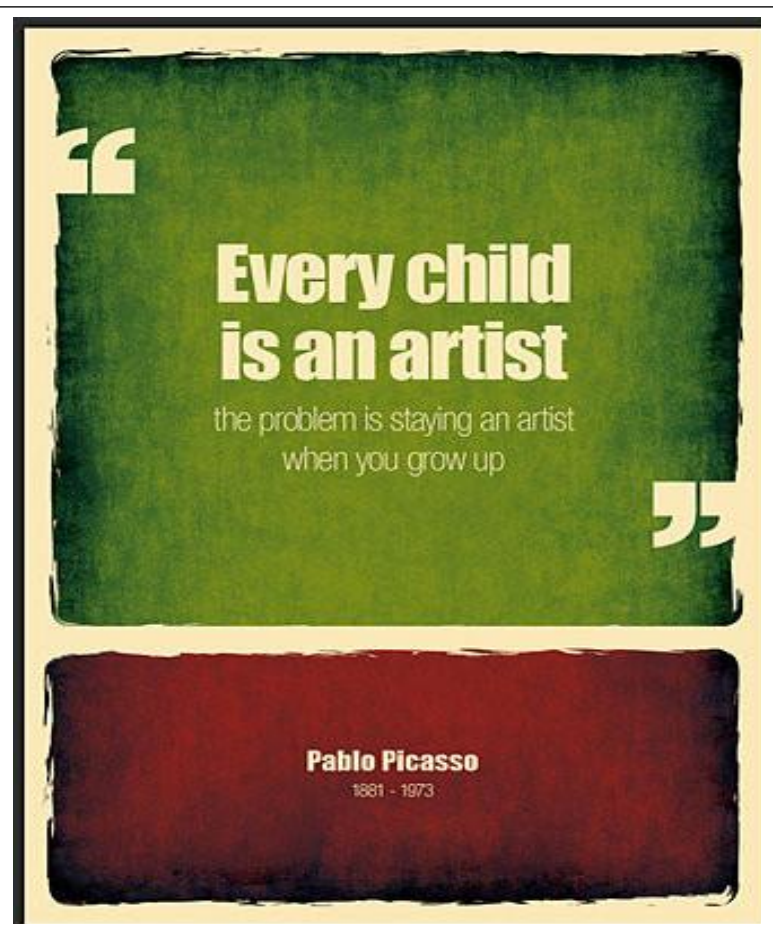
- **Moscow** - Bulgakov House Museum
- **Lesotho** - Cradle of Humankind museum, District Six Museum & Cradle of Humankind museum, **Hartebeespoort Market** local artists
- **Shanghai**: Temple of Jade Buddha
- **Tokyo**: Metropolitan Museum
- **Paris Work Experience**: Centre George Pompidou, Musee d'Orsay, Musee National Rodin, Musee d'Art
- **Madrid Work Experience**: The Prado
- **Frankfurt Work Experience**: Museum Junge Kunst, Stadel Museum,

### Diversity within the curriculum

### Anglo Art Students' Destinations:

- **Architecture**: The Barlett School of Architecture
- **Art Foundation** (Ravensbourne, UCA, UAL, Kingston, DMU)
- **Fine Art BA** (Norwich School of Art, Central Saint Martins, Glasgow School of Art, University of Florence, Madrid University, Copenhagen University, Leeds, Slade)
- **Theatre Costume Design BA** (UAL)
- **TV Make Up and Prosthetics BA** (Bournemouth)
- **Men's Wear BA** CSM
- **Graphic Design BA** (CSM)





## How will we assess

Throughout the course teachers have continual dialogue with students about the quality of their work. These discussions enable students to see where they need to improve or provide more evidence for the different assessment objectives.

**AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

**AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

**AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

**AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Students will develop integrated knowledge, skills and understanding of the following:-

### Painting and drawing

- characteristics of materials such as plasticity, opacity, translucence, malleability
- and transparency
- properties of colour, such as hue, tint, saturation, tone and colour perception
- materials such as graphite, wax crayon, oil pastel, soft pastel, aquarelle,
- charcoal, ink, chalk, conté crayon, gouache, watercolour, acrylic paint, oil paint,
- dyes and computer software
- the use of a range of tools, such as artists' brushes, decorators' tools, knives,
- sponges, digital software, fingers, card squeegees, scrapers, sticks, found
- objects and natural forms
- the potential for exploring combinations of materials, such as combining drawn
- and painted elements, collage, found objects, including inert materials to add
- textures/impart meaning.

### Printmaking

- print qualities and how they result from different printmaking tools, materials
- and processes
- printing processes such as screen printing, intaglio printing, relief printing.

### Lens-based image making

- the production processes of artworks in a range of lens and time-based media, such as mixed media, installation, site-specific, montage, digital, film and video, animation and sound
- elements that can contribute to lens-based image making such as lighting, sets, environments and sound qualities and functions of various film and video formats, such as 8mm film,
- analogue video, digital video, HD, 4K, .flv, .mov, .wmv, animated gif
- editing, including knowledge of the variety of ways in which images might be juxtaposed to create appropriate effects, such as in-camera editing, non-linear, offline edits, use of time key, compression, in and out points

### Sculpture

- producing forms in three dimensions, utilising volume, space, materials and movement
- modelling techniques such as the manipulation of plastic materials such as clay, plaster or wax using hands, tools or using 3D software
- carving techniques such as cutting and abrading
- construction techniques such as fixing or joining materials such as card, metals and plastics, using processes such as soldering, brazing, welding, gluing, jointing, riveting, bolting and 3D printing
- materials such as wood, stone, plaster, leather, clay, textiles, card, plastics, wax, recyclable materials, ready-mades and found objects/materials.

"Art does not reproduce what we see. It makes us see."  
- Paul Klee