



Academic Learning Plan
Year 13 Art/Photography

A Level Exam Board - Pathway to papers

AQA A level Fine Art/Photography [AQA | AS and A-level](#) | [Art and Design](#) | [Specification at a glance](#)

Intent:

Following the KS4 programme, at KS5 we continue to develop the confidence of students and help them take risks with their learning and provide the correct level of challenge to develop both their technical and thinking skills. This involves the development of critical thinking skills so that they may explore a range of creative ideas to guide the process: the exploration of creative ideas, refining and modifying, leading to the development of outcomes of value that are personal and meaningful. At KS5, students are to write at a higher level and use the Harvard Referencing System to cite their sources. This will be guided by teachers. Themes selected and explored by artists encompass artworks from a range of genres, according to students' individual needs and preferences.



	Term 1, 2, 3 and 4	Term 5, 6 and 7
Units	<i>Major Project</i>	<i>Externally Set Assignment</i>
Content	<p>Between January of Year 12 and January of Year 13 students will work on their Major Project. The students work will follow the structure of the A-level assessment objectives:</p> <p>A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <ul style="list-style-type: none"> • Conduct in-depth artist research • Take inspiration from world/cultural/societal/political events happening in the present or past i.e. The Rights of Women • Critically analyse the work of artists and demonstrate that their work has inspired practical outcomes • Make connections between artists from different times and cultures <p>A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <ul style="list-style-type: none"> • Use relevant experimental techniques to produce imaginative outcomes • Use materials that link to the work of artists that are being studied • Produce multiple experiments which gradually become more refined and help students plan a final outcome <p>A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <ul style="list-style-type: none"> • Draw from primary and secondary sources (ideally primary observation) • Take high-quality and technically advanced photographs • Evaluate work produced using art-specialist key words 	<p>The Externally Set Assignment (ESA) is released by AQA on February 2nd each year. The paper contains 7 starting points (theme titles) for students to choose from. As with previous projects students are to conduct artist research which will enable them to think about how they can respond to the different themes, and which will suit their style of working best. Once students have chosen a starting point they need to choose at least 3 central artists/photographers whose work they will research and analyse in detail. They will use this research to help them plan and conduct a minimum of three observational studies/photoshoots, three experiments and eventually plan a final piece which they will produce in the 15-hour sustained exam period which will take place early in May. Once they enter the sustained period students will not be allowed to work in their sketchbooks/preparatory work. During the sustained period students must work in JCQ exam conditions i.e., they will work in silence and not be allowed access to the internet among other things. Once the 15-hour sustained period is over students must submit their final outcome and all preparatory work. It will be marked and standardised by teachers in the Art Department and externally moderated by AQA. This marks the end of the ESA and for students at Wadham School, signals the end of their A-level Art/Photography journey.</p>

	<ul style="list-style-type: none"> Learn from the artistic process and use mistakes to improve future outcomes <p>A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <ul style="list-style-type: none"> Produce final pieces which draws together everything learned from preparatory work and show links to multiple artists Integrate imagination and an element of creative risk-taking into the production of a final piece. Be open to accepting the unexpected <p>High-ability students will also make links to social/cultural/political events</p>	
Knowledge organiser	<ul style="list-style-type: none"> Photography & Literacy KO (in classrooms) Writing about artworks KO (in classrooms) Compositional rules KO (in classrooms) Drawing from observation KO (in classrooms) 	
Assessment	<ul style="list-style-type: none"> Continuous assessment of sketchbooks (taken in half-termly for marking) Half-termly individual tutorials (and as required by students) where detailed individual feedback is given Written analysis formally graded 	<ul style="list-style-type: none"> Continuous assessment of sketchbooks (taken in half-termly for marking) Half-termly individual tutorials (and as required by students) where detailed individual feedback is given Written analysis formally graded
A-level AO Link	<p>A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	
Homework	<p>A-level students are expected to work on personal coursework targets as homework. This usually takes the form of:</p> <ul style="list-style-type: none"> Primary / Secondary Observations Presenting and evaluating work in their sketchbooks Analysing the work of artists Experimenting with mixed media 	
Literacy	<p>Keywords displayed in classrooms</p> <p>Knowledge organisers</p> <p>Students can receive individual feedback on their written work</p> <p>Reading list provided for A-level students</p>	
CEIAG	<p>Creative thinking skills; Planning; Decision making; Originating new ideas; Setting goals; Developing evaluation strategies; Conveying feelings; Actively listening; Cognitive flexibility; Capacity for curiosity; Adaptability and imagination; Making abstract connections</p>	
Enrichment	<p>Seasonal competitions</p> <p>After school Art club</p> <p>Opportunities for leadership roles within Creative Arts</p>	

