

KS5 FINE ART – INTENT (RECORDING, DEVELOPING, PRESENTING AND REFINING SKILLS, KNOWLEDGE AND UNDERSTANDING)

As KS5 Students should enter Year 12 with a GCSE in Fine Art their understanding of the key concepts should be embedded in their work - The Formal Elements and Principals of Art and Design, Materials (and refinement), Understanding Assessment Objectives/Personal Reflection, The Analysis of Art and the Development of both an idea and a material. Fine Art – Art work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of discipline and students could develop work in one or more. For the purposes of this qualification, Fine Art is sub-divided into the following four disciplines: **Painting and Drawing, Printmaking, Sculpture, Lens-based image making.** Students will be expected to develop their ability to draw.

- Students should use the Induction SoW in Year 12 to develop skills in materials which are new to them. This is an opportunity for students to take creative risks. During the Induction period students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art. They can later focus on one discipline, where they will gain a deeper understanding of specific processes within that discipline.
- KS5 students are assessed using the A Level Assessment Objective (AO) Rubrix (Edexcel) throughout each Topic and are encouraged to use the assessment language. The AO's are to Develop, Refine, Record and Present and these were used to structure each KS3/KS4 Topic so that A Level students are already familiar with the expected Topic format. They continue to advance in these 4 AOs throughout Year 12 and 13 until they start the Externally Set Assignment (ESA)
- Each SoW and its assessment is structured around the AO so each student clearly understands how they are marked, how to improve and how to show that improvement. This is documented on their FAR sheets. Students are able to see a clear visual view of their progress, page by page, as well as receive clear feedback on how to move their own personal Art development forwards.
- The 'bigger picture' of understanding Art and the embedding practice into long term memory of the skills, knowledge and understanding is fundamental to student's progress. Therefore the concepts are covered and reviewed throughout; we explicitly teach these concepts with the expectation of Materials which students choose which ones to refine throughout both years.
- Students are expected to complete a Personal Study to be submitted with their Personal Portfolio. This should be an analysis, comparison and personal evaluation of 2 artists. These should be taken from the practical aspect of the Personal Portfolio. It should be between 1000 and 3000 words long.

Assessment – all tasks are assessed under their Personal Portfolio with FAR marking 6 times a year. Closest grade used for data drops

IMPLEMENTATION

	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6	
Overview of Year 12 Topic area and assessment	Exploring your Environment through materials	FAR	Exploring your Environment through materials	FAR	Analysis and refinement of AO1/3	FAR	Personal Portfolio	FAR	Personal Portfolio	FAR	Personal Portfolio	FAR
Overview of Year 13- Topic area and assessment	Personal Portfolio inc Personal Study	FAR	Personal Portfolio inc Personal Study	FAR	Personal Portfolio inc Personal Study ESA	FAR	ESA	FAR	ESA	FAR	N/A	

IMPACT				
	Topic	Assessment Method	Mark Scheme / Grade Boundaries	Knowledge/Skills/Understanding
Topic and Assessment Objectives covered	Exploring your Environment through materials	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes.</p> <p>AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubrix and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel.</p> <p>4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Exploring your Environment through materials – explore architectural spaces and natural environments, creating visual documentation into the spaces we inhabit in our daily life. Sense of Place - expanding the boundaries looking at Surface and Texture. Step outside your usual creative box and experiment with new material, techniques and surfaces.</p> <ul style="list-style-type: none"> - Identity – create art work which tells the viewer something about yourself. - Document a Journey - Document through drawing, painting, printmaking and photography. - Oxford trip – photography and gallery visit - Project should be at least 10 pages long, minimum. - Cover the 4 Assessment Objectives, at least 1 outside influence (e.g. artist) and complete a final outcome. - Printmaking workshop sessions with AWS; explore Monoprint, Lino, Collagraph and Screen printing. Photographs or drawings will be needed to be used as research for these sessions. - document the types of Printmaking. Analysis use of each type.

	<p>Analysis and refinement of AO1/3</p>	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubric and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel. 4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Looking at Edexcel Specification – students to explore, RAG their understanding and create concise guides to developing their own personal direction on the following expectations by Edexcel. Annotation - Notes can be used to annotate visual work, to reflect on students’ own work and that of others, as a development log and to record notes on experiments, ideas or visits. Students should aim to use specialist terminology and vocabulary relevant to art and design in their annotations. Critical and contextual knowledge and understanding Along with written annotation, an important aspect of student progression in art and design is the application of critical and contextual knowledge and understanding, and an ability to express and justify ideas. Developments of these aspects are integrated within practical work, written annotation and the spoken word. They may be honed, for example, through practical visual analysis; by using the spoken word in a critique, a discussion or an interview; through investigation of some aspect of art and design, e.g. from a museum, gallery or site visit. Students should develop a critical understanding of their own work and appreciate it in relation to historical and contemporary contexts. In the broadest sense, this may be through looking at art, craft and design in galleries and museums, through various media, in the designed world and in understanding how art and design relates to everything around them. Students should consider the impact of global influences, cultures and traditions both past and present, particularly those that are influential in relation to technique, colour, symbolism, ritual, social climate and location. Environmental and social issues have long been a source of work and debate for artists and designers, with issues such as poverty, sustainability, consumption and political movements stimulating points of creative investigation.</p>
--	--	---	--	---

	<p>Personal Portfolio</p>	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubrix and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel. 4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Students will choose their own overarching theme for their coursework with direction and feedback from teachers. Teachers will direct and guide students so all objective areas are covered and the project has the appropriate depth and width</p>
	<p>ESA</p>	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubrix and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel. 4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>As directed by the exam board.</p>