








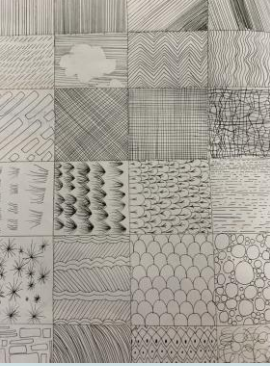


# Department of Art & Design





## Assessment Map 2023-2024




Year	Module	Sub-concept	Curriculum Assessed	Assessment type
7	1: Myself Portrait 	Self portrait painting inspired by the art Julian Opie	to use a range of techniques and media, including painting. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	<u>Key Task 1:</u> Thought shower brainstorm about ME/ title page <u>Key Task 2 :</u> Guided portrait drawing focusing on proportions. or? <u>Key Task:</u> Write like a ...Artist Key Task 3: Homework: Artist Research Flip Book about Julain Opie
7	2:Colour Theory 	To develop knowledge and understanding of colour and how to create different colours shades and tints through mixing paint.	to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials	Key Task 1:Painted coloured wheel where the student has mixed the secondary colour independently. <u>Key task 2</u> complementary colour painting.  <u>Key Task 3:</u> Write like a ...Artist  Homework: Artist Research Flip Book about Mark Rothko

7	<p>3. Under the Sea</p> 	<p>Students will produce a painting set under the sea, their focus will be on composition and scale.</p>	<p>to use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas and collage techniques.</p>	<p>Key Task 1: under the sea title page to include images and information.  <u>Key Task 2</u> Final painting outcome  <u>Key Task 3:</u> Write like a ...Artist to enable students to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work  Homework: Artist Research Flip Book about Axel Scheffler</p>
Year	Module	Sub-concept	Curriculum Assessed	Assessment type
8	<p>1 Jungle landscapes</p> 	<p>To develop knowledge and understanding of colour, depth perspective and composition.</p>	<p>to use a range of painting and colour blending techniques to record their observations in sketchbooks as a basis for exploring their ideas.</p>	<p><u>Key Task 1:</u> Title page- typography-The Dream – Henri Rousseau Visual analyse.  <u>Key Task 2 :</u> Guided landscape painting focusing on creating distance, layering and paint application..  <u>Key Task:</u> Write like a ...Artist  Key Task 3:  Homework: Artist Research Flip Book about Henri Rousseau</p>
8	<p>2. cultural Masks (Native Americans)</p> 	<p>To develop knowledge and understanding of colour, 3D design and symmetry.</p>	<p>To use knowledge of colour theory to create colours relevant to the Native Americans.</p> <p>To use a range of materials including cardboard and string to create a textured 3D mask inspired the Native Americans.</p>	<p><u>Key Task 1:</u> Title page with key information about Native American Art.  <u>Key Task 2 :</u> 3D Mask design.  <u>Key Task 3:</u> Write like a ...Artist</p> <p>Homework: Artist Research Flip Book about</p>

8	<p>3. Insects</p> 	<p>To Develop understanding of line, texture and pattern using Insects a catalyst for creative work.</p>	<p>To use a range of different lines, textures and patterns to develop work inspired by insects.</p>	<p><u>Key Task 1:</u> Title page on Insects.  <u>Key Task 2 :</u> Insect pen drawing with pattern and texture.  <u>Key Task:</u> Write like a ...Artist  <u>Key Task 3:</u>  Homework: Artist Research Flip Book about</p>
Year	Module	Sub-concept	Curriculum Assessed	Assessment type
9	<p>1</p> 	<p>To develop drawing and painting skills. With emphasis placed on colour blending and knowledge of colour theory.</p>	<p>to use a range of painting and colour blending techniques to record their observations in sketchbooks as a basis for exploring their ideas.</p>	<p><u>Key Task 1:</u> Title page- Surrealism  <u>Key Task 2 :</u> Surreal portrait painting  <u>Key Task:</u> Write like a ...Artist  <u>Key Task 3:</u>  Homework: Artist Research Flip Book about Rene Magritte</p>
9	<p>2</p> 	<p>Skills in ceramics, 3D design and model making in the context of creating a fantasy head.</p>	<p>To use clay to develop skills in 3D design, sculpture and model making.</p>	<p><u>Key Task 1:</u> Title page- typography- Gargoyles  <u>Key Task 2 :</u> Guided landscape painting focusing on creating distance, layering and paint application..  <u>Key Task:</u> Write like a ...Artist</p>

				Key Task 3: Homework: Artist Research Flip Book about Gargoyes
9	 3	To further develop drawing and painting skills. With emphasis placed on colour blending and knowledge of colour theory.	to use a range of painting and colour blending techniques to record their observations in sketchbooks as a basis for exploring their ideas.	<u>Key Task 1:</u> Title page- typography- Pop Art <u>Key Task 2:</u> Pop Art Paintings focusing on colour <u>Key Task:</u> Write like a ...Artist Key Task 3: Homework: Artist Research Flip Book about Andy Warhol
Year	Module	Sub-concept	Curriculum Assessed	Assessment type
10		Exploring material, techniques and process. Selecting appropriate materials - Still life context	Develop ideas through investigations, demonstrating critical understanding of sources.	<u>Key Task 1:</u> Formal elements of Art <u>Key Task 2 :</u> Still life sketchbook work <u>Key Task:</u> Oil pastel A2 piece Homework: Sketchbook materials work
10		Using grids and other methods to improve drawing skills. Thinking about scale and proportion in a portrait context.	Record ideas, observations and insights relevant to intentions as work progresses.	<u>Key Task 1:</u> Portrait Artist Research <u>Key Task 2 :</u> Self portrait in sketchbook. <u>Key Task:</u> A2 pen portrait Homework: Sketchbook materials work
10		Personal project on an open theme.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<u>Key Task 1:</u> Artist Research <u>Key Task 2 :</u> Working from original photographs <u>Key Task:</u> A2 painted piece. Homework: Sketchbook materials work

11		Personal project on an open theme.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<u>Key Task 1:</u> Artist Research <u>Key Task 2 :</u> Working from original photographs <u>Key Task:</u> A2 painted piece. Homework: Sketchbook materials work
11		Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Develop ideas through investigations, demonstrating critical understanding of sources.	Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.
11		Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.
12		Still Life and Portrait projects - Exploring material, techniques and process. Selecting appropriate materials	Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.	<u>Key Task 1:</u> Artist Research <u>Key Task 2 :</u> Final outcome x 1 <u>Key Task:</u> Final outcomes x 2 Homework: Sketchbook materials work

12		<p>Personal portfolio. The My project.</p>	<p>The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p>	<p><u>Key Task 1:</u> Artist Research  <u>Key Task 2 :</u>Working from original photographs  <u>Key Task:</u> Final Outcomes  Homework: Sketchbook work</p>
12		<p>Personal portfolio. The MY project.</p>	<p>Our specifications and assessments have been designed to the highest standards, so that teachers, students and their parents can be confident that an AQA award provides an accurate measure of students' achievements</p>	<p><u>Key Task 1:</u> Contextual investigations  <u>Key Task 2 :</u>Experimenting and selecting appropriate materials.  <u>Key Task:</u> Final Outcomes  Homework: Sketchbook work</p>
13		<p>Personal Study - Written component.</p>	<p>The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:</p> <ul style="list-style-type: none"> <li>• clarifying the focus of the investigation</li> <li>• demonstrating critical understanding of contextual and other sources</li> <li>• substantiating decisions leading to the development and refinement of ideas</li> <li>• recording ideas, observations and insights relevant to intentions by reflecting critically on practical work</li> <li>• making meaningful connections between, visual, written and other elements.</li> </ul>	<p>continuous prose of at least a 1000 words, worth 12% of your overall A level. In summary the essay should: Be no more than 3000 words (short and punchy is better than drawn out and draining). Focus on a specific artist/photographer or art movement (or alternatively, a concept or artefact).</p>

13.



Externally set assignment

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-A-LEVEL-SP-2015.PDF#>



Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as soon as possible after that date.

Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first three hours of the supervised time must be consecutive. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended. Preparatory work and the work produced during the supervised time must be kept secure in between sessions of supervised time. The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear. At the end of the 15 hours of supervised time all the work submitted for this component must be kept secure. Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives. The guidelines set out in the JCQ document 'Instructions for the conduct of examinations' must be followed.