

## Year 13

## Subject: Art

### Overview of the year:

Students build on the beginnings of their Personal Investigation from Year 12. This is the unit where students select, refine, develop in-depth ideas and approaches to their own artwork.

This course is 60% coursework (personal Investigation) and 40% Externally set assignment.

Both units follow the same assessment objectives,

**Assessment objective 1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**Assessment objective 2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**Assessment objective 3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**Assessment objective 4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

At this stage, students are confident in their skill level and can develop a degree of fluency in their recording, experimentation and understanding of sources. Students need to engage critically with sources, content and research their ideas in-depth. Skills need to become refined and creative intentions need to be focused and clear throughout. The essay further underlines the purpose and wider context of the personal investigation.

The second unit that is assessed is the Externally Set Assignment, where students choose a theme and work independently through the process of generating evidence against all four assessment objectives.

The A-Level course culminates in an A-Level art exhibition in the summer term to celebrate student achievement, though this is not part of the formal assessment.

### Ways to consolidate and extend your learning in art:

Ask your child to observe the visual world around them and continuously consider how it links to their lessons. Relevant observations and recordings from outside of lesson can build your portfolio and evidence independent learning.

Ensure your child is on top of the work load, completes unfinished lesson work, and encourage them to extend their learning by exploring the lesson themes with their own ideas at home.

Encourage your child to visit art galleries and exhibitions at home and abroad, ensure they draw and photograph in these exhibitions, to help them make the links to the work as part of their project and investigative work.

Look into additional opportunities to take part in art classes, for example the Royal Drawing School runs regular exciting free courses at weekends and school holidays. Look into the Young Tate membership, giving reduced price entrance to amazing exhibitions for the whole year.

Encourage your child to do their own research into artists or art movements there some very well-made TV documentaries about art on BBC iPlayer, and ensure they discuss these with their teacher as part of their investigation.

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5 ART

SOW	Unit focus	Content	Skills	Assessment
1	Personal Investigation practical and written.  1000 word (minimum) essay to develop alongside practical investigation of chosen theme	Continue to explore and investigate individual theme. This work needs to be increasingly refined, meaningful, and relevant to their intentions. The practical work will be informed by in depth study of the work of others, continuously supported and underlined by their research and their written work	Develop independent art process and working methods	Prep work in sketchbooks and 15-hour Final piece
2	Culmination of personal investigation	Refining and consolidating final discoveries in personal investigation. Links and intentions should be increasingly clear in their visual and well as their written work by now. Students will clearly evidence how the practice of other artists is influencing their own ideas, evidenced in extended and sustained explorations of ideas and art practices. Their work needs to be purposeful and refined. At this stage we expect all students to be able to work independently through the assessment cycle and to engage fully with in-depth content for their investigations.	Develop independent art process and working methods. For example, if a student is exploring ideas through printing we are expecting them to show proficiency in the processes, and fully evidence their understanding of the limits of the processes by producing series of explorations around each idea until they have arrived at a resolved and refined piece of work realising their intentions.	Final essay 1000-3000 words Visual investigation outcome (15-hours).
3	<b>Externally Set Assignment (AQA)</b> Students choose from a number of starting points (released January 24)	Explore and investigate independent themes, artists, designers, sources	Develop independent art process and working methods	
4	<b>Externally Set Assignment (AQA)</b> Students choose from a number of starting points	Explore and investigate independent themes, artists, designers, sources	Develop independent art process and working methods	Prep work in sketchbooks and 15-hour Final piece