

King Edward VI School, Lichfield Art and Design - The big picture

Key stage 4

The current curriculum follows the AQA A specification for Art and Design; this will run until autumn 2016 where the new specification will take over.

Art and Design GCSE

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes.

Unit 1: Portfolio of Work - Coursework 60%

The content of the portfolio will be determined by the particular requirements of the course of study undertaken.

There is no restriction on the scale of work produced.

Candidates may submit in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study.
- More than one extended collection of work, or project which demonstrate an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.
- Explicit evidence of the relationship between process and outcome presented in such forms as sketchbooks, visual diaries, design sheets, design proposals, preparatory studies, annotated sheets and experimentation with materials, working methods and techniques.
- Models, maquettes, prototypes, sculptures, ceramic forms and photographic records of such outcomes as transient constructions, and site specific installations.
- Examples of video, film, animations, CD ROMs and PowerPoint presentations.
- Critical and contextual work that could include visual and annotated journals, reviews, reflections and evaluations, documentation of a visit to a museum/gallery or experience of working with an artist in residence or in other work-related contexts.
- Evidence of any collaborative work and their specific role in this activity.

Unit 2: Externally Set Task – Examination 40%

Year 11 - February – March.

Candidates are required to elicit a personal response from one starting point or project brief set by AQA. They are expected to develop their own work informed by their preparatory studies and in their total Externally Set Task submission, evidence coverage of all four assessment objectives.

Coursework and examination work will require increasingly personal responses you will be asked to make connections between your work, others work and wider world.

SPIRITUAL MORAL SOCIAL CULTURAL.

Assessment

Students are assessed both summatively (End of each completed assessment objective/piece of work) and also formatively using participation in lessons and homework. They are assessed against AQA mark criteria below.

At KS4 students undergo two mock examinations, one at the beginning of the summer term in April in year 10 and in year 11 at the start of the spring term in January. As the mocks are only 2hrs they don't fully reflect the 10hr real exam therefore we use them to practise the method of the exam and the starting of final pieces under controlled conditions.

AQA ART AND DESIGN GCSE ASSESSMENT CRITERIA

Mark	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
	Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. Candidates evidence:	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Candidates evidence:	Record ideas, observations and insights relevant to their intentions in visual and/or other forms. Candidates evidence:	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. Candidates evidence:
0	Work not worthy of any credit	Work not worthy of any credit	Work not worthy of any credit	Work not worthy of any credit
1-4	Minimal ability to develop ideas through investigations informed by contextual and other sources. Minimal ability to demonstrate basic analytical and cultural understanding.	Minimal ability to refine their ideas through experimenting and selecting appropriate resources, media, materials and techniques and processes as their work progresses.	Minimal ability to record ideas, observations and insights relevant to intentions in visual and/or other forms. Written communication to record ideas, where appropriate, is at a very basic level.	Minimal ability to present a personal, informed and meaningful response when endeavouring to realise intentions. Minimal ability to demonstrate critical understanding when attempting, where appropriate, to make connections between visual, written, oral or other elements.
5-8	Some ability to develop ideas through investigations informed by contextual and other sources. Limited ability to demonstrate analytical and cultural understanding.	Some ability to refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes as their work progresses.	Some ability to record ideas, observations and insights relevant to intentions in visual and/or other forms. Written communication, to record ideas, where appropriate, is at a limited level.	Some ability to present a personal, informed and meaningful response when endeavouring to realise intentions. Limited ability to demonstrate critical understanding when attempting, where appropriate, to make connections between visual, written, oral or other elements.
9-12	A generally consistent ability to effectively develop ideas through investigations informed by contextual and other sources. A generally consistent ability to demonstrate analytical and cultural understanding.	A generally consistent ability to effectively refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes as their work progresses.	A generally consistent ability to effectively record ideas, observations and insights that are generally relevant to intentions in visual and/or other forms. Written communication to record ideas, where appropriate, is reasonably clear.	A generally consistent ability to effectively present a personal, informed and meaningful response when realising intentions. A generally consistent ability to demonstrate critical understanding and where appropriate make connections between visual, written, oral or other elements.
13-16	A consistent ability to effectively develop and explore ideas through investigations purposefully informed by contextual and other sources. A consistent ability to demonstrate analytical and cultural understanding.	A consistent ability to thoughtfully refine ideas through purposeful experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses.	A consistent ability to skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms. Written communication to record ideas, where appropriate, is clear and coherent.	A consistent ability to competently present a personal, informed and meaningful response when realising intentions. A consistent ability to demonstrate critical understanding and where appropriate, make perceptive connections between visual, written, oral or other elements.
17-20	A highly developed ability to effectively develop and creatively explore ideas through investigations informed by contextual and other sources. A confident and highly developed ability to demonstrate analytical and cultural understanding.	A highly developed ability to thoughtfully refine ideas through purposeful and discriminating experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses.	A highly developed ability to fluently and skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms. Written communication to record ideas, where appropriate, is fluent and accurate.	A highly developed ability to competently present an imaginative, personal, informed and meaningful response when realising intentions. A highly developed ability to demonstrate critical understanding and where appropriate, make perceptive and discriminating connections between visual, written, oral or other elements.

Homework

Homework is set as and when each individual project requires, but the table below shows an approximate.

ART & DESIGN				
Homework set	Method of assessment	Approx time to complete task	Timescale for completion	Frequency of task
Research	Marked by teacher against AQA criteria.	1-2 hours	At least 1 week but more likely 2 weeks	Approx. 2 per term
Skills practice/finishing class work	As above	1 hour	As above	Approx. 3 times per term
Collecting resources	N/A	N/A	N/A	N/A