



Academic Learning Plan
Year 12 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	Term 3, 4, 5 & 6
Units	<i>Introductory workshops</i>	<i>Major Project</i>
Content	<p>This project is designed to kick-start the coursework portfolio with an introduction to a range of materials, skills and processes. Students create a range of primary & secondary observations, exploring a variety of media. Photography students will learn the basics of using a DSLR camera, the history of Photography and experiment with analogue/dark room techniques.</p> <p>Students will also learn how to use mark-making processes and develop their visual language to include:</p> <ul style="list-style-type: none"> • Formal elements – e.g. line, tone, shape, colour, pattern, surface texture • Image making – e.g. composition, space, depth, light, shadow, harmony, contrast, symmetry, asymmetry • Materials – e.g. charcoal, chalks, pastels, pencils, brushes, paints, inks, papers, card, mixed media, digital/analogue photography, photography post-production using Adobe suite and dark room processes 	<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 • 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

	<p>Students are then reminded about the process of researching artists, which they should already have a good awareness of. Students will learn how to write a more in depth written analysis and document their research using the Harvard Referencing System.</p> <p>At the end of the Autumn Term, students will start to explore ideas for their personal Major Project theme. They must choose a broad theme title which allows their artistic practice, knowledge, understanding and skills to grow and develop e.g. 'Atmosphere.' They will start the Major Project by documenting the work of 10-15 artists from different times and cultures on a large mind-map. Some students may not title their project until the artist research is complete i.e. they will let their inspiration lead them to a focal point for their project.</p>	<ul style="list-style-type: none"> • Integrate imagination and an element of creative risk-taking into the production of a final piece. Be open to accepting the unexpected • High-ability students will also make links to social/cultural/political events
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 Knowledge organisers Students can receive individual feedback on their written work 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 After school Art club Opportunities for leadership roles within Creative Arts</p>