		c c T T
	20	develog and tec To show work in To dev
Year 12 Fine Art and Art, Craft and Design 2 Year A Level Personalised project – Personal investigation students are required to conduct a practical investigation, into an idea, issue, concept or theme. The investigation, into an idea, issue, concept or theme. The investigation should be a coherent, in- depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.	KS5	04 To be introduced to a v prent of skills through the thrologies relevant to their w knowledge, understand of ormed by first-hand exper- velop their ideas throug IIV analysing sources.
Title page, mind map, collage, initial drawings Record ideas, observations and insights relevant to intentions – demonstrating formal elements	T 30/8/21 – 06/9/21	e use of c r chosen t ing and s eriences a gh invest in AC in v se app proc
Record ideas, observations &insights – formal elements	06/9/21	ippropri- itle(s) a kills in t ind app tigation <b>[erm ]</b> <b>[erm ]</b> <b>[erm ]</b> <b>[erm ]</b> <b>[erm ]</b> <b>[erm ]</b> <b>[erm ]</b> <b>[erm ]</b>
Record ideas, observations &insights – formal elements Record ideas, observations &insights – formal elements	13/09/21 20/09/21	iate medic and related the develo ropriate S ns inform <b>1 Perso</b> relop ideas tions,demo
Record ideas, observations &insights – formal elements	27/09/21	, process area(s) pment of econda aed by s nal in s throug onstratin ources. imenting naterials d ideas,
Record ideas, observations &insights – formal elements	04/10/21	ses, tec of stud of their p ary sou selectin vestig h g critico O2: Ref g with s, techni observ
Record ideas, observations &insights – formal elements	11/10/21	hniques y. persona rces. ng and ation al ine wor iques ar ations c
Record ideas, observations &insights – formal elements	18/10/21	s I I rk by and
HOLIDAY: 1 WEEK		
1 st Artist – 2 studies (copies) of their work in different media and <mark>2 responses critical</mark> understanding of sources	01/11/21	c pr
1st Artist – 2 studies (copies) of their work in different media and <mark>2 responses critical</mark>	08/11/21	Tern AO1: C investi unders explori selectin ppropr ocesse
Techniques/Media Trials – Pages	15/11/21	ethos. n 2 Pe Develop gations tanding ing inde ing and ing and ing and ing and
Techniques/Media Trials - Pages	22/11/21	ersona ideas t ,demon of sou Is, experim dia, ma Record
2nd Artist – 2 studies (copies) of their work in different media and <mark>2 responses critical</mark> understanding of sources	29/11/21	al Inv hrough strating rces.AC nenting iterials, ideas, o
2nd Artist – 2 studies (copies) of their work in different media and <mark>2 responses critica</mark> l understanding of sources	06/12/21	estigo critical 22: Refin with techniq observa
Techniques/Media Trials - Pages	13/12/21	ation
HOLIDAY: 2 WEEKS		
1 <del>* collection – 3 ideas for final pieces –</del> inspired by your research and artists. Annotate. Further experimentation.	03/1/22	te R
1 <sup>44</sup> collection – 3 ideas for final pieces – inspired by your research and artists. Annotate.	10/1/22	Tel Invest critica source explo select with upprop chniqu ecord i sights
1 <sup>14</sup> collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation,	17/1/22	Pro rm 3 nves Develo tigation al unde es. AO ring id ting an oriate n uses and ideas, releva
Develop media trials/Further experimentation/Research	24/1/22	Perso tigati op idea ns,dem erstandi 2: Refir
Develop media trials/Further experimentation/Research	31/1/22	mme onal on is throu onstrat ng of ie work rimenti materia sses. <mark>A</mark> ations o tention
<mark>2nd collection – 3 ideas for final pieces –</mark> inspired by your research and artists. Annotate. Further experimentation.	07/2/22 - 14/2/22	ing a by ng ls, O3: and
HOLIDAY: 1 WEEK		
<mark>2nd collection – 3 ideas for final pieces</mark> – inspired by your research and artists. Annotate. Further experimentation.	28/2/22	a tec Re ins wa
<mark>2nd collection – 3 ideas for final pieces</mark> – inspired by your research and artists. Annotate. Further experimentation.	07/3/22	Ter Invest critical source explor selecti with ppropi chniqu cord id sights r perso sponse d demo
Develop media trials/Further experimentation/Research	14/3/22	
Develop media trials/Further experimentation/Research	21/3/22	Perso igatic p ideas s,demo standin Refine as, experi edia, m proces bserva t to inte s. A04: d mean alises unde
1 finalised final piece idea – inspired by your research and artists. Annotate .	28/3/22	n throug nstratin g of work mentin aterials ses. AO tions a entions Presen ingful intentio erstand
<mark>1 finalised final piece idea</mark> — inspired by your research and artists. Annotate .	04/04/22	ap Rd w re of by g s, j3: nd as nt a s nt a
HOLIDAY: 2 WEEKS		oproprie ecord id ork pro sponse
1 finalised final piece idea — inspired by your research and artists. Annotate .	25/4/22	leas, ob gresses that rea langua <b>Te</b> A th in in of w se ex ap m pid in in in pi a d u u
Final Piece - Present a personal and meaningful response that realises intention	02/5/22	ilia, ma baservati s. AO4: alises i age. erm 5 Investige of source vork by electing xperim pproprinaterial rocesse deas, of nsights mention rogress person beaning ealises emonst
Final Piece - Present a personal and meaningful response that realises intention	09/5/22	Person Present Intentior Present Intentior Person Person Person Intention Person Intention Person Person Intention Intention Person Intention Inte
Final Piece - Present a personal and meaningful response that realises intention Final Piece - Present a personal and meaningful response that realises intention	16/5/22-23/5/22	echnique I insights a person s and de onal On leas emonstra standing Refine ng ideas, vith lia, iques and Record ons and t to vrk Present onse tha
HOLIDAY: 1 WEEK	23/5/22	t
Final Piece - Present a personal and meaningful response that realises intention	06/6/22	nt to in meanir ntes un
Evaluation against assessment objectives, review and refine work	13/6/22	rm 6 AO1 inve under Refir selec appr tech Reco insig work perss that dem
Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher	21/6/21	ns as
Coursework updates – refine and develop work – key assessment objectives to be developed – marks hiaher	27/6/22	op idea ns,dem ng of s by exp d expe media, and pro s, obse vant to esses. A d mean intenti es unde
Coursework updates – refine and develop work – key assessment objectives to be developed – marks hiaher	04/7/22	as throu oonstrat ources ploring rimenti , mater occesses rvatior o intent O4: Pro- ningful ions an
elop work – key assessment objectives to	11/7/22	ugh ting crit AO2: i ideas, ing with ials, AO3: ns and ions as esent a respon nd
Coursework updates – refine and develop work – key assessment objectives to be developed – marks hiaher	18/7/22	ical

Progress and assessment	Four or five FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces		Four or five FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Four or five FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Four or five FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces
Character & Culture	A01 – A03 Links with Diversity, Society AQA – Students should include evidence of their ability to research and develop ideas that link with their work in a meaningful way to relevant critical and contextual materials. Evidenced by: Starting points – students are able to select their own personalised starting point and theme. Students are guided and signposted to research links and references, but are able to select their own artists and themes. Evidence of prior chosen themes for personal portfolio e.g Environmental issues, mental health etc.	-	AQ1 – AQ3 /AQ2 Links with Diversity, Society AQA – The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.	A01/A02 Links with Diversity, Society Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non- European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. S hours of homework per week –	AO1/AO2 Links with Diversity, Society Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non- European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genes and traditions.
Homework (ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)	5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail		5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail	S hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail	5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail
Key Vocabulary/literacy opportunities	Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language		Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language	Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language	Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language
Connected knowledge Connectives to ?????? theme/topic/year group? Advancement/repetitio n/'stickability' of these theme by/through ?????? because ???????	Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.		Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.	Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.	Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.

Four or five FAR pieces per	Four or five FAR pieces per year group.
<u>year group.</u>	Self and peer assessment
Self and peer assessment	Baseline Assessment – work to date –
Baseline Assessment – work to date – formal elements/key	formal elements/key skills and techniques
skills and techniques	
Work marked and moderated in	Work marked and moderated in line with departments termly overview and
line with departments termly overview and schools data	schools data collection – marks on SIMS and on sketchbook assessment sheets
collection - marks on SIMS and	
on sketchbook assessment sheets	Work is always marked as a whole against assessment objectives, not on
Work is always marked as a	individual pieces
whole against assessment	
objectives, not on individual pieces	
A04	A04
Links – positive contribution to	Links – positive contribution to society
<u>society</u>	
<u>Students are required to</u> conduct a practical	The investigation must be informed by an aspect of contemporary or past
investigation, into an idea,	practice of artists,
issue, concept or theme, supported by written material.	photographers, designers or craftspeople.
The focus of the investigation must be identified	
independently by the	
<u>student and must lead to a</u> finished outcome or a series of	
related finished outcomes.	
5 hours of homework per week –	5 hours of homework per week – homework
homework is always an extension of the work produced in class that week	is always an extension of the work produced in class that week and/or preparing for next
and/or preparing for next week's task – all homework is part of the	week's task – all homework is part of the project and students coursework – 60% of
project and students coursework –	final grade so extends and consolidates
60% of final grade so extends and consolidates learning. See SoL and	learning. See SoL and PLCs for further detail
PLCs for further detail Tone	Tone
Texture Line	Texture Line
Shape Form	Shape Form
Technique Proficiency	Technique Proficiency
Materials	Materials
Media Analyse	Media Analyse
Evaluate Develop	Evaluate Develop
Refine Record	Refine Record
Experiment Personal	Experiment Personal
Meaningful	Meaningful
Response Visual language	Response Visual language
Extends on skills and techniques learnt in KS4. KS4 provides the	Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills,
basis of these skills, as they	as they cover the assessment objective key
cover the assessment objective key skills such as recording ideas	skills such as recording ideas and becoming proficient in media and techniques. Year
and becoming proficient in	11 masters these skills, so they can become
media and techniques. Year 11 masters these skills, so they can	developed at a higher and more advanced level in KS5.
become developed at a higher and more advanced level in	By the end AO1: Develop ideas
KS5.	through investigations,
	demonstrating critical understanding of sources.AO2: Refine work by exploring
	ideas, selecting and experimenting with
	appropriate media, materials, techniques and processes. <mark>AO3:</mark> Record ideas,
	observations and insights relevant to intentions as work progresses.
	AO4: Present a personal and meaningful
	response that realises intentions and demonstrates understanding of visual
	language

Links to Character and Culture In the Curriculum. Students are able to select their own personal project starting point for their coursework	British Values: Developing their understanding of fundamental British values	Red
component 1 work. A01 assessment, Develop, students are encouraged to research, evidence their understanding of a range of critical source. We encourage students to look at historic as well as contemporary artists references. Students are encouraged to	<b>Diversity</b> : Developing their understanding and appreciation of diversity	Blue
produce a personal project that looks at a wide range of themes and therefore may cover many aspects of C&C for example – religion, community issues, social issues, mental health.	<b>Society:</b> Equipping them to be responsible, respectful, active citizens who contribute positively to society	Green
	Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law	Purple

## IMPACT:

Students will be able to measure progress using tracking sheets in sketchbooks. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.

End Point: By the end of year 12 Students will have started to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. Students will have and be able to show a clear understanding of AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses.