

Art & Design A Level Curriculum Maps Incorporating the Sexey's 7 Core Values

Year 12	Term 1	Term 2	Term 3
	<p>Sept – April: Skills Unit taking the form of a personal Visuals Concepts Project. The aim being to introduce students to a range of creative ideas and concepts as well as introducing them to the assessment objectives and how to evidence them through a series of skill based workshops This component allows students opportunities to:</p> <ul style="list-style-type: none"> • Concept threshold teaching and learning https://www.artpedagogy.com/ • Generate and develop personal ideas, • Research primary and contextual sources, • Record practical and written observations, • Experiment with media and processes • Refine ideas towards producing personal resolved outcome(s). • Organising own exhibition Lecture trips • Experience of timed conditions to create a final response <p>1,2,3,4,5,6,7</p>		<p>May – July: Begin major project with the aim of them working more independently utilising and building on all skills learnt in the skill based Project. Students will also be required to complete a written element in the form of an essay linking and supporting their practical endeavours:</p> <p>The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.</p> <p>This Project allows students to:</p> <ul style="list-style-type: none"> • Generate and develop personal ideas, • Research primary and contextual sources, • Record practical and written observations, • Experiment with media and processes generate and explore potential lines of enquiry using appropriate techniques • Refine ideas towards producing personal resolved outcome(s). • Demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure • Organise, select and communicate ideas, solutions and responses, and present them in a creative and coherent way fully annotating and documenting the individual artistic journey. • Build on artist analysis and research skills making clear links with the work of others outlining how the inspiration as informed their creative process. <p>1,2,3,4,5,6,7</p>
<p>Year 13</p>	<p>Sept - Jan Course work major project Continued from Year 12</p> <p>1,2,3,4,5,6,7</p>	<p>Sept - Jan Course work major project Continued from Year 12</p> <p>February – May: Externally Set Assignment with takes the form of a set theme decided by the exam theme. The aim of the unit is to give students the platform to utilise all their creative experienced gathered throughout the course to respond in a highly personal way to the theme. This project will allow students to:</p> <ul style="list-style-type: none"> • To represent the culmination of the GCE Qualification allowing students to draw together all the knowledge, understanding and skills developed throughout the course. 	

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		<ul style="list-style-type: none"> •Engage with preparatory studies which can help to provide focus for the development of ideas and outcomes. Preparatory studies will be evidenced throughout the creative journey and can take many forms such as recorded research, written annotation and practical exploration and development. •Students have the opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. <p>1,2,3,4,5,6,7</p>
<p>Links with Values and Christian ethos</p>	<ol style="list-style-type: none"> 1. Courage: To share their work and opinions in front of their peers spontaneously & after preparation; to practically explore new techniques & ideas; to listen to & take on board peer and staff evaluation. To tackle new materials they are unsure of. 2. Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make. 3. Honesty: Self-reflection & Peer-evaluation of work, recognising achievement & identifying targets for improvement. 4. Kindness: To support their peers within the class environment sharing and caring about each other's welfare and feelings. Working with others, helping them to improve, providing solutions to peer problems. 5. Respect: Listening proactively to alternate opinion; sharing ideas positively providing evaluative comment in a productive manner as Art is a subjective forum. To consider the classroom environment and others' work displayed in it. 6. Empathy: Supporting peers in groups, showing an understanding of how others; feel about their performance and work as well as applying this to understand how artists produced the responses they have at various points in history 7. Resilience: Responding positively & productively to staff & peer feedback; adapting working practices to work productively with different materials taking advice and learning from it in order to progress learning from their mistakes. 	