



## Year 13 Art Curriculum Overview

**Rationale:** The EDUCAS Fine Art curriculum is a holistic one year course with two components. Component 1 worth 60% and component 2 worth 40%.

**Holistic** means the students are assessed on all four assessment objectives together:-

**A01-** Developing ideas through critical reflection and informed choices with purpose and conviction.

**A02-** Exploring and selecting appropriate materials, techniques and processes, reviewing and refining as ideas develop skilfully.

**A03-** recording ideas, observations and insights through drawings, and writing in a coherent manner.

**A04-** to present a meaningful response and realise intentions both visually and in written form and realise intentions maturely.

Students will refine their best ideas, materials and techniques to realise their personal intentions. Year 13 Fine Art syllabus requires students to explore ideas rigorously, reflect and analyse what works well and further master the formal elements in a mature and sophisticated manner. Each component requires a rigorous amount of planning and a 1000 word essay that supports the development of component 1 is also required. Every decision made will need to be documented so students need to explain their ideas as the work progresses.

Students will complete their component 1/NEA 1 coursework by January 31<sup>st</sup> ready to hand in on that date or before. On February 2<sup>nd</sup> students will receive a list of starting points from EDUCAS exam board and having selected just one of them, start the preparatory work of research, recording and responses ready for a final outcome which will be produced in a three day supervised exam.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	<p>Students will refine their component 1 ideas and mastering the formal elements of tone, shape, form, texture, proportion and composition rigorously and maturely. Students will analyse and adapt their best ideas and realise their intentions creatively in final outcomes. This will conclude the component 1/NEA 1.</p> <p><b>A 1000 word essay, which will be research based and relevant to component 1, will support ideas and development the students learning further. This will be assessed alongside component 1 and include photographic evidence of impact on the artwork produced.</b></p>		
	<p>Students will select their best responses and consider ways to refine these further, with in-depth learning about materials and techniques.</p> <p>Using the SCAMPER method students and key features of Artists, students will rigorously explore and change their best responses so far, in order to</p>	<p>FAR 1 Students will assessed on their thumb nail sketches and if these fulfil the student's intentions.</p> <p>FAR 2 Essay will be produced and proof read with DIRT actions to complete.</p>	<p>Homework in Art is an integral part of component 1 personal investigation. It is vital work that is marked holistically with all the work in class and often supports a student's development of ideas and skills.</p> <p>Compulsory homework which will be set on G4Schools weekly.</p> <p>1) Complete annotation on thumb nail compositions.</p>

	<p>plan for final outcome that resolves their statement of intent in a mature and sophisticated way.</p>	<p>FAR 3 Students will be assessed on the refinement of SCAMPER and mastery of formal elements.</p> <p>FAR 4 Students will be assessed on the final draft of the essay.</p> <p><b><i>Continual assessment</i></b> <b>DIRT and tracking will be completed weekly so that students keep on track and complete the component tasks required on their check list.</b></p>	<ol style="list-style-type: none"> <li>2) Sketch out your best thumb nails sketch ready to change it in class.</li> <li>3) Complete actions set weekly that you have discussed with your art teacher.</li> <li>4) Complete a second version of your best thumb nail sketch changing it further. Use SCAMPER method.</li> <li>5) Research contemporary Artists who have a creative way of displaying their artwork. Could you further improve your outcome(s) after looking at this?</li> <li>6) Complete any outstanding work, annotations or even come to extra support sessions running after school</li> </ol> <p>Extra homework that goes towards component 1</p> <ol style="list-style-type: none"> <li>1) Go to a relevant gallery and see contemporary displays of artwork so you can reflect on ways to best present your own final outcomes.</li> <li>2) Produce sketches that show connections to the gallery visit and ways to present your final outcomes in a creative and interesting manner.</li> </ol>
	<p>Students will select the appropriate responses to use in the planning and creation of the final outcome. This will conclude from November in the production of the final piece and its display.</p>	<p>FAR 4 Students will be assessed on the plans for final outcomes prior to testing them out as larger pieces.</p> <p>FAR 5 Students will be assessed on the creative display planning of the final outcome.</p> <p>FAR 6 Students will be assessed on the final outcome and fulfilment of statement of intent.</p> <p>FAR 7</p>	<p>Homework in Art is an integral part of component 1 sustained investigation. It is vital work that is marked holistically with all the work in class and often supports a student’s development of ideas and skills.</p> <p>Compulsory homework which will be set as weekly actions which are independent and bespoke to the individual’s needs.</p> <ol style="list-style-type: none"> <li>1) Complete any outstanding work, annotations or even come to extra support sessions running after school as the deadline is Christmas.</li> <li>2) Complete your weekly actions as discussed with your art teacher.</li> <li>3) Complete a photoshoot to show different ways to display your outcomes and annotate preferences and choices.</li> </ol>

		<p>Students will be assessed on the display of the final outcome for component 1 and photographic documentation of choices made for its display.</p> <p><i>Continual assessment</i> DIRT and tracking will be completed weekly so that students keep on track and complete the component tasks required on their check list.</p>	<p>4) If your final outcome is not complete it is essential you come to after school sessions to complete it.</p>
Spring Term	<p>Students have January to complete their final outcome for component 1. Once this is completed it will be moderated and the awarded mark will be given back to students.</p> <p>From February the second or nearest teaching day to it, students will receive the component 2 starting points from EDUCAS exam board, to prepare a A3 sketchbook of research, recordings and responses, prior to the three days supervised exam, where a final outcome will be produced that demonstrates mastery in material, techniques and ideas from the preparatory work.</p>		
	<p>January only Students will complete the final outcome. This is called component 1/NEA1. Students will need to demonstrate independence at this point and complete the outcome(s) planned in the sketchbook to resolve their intentions in a mature and sophisticated manner.</p>	<p>Students will be assessed on the display of the final outcome for component 1 and photographic documentation of choices made for its display.</p> <p><i>NEA 1 awarded marks (60%)</i> <i>The component 1/NEA 1 marks will be given to students once the Art Staff have assessed each candidate and moderated it with the exam board's assessment grid. A window of five days will be given for appeal at this point.</i></p>	<ol style="list-style-type: none"> <li>1) Complete any identified gaps.</li> <li>2) Evaluate your intentions justifying how you have met your statement of intent.</li> <li>3) Add photos of your final piece to your essay and explain how you achieved your intention in your conclusion.</li> <li>4) Complete your learners statement by January 31<sup>st</sup> and email this back to your Art Teacher.</li> </ol>
	<p>Start of component 2 / NEA 2 in February. <b>known as the External Set Task</b></p>	<p>A list of tasks will be provided as FAR assessment can't be used at this point.</p> <p>Staff will give verbal and written guidance, whilst tracking task progress.</p>	<p>Compulsory homework which will be set on G4Schools weekly. Students will have a check list and visual exemplar sheets provided and over the next three months, they can choose from the checklist any of the tasks to complete at home, as students are expected to work independently at this point.</p>

	<p>Students will be given a list of starting points by the EDUCAS exam board and must investigate just one over the next three months.</p> <p>Students will use learnt knowledge over the course to produce preparatory work in an A3 sketchbook. This will include research, recordings and responses ready for the three day supervised (15 hours) period in April/May.</p>	<p>Extra support sessions will run so that students achieve their potential and the A level classroom is available every day for students to go into and work.</p>	<ol style="list-style-type: none"> <li>1. Finish mind map including quick initial sketches. (AO1/3)</li> <li>2. Complete two moodboard pages using images and artists (printed and/or drawn) annotated with keywords, artist names, quotes etc. Fill full page. (AO1/3). Look on Pinterest.</li> <li>3. An accurate copy of artwork (or section) (AO1/2) for each Artist chosen.</li> <li>4. A brief contextual write up (background info – who/what/when/where etc. – max. 5 facts) (AO1)</li> <li>5. 1 in depth artwork description for each artist (discuss 1 artwork in particular – use form, context, content, process, mood sheet to help you) (AO1)</li> <li>6. Complete photoshoots inspired by Artist and own intentions. (AO3)</li> <li>7. Statement of intent that states what you will now do, materials to use and images to manipulate based on learning from your Artists. (AO3)</li> </ol>
Summer Term	<p>Students will refine their best responses and start planning small scale reproductions of the final outcomes to component 2/NEA 2 worth 40% of their GCSE. In April/May (date to be confirmed) student will sit the three days of supervised fifteen hours and complete a final outcome based on all their prep work so far. Sketchbooks and final piece plans will be allowed in front of the student, but once the supervised period starts students will not be allowed to complete any outstanding tasks known as preparatory work or take their sketchbooks home.</p> <p>Once the two days are completed the course for A Level Fine Art is completed and will be assessed by all Art teachers, moderated and marks given to students. Students will be given five days to appeal once marks have been awarded.</p>		
Summer 1	<p>Students will further improve their best scamper responses and test out either a small or large version of it, refining the formal elements of tone, form, shape, proportion and composition until the outcomes show sophistication and mastery.</p> <p>The students will complete the final outcome in three days under</p>	<p>Staff will give verbal and written guidance, whilst tracking task progress. Extra support sessions will run so that students achieve their potential.</p> <p>Component 2 final marks In the final week before students leave, all student's sketchbooks and final outcomes will be assessed. The EDUCAS assessment</p>	<p><b>Experimentation fortnight</b></p> <ol style="list-style-type: none"> <li>1. 2+ double pages of RESPONSES to your Artist drawings/painting/prints/sculptures/montages/mixed media pieces. (AO2/AO1)</li> <li>2. Annotate all work - explain areas of success and areas to develop further. Make clear link to the theme. (AO3) Take your best response and using SCAMPER change it and improve it. You could change composition, materials, etc. X3 improvements. (AO2/AO4)</li> </ol> <p>Initial Ideas</p> <ol style="list-style-type: none"> <li>1. Review progress and review your statement of intent. Q what's do you want your final piece to look like? (AO3)</li> </ol>

	<p>supervised assessment conditions with an invigilator present. Students will need to demonstrate independence, working in JCQ exam conditions and hand in their sketchbook of preparatory work on the first day. (Students will be allowed to look at it over the two days but not take it home from this point).</p>	<p>grid will be used and Art staff will cross moderate all candidates. The NEA component 2 marks are given to students and five day appeal will be given.</p> <p>This concludes the course.</p>	<p>Find new images/take new photoshoots and sketch out your final piece ideas- thumbnail sketches (more than six sketches) Easter Break</p> <ol style="list-style-type: none"> <li>1. Ensure all previous sketchbook work and DIRT is completed.</li> <li>2. Decide on your chosen response for your final outcome.</li> <li>3. Complete photoshoot to develop your final outcome</li> </ol> <p>Extension = Visit a gallery/exhibition related to the theme and an artist/photographer of interest. Produce a research page based on this visit. Include photographs, sketches and postcards from the gallery. Talk about your experience. How has it inspired you?</p> <p><b>Complete learner's statement one week before the supervised three days begin and email this back to your Art Teacher.</b></p>
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