

A Level Art and Design: Fine Art (9FA0 – 9FA0/01; 9FA0/02) Long Term Overview 2022-24 Exam Board: Edexcel

At a glance:

Year 12		
Autumn Term 2022	Spring Term 2023	Summer Term 2023
<p><u>Half Term 1</u></p> <p>Component 1 – Introduction Project Theme: Viewpoints</p> <p>Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for the formally assessed Component 1 projects.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework: Theme: Negotiated (students vote from given selection)</p> <p>Students follow the creative process to develop personal responses to a negotiated assignment theme.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework: Theme: Negotiated (students vote from given selection)</p> <p>Complete project. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme.</p> <p>Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.</p>
<p><u>Half Term 2</u></p> <p>Component 1 – Introduction Project Theme: Viewpoints</p> <p>Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for Component 1.</p> <p>Assessment Method: CW/HW – AFL in line with Edexcel assessment matrix.</p>	<p><u>Half Term 2</u></p> <p>Component 1 Coursework: Theme: T Negotiated (students vote from given selection)</p> <p>Students follow the creative process to develop personal responses to a negotiated assignment theme.</p>	<p><u>Half Term 2</u></p> <p>Component 1 - Coursework: Theme: Personal/negotiated</p> <p>Introduction to Year 13.</p> <p>Two elements: 1 - Personal Study (min. 1000 words) 2 - Practical work: Initial ideas generation, research, exploratory stage.</p>

Year 13		
Autumn Term 2023	Spring Term 2024	Summer Term 2024
<p><u>Half Term 1</u></p> <p>Component 1 - Coursework:</p> <p>Personal Study and Practical Work continued from year 12 summer half term 2. Further exploration, development, refinement and synthesising of ideas.</p>	<p><u>Half Term 1</u></p> <p>Component 1 - Coursework:</p> <p>Complete Personal Study and Practical Work. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme.</p> <p>Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.</p>	<p><u>Half Term 1</u></p> <p>Component 2 - Externally Set Assignment:</p> <p>Complete negotiated personal responses to set assignment.</p> <p>EXAM: Unaided sustained final piece in exam conditions (15 hours). (3 days in May dates tbc)</p> <p>Assessment Method: ESA - Worth 40% of final A Level grade in line with Edexcel assessment matrix.</p> <p>END OF COURSE</p>
	<p>Component 2 - Externally Set Assignment: Released Feb 1st 2024.</p> <p>Centre launch of the given theme. Students embark on their personal response to the them following the creative process - Initial ideas generation, research, exploratory stage.</p>	
<p><u>Half Term 2</u></p> <p>Component 1 - Coursework Focus:</p> <p>Personal Study and Practical Work continued. Further exploration, development, refinement and synthesising of ideas.</p>	<p><u>Half Term 2</u></p> <p>Component 2- Externally Set Assignment:</p> <p>Practical work - Further exploration, development, refinement and synthesising of ideas.</p>	

Detail:

Introduction project: Viewpoints	Year 12	Autumn Term 2022
Induction Project Overview		
<p>Intensive induction course - Theme: Viewpoints Building on learning from key stage 4, the first half term introduction project is designed to equip students with core skills and concepts required to embark on the formally assessed Component 1 personal projects, building confidence in their practical and critical development. Students respond to the broad theme of 'Viewpoints' (literal/metaphorical) developing their confidence in their visual recording and visual communication.</p>		
<p>Week 1: Revisit disciplined, observational drawing after the summer break - range of observational drawing tasks. A range of materials and techniques. Black and White. Some students use colour. (AO3)</p>		
<p>Throughout all tasks, week 2 to 8: Primary resource: alternative view-points' within the classroom environment and in the atrium with easels; – e.g. objects; stacked chairs; models - Students are encouraged to select their own drawing sources for inspiration. Photography – shoot the set-ups. Varying angles and distances. HW – Continued drawing practice: Home environment. Make a series of sketchbook studies taken from different viewpoints of their found objects – e.g. up and downstairs; cutlery; person reading/watching TV. At least one drawing a week.</p>		
<p>Week 2, 3 and 4: Drawing</p> <p>Task 1 (series of lessons/periods) <u>Artist 1</u> – Introduced to Alberto Giacometti – drawing in the 'modern' style. Personal interpretations of environment and sitters. Mood, drama, movement. Introduced to Modern art (Basic). Characteristics of Art made during the period of Modernism: Art for art's sake, self-expression, the 'inner world' viewpoint, universal truths, new experimentation, break from traditions etc. Importance of cultural and historical context. (AO1)</p> <p><u>Pastiche</u> – Visual analysis of Giacometti's expressive style: range of materials, techniques, and surfaces. (AO3)</p>		

Responses –

Students begin to consider how artists may consider the theme of 'Viewpoints' in its literal sense i.e. angle, position, They produce a range of observational drawing (thumbnails and larger studies) from the physical set-up and from photographs – applying the style of Giacometti with personal interpretations.

Formal drawing basics – line, shape, form, tone, texture, measurement, proportion (look, draw, look). Encourage students to work fast and freely.

How to use guidelines/ 'sketchy' lines.

Subject: e.g. still life; stacked chairs; room corners; spaces etc.

Media: graphite, ink, biro.

Techniques: ink and pen, ink and wash, blending, bleeding, mark-making etc.

(AO2/3)

Homework:

1. (Concrete introduced/exposition in class) Giacometti analysis part 1 - Students create a written analysis of the work of Giacometti. Students taught how to use the department writing frames. Content, context, form, process. **(AO1)**
2. Visual studies at home. A range of drawings in the style of Giacometti of different viewpoints. **(AO3)**

Task 2:

(one period) Formal element of space: Negative/positive space drawings. Quick charcoal drawings.

Continue Formal drawing basics – shape, measurement, proportion, (look, draw, look). **(AO3)**

Task 3:

(one period) Compositional techniques: Students taught a range of compositional techniques e.g. rule of thirds, fill the frame, centralised, rule of odds, juxtaposition etc.

Students create thumbnails to show their understanding. **(AO3)**

This series of work (Task 1-3) to be used for the 6th form baseline grade (predicted)

Task 4:

Introduced to Giacometti portraits in the studio - Visual recording and visual communication

Students begin to consider how materials, techniques and processes are used to communicate feelings, moods, ideas.

In the practical task, they first concentrate on the formal aspects of visual recording (e.g. shape, measurement, compositional techniques etc.). They then are encouraged to use their visual recording to work expressively and create moods.

Practical –

Students draw from a live model (students to pose and rotate).

Thumbnail studies first. Pencil sketches.
Build on learning: formal elements and composition. Introduce foreshortening
Larger, study from photographs. Media: Student choice. Students use the materials to communicate
Students begin to consider how materials, techniques and processes in a way that communicates feelings, moods, ideas.
(AO2/3)

Homework:

- 1 (Concrete introduced/exposition in class) Giacometti analysis part 2 - Students create a written analysis of the work of Giacometti's portraits. Students taught how to use the department writing frames. Content, context, form, process. **(AO1)**
- 2 Visual studies at home. A range of drawings in the style of Giacometti of different viewpoints (portraits). **(AO3)**

Task 5:

(one period – complete for homework) Students taught to annotate. They select their favourite 3 drawings to date. Group discussion and review and then independent annotation on their drawings. They apply visual language when evaluating their work. Students taught how to use the department writing frames. **(AO3)**

Homework:

1. (Students annotate a piece of their work **(AO3)**)

Task 6:

Final drawing piece: students select their favourite materials and techniques and subject from the drawing sessions and create a larger format, sustained final drawing. **(AO4)**

Week 5, 6 and 7: Painting

Students shown slides of various painters for inspiration (see below). Students begin to consider how artists may consider the theme of 'Viewpoints', not just in its literal sense but also conceptually i.e. someone's point of view, a narrative etc. **(AO1)**

Task 1: Acrylic

Acrylic painting techniques. Revisit painting theory.

Response: Apply painting techniques to student selected primary/secondary source (linked to the theme of viewpoints). **(AO2/3)**

Task 2: Water colour

Water colour painting techniques.

Response: Apply painting techniques to student selected primary/secondary source (linked to the theme of viewpoints). **(AO2/3)**

Artists:

Range of Modern painters then contemporary painters: **(AO1)**

Khari Turner: contemporary painter - *'impressionistic paintings set their obscured Black subjects adrift in waves of memory'*.

Emma McIntyre: contemporary painter – *'a feminised reimagining of mythological landscapes and our relationship to them'*.

Homework:

1. Artist research write up **(AO1)**
2. Students work to complete paintings outside of timetabled lesson. They can work at home or use the school art studios **(AO2/3)**

Week 8 and 9: Printmaking and Textile

Students shown slides of various printmakers for inspiration. **(AO1)**

TASK 1: Design

Students create stencil designs inspired by abstracting visual ideas from previous work (drawings/paintings) – making connections; developing strong visual ideas with alternative materials, techniques and processes. **(AO2/3)**

TASK 2: Responses

Heat press prints - student create an abstract stencil design and create a range of experimental heat press prints onto various fabrics.

Monoprinting – students produce monoprints in variations from their stencil design.

Development: students to experiment with applique, sewing etc.

(AO2/3)

Artists: range of print and textile artists shown for inspiration. **(AO1)**

Week 10, 11, 12 and 13: Ceramics

TASK1:

Artist research: Students shown slides of various printmakers for inspiration. They analyse form and context. **(AO1)**

TASK 2:

Ceramic Form designs: Students design a ceramic outcome from the starting point of a (halved) cylindrical form (formed from a clay slab). They 'lift' visual ideas from previous work - making connections; developing and synthesising strong visual ideas with alternative materials, techniques and processes.

(AO3)

TASK 2:

Ceramic workshops. Ceramic viewpoints form final piece. **(AO2/4)**

Homework:

1. Students work to complete unfinished work outside of timetabled lesson. They can work at home or use the school art studios **(AO2/3)**

Week 14

Completing and presenting work for submission (first assessment)

Exhibition

Gallery Visit – dates tbc. Preparation: pages, exhibition research, links and ideas prior to visit. Students produce 2-4 pages on the visit.

Key Learning Objectives

To begin to learn about the assessment objectives and assessment matrix.

To develop their understanding of the creative process in response to a theme.

To develop skills in visual recording in a range of 2D, 3D and digital media.

To develop their skills of critically analysing and evaluating their work and the work of others from different times and places.

To learn how to create a fully realised outcome in response to a theme.

To begin to know, understand and apply the creative process in their work.

To begin to develop as independent and confident artists.

Learning focus:

- Begin to understand the requirements of the two components at A level and how they relate to each other.
- Understand the main elements of the theme 'Viewpoints'
- Build on knowledge of the formal elements, principles, and composition
- Be able to find and select visually stimulating forms and shapes from the environment
- Develop confidence in using a range of materials, techniques and processes (B/W and colour)
- Be able to select, experiment with and create appropriate mark-making tools
- Be able to research and use contextual references to inspire own work
- Begin to gain knowledge of Modern and Postmodern art
- Begin to develop skills of analysis and review

<ul style="list-style-type: none"> Understand the use of a sketchbook for homework – extending studio practical studies. 		
Induction Assessment Method		Resources
<p style="text-align: center;">CW/HW – AFL in line with Edexcel assessment matrix.</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>		<p>Sketchbooks</p> <p>Art Materials</p> <p>Student handbook</p> <p>Library</p> <p>Articles</p> <p>Exemplar materials</p> <p>Galleries and Museums</p> <p>Internet</p>
Assessment for Learning – individual learning needs will be met by:		
<p>Formative assessment using assessment matrix and improvement target setting</p> <p>One to one discussions and feedback regarding progress</p> <p>Teacher/self-review and evaluation through DIRT targets</p> <p>Group critique</p> <p>Regular work scrutiny and assessment</p> <p>‘Master’ modelling through teacher demonstration and exemplar work</p>		
A Level Component 1: Coursework (Practical) Theme: Negotiated (students vote from given selection)	Year 12	Spring term 2023 to Summer half term 1 2023
Component 1 Project 1 Overview		
<p>Building on learning from the introduction project. Students embark on a personal response to a negotiated assignment theme. Through this personalised project, students are taught how to develop their work ensuring all assessment objects are satisfied. Students follow the creative process building confidence practical and critical development. They continue to master their skills in visual recording and visual communication. The project culminates into a sustained large format outcome (mock exam 15 hours) in Summer half term 1.</p>		

Key Learning Objectives	
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>	
Component Assessment Method	Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>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</p>	<p style="text-align: center;">Sketchbooks Art Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>
Assessment for Learning – individual learning needs will be met by:	
<p>Formative assessment using assessment matrix and improvement target setting One to one discussions and feedback regarding progress Teacher/self-review and evaluation through DIRT targets Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work</p>	

A Level Component 1: Coursework (Practical and personal study)	Year 12 (and the first part of year 13)	Summer half term 2 2023 to Spring half term 1 2024
Component 1 Project 2 Overview		
<p>Practical Work Building on learning from project 1 of component 1 (Transformation). Students embark on a personal response to an assignment theme of their choice (project 2 for component 1). Students follow the creative process towards a sustained final Outcome to be produced in the second mock exam (15 hours) in January 2024 in year 13.</p> <p>Personal Study Students explore and select an area of interest to study in-depth in essay form. They will begin first by analysing context and content of the work of various art practitioners or art/cultural movements. From this they will decide on the essay 'question', building an argument with no less than 1000 words. The essay must inform their practical study. The essay comprises of 12% of the final A level grade.</p>		
Key Learning Objectives - Practical		
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>		
Key Learning Objectives – Personal study		
<p>To be able to produce a cohesive, intelligent, professionally structured written study linked to pertinent art practitioners and forms connected to their personal practical project To learn how to build a critical argument.</p>		

To become creative, critical, independent, visual thinkers

To have knowledge of and understand higher levels of key vocabulary. To learn how to source their research in an academic format (e.g. Harvard system)	
Component Assessment Method	Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>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</p>	<p style="text-align: center;">Sketchbooks Art Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>
Assessment for Learning – individual learning needs will be met by:	
<p>Formative assessment using assessment matrix and improvement target setting One to one discussions and feedback regarding progress Teacher/self-review and evaluation through DIRT targets Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work</p>	

A Level Component 2: ESA	Year 13	Spring half term 2 2024 to Summer half term 1 2024
Component 2 ESA theme Overview		

Students follow the creative process and embark on a personal journey in response to the Externally Set Assignment from Edexcel. This exam project incorporates two major elements: preparatory studies and the 15-hour period of sustained focus (in exam conditions in May 2024 date tbc) Work must cover all four assessment objectives.

Key Learning Objectives - Practical

To learn to critically analyse the context and content of art practitioners from different times and places.
To learn how to develop their own ideas in response to their research.
To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas.
To learn to refine their skills of recording and handling of a wider range of materials, techniques and processes.
To learn how to critically review their work as it progresses.
To learn to select appropriate directions in response to critical reflection.
To know, understand and apply the creative process in their work.
To develop as independent and confident artists.

Unit Assessment Method

Resources

**Coursework component of assessment matrix.
Worth 40% of final A Level grade**

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

Sketchbooks
Art Materials
Student handbook
Library
Articles
Exemplar materials
Galleries and Museums
Internet

Assessment for Learning – individual learning needs will be met by:

Formative assessment using assessment matrix and improvement target setting.
One to one discussions and feedback regarding progress.
SMART targets
Self-review and evaluation through DIRT targets.
Group critique
Regular work scrutiny and assessment

'Master' modelling through teacher demonstration and exemplar work.