

| Year 12 & 13 Art & Design Curriculum | | | | | | | |
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| Unit | Core | | Hinterland | | NC Coverage | Assessment | Whole Education Opportunities |
| | Knowledge | Skills | Knowledge | Skills | | | |
| Foundation Tasks | Review skill set- Drawing & painting Experiment with printmaking techniques Etching Experiment with digital Experiment with sculptural forms Clay Plaster Wire | Fine motor skills Recording & analysis Layout & presentation | Understanding of processes & materials and how to apply them. | Enhanced Fine motor skills Observational skills Dexterity Co-ordination | Art & Design National Curriculum (Art, Craft & Design endorsement) Linear course | Cumulative assessment against N.C Assessment Objectives – internal only. Regular self & peer assessment against Assessment Grid. Regular verbal f& written feedback | Links to- Enrichment – supports Personal Statement |
| Component ONE Personal Creative Enquiry | Man-made & Natural Form – thematic project. Learners personalise their journey evidencing abilities to: Gather information Record & present the development of ideas through relevant experimentation Present a final outcome/s that are relevant, meaningful and link to investigations | Fine motor skills Investigative research Considered experimentation Recording & analysis Written commentary Layout & presentation Design relevant to intention Application of processes refined through experimentation relevant to intentions. Production of a personalised outcome. | Detailed knowledge of – artists, genres, materials & processes Knowledge of transferable skills Contextualisation of imagery, genres, styles of art. (Historical/ Social/ Moral/ Cultural) Time management | Enhanced Fine motor skills Observational skills Critical analysis Contextualisation of imagery Lateral thinking & problem solving | Art & Design National Curriculum (Art, Craft & Design endorsement) First year of linear course | Art & Design National Curriculum (Art, Craft & Design endorsement) Regular – Self & peer reflection Group Critiques Verbal & written feedback Internally assessed using National Curriculum Assessment Objectives against EDUQAS Assessment Grid and grade boundaries throughout the course and at a final submission. | Links to – History (Historical context) English (written component) Geography (Cultural influences) Philosophy & Ethics (Ethical context of certain art) Science (properties of & combinations of; specific materials) Enrichment – |
| Component TWO Personal Creative Investigation | Learners select their own theme for this component. Learners personalise their journey evidencing abilities to: Gather information Record & present the development of ideas through relevant experimentation Present a final outcome/s that are relevant, meaningful and link to investigations Includes a written component & Creative Statement | Fine motor skills Investigative research Considered experimentation Recording & analysis Written commentary Layout & presentation Design relevant to intention Application of processes refined through experimentation relevant to intentions. Production of a personalised outcome. Writing structure: Compare & contrast Critical Analysis | Detailed knowledge of – artists, genres, materials & processes Knowledge of transferable skills Contextualisation of imagery, genres, styles of art. (Historical/ Social/ Moral/ Cultural) Time management | Enhanced Fine motor skills Observational skills Dexterity Co-ordination Critical analysis Contextualisation of imagery Lateral thinking & problem solving | Art & Design National Curriculum (Art, Craft & Design endorsement) Coursework Second year of linear course | Art & Design National Curriculum (Art, Craft & Design endorsement) Regular – Self & peer reflection Group Critiques Verbal & written feedback Internally assessed using National Curriculum Assessment Objectives against EDUQAS Assessment Grid and grade boundaries throughout the course and at a final submission. Reflects 60% of the overall grade. | Links to – History (Historical context) English (written component) Geography (Cultural influences) Philosophy & Ethics (Ethical context of certain art) Science (properties of & combinations of; specific materials) Enrichment – |
| Component THREE Externally set Examination | For this component, Learners choose their theme from a selection provided by Exam Board. Learners personalise their journey evidencing abilities to: Gather information Record & present the development of ideas through relevant experimentation Present a final outcome/s that are relevant, meaningful and link to investigations Includes a written annotation & Creative Statement | Fine motor skills Investigative research Considered experimentation Recording & analysis Written commentary Layout & presentation Design relevant to intention Application of processes refined through experimentation relevant to intentions. Production of a personalised outcome. Writing structure: Compare & contrast Critical Analysis | Detailed knowledge of – artists, genres, materials & processes Knowledge of transferable skills Contextualisation of imagery, genres, styles of art. (Historical/ Social/ Moral/ Cultural) Time management | Enhanced Fine motor skills Observational skills Dexterity Critical analysis Contextualisation of imagery Lateral thinking & problem solving | Art & Design National Curriculum (Art, Craft & Design endorsement) Externally set Exam Second year of linear course | Art & Design National Curriculum (Art, Craft & Design endorsement) Regular – Self & peer reflection Group Critiques Verbal & written feedback Internally assessed using National Curriculum Assessment Objectives against EDUQAS Assessment Grid and grade boundaries throughout the course and at a final submission. Reflects 40% of the overall grade. | Links to – History (Historical context) English (written component) Geography (Cultural influences) Philosophy & Ethics (Ethical context of certain art) Science (properties of & combinations of; specific materials) Enrichment – |

