

# ART

Head of Department

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Exam Board

EDEXCEL

Specification:

9AD01

## Course Details

### Year 12: Component 1: Foundation skills

Students are required to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- continuity and change in different genres, styles and traditions
- a working vocabulary and specialist terminology.

Students are required to develop the skills to:

- record experiences and observations in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

When undertaking work in art, students should also engage with:

- concepts such as figuration, representation and abstraction
- how the formal elements evoke responses in the viewer
- various forms or presentation in fine art and the ways that audiences may respond to or interact with them
- sustainable materials and production processes in the construction of work
- the potential of collaborative working methodologies in the creative process

### Year 13, A Level:

#### Component 1: Personal Study, 60% of A Level marks:

Students are guided through the writing of a research question based on an area of interest on which they will create their portfolio of practical work. Alongside this, students will write a supporting essay (1000-3000 words), providing a critical analysis of their work and the work of relevant artists and photographers. Students select their preferred techniques and refine their practice, developing their own style and ways of working. Practical work is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present.

#### Component 2:

**Exam, 40% of A Level marks:** Students develop a personal response to an exam question, the exam concludes with a 15 hour practical piece. All the work they produce is assessed against the four assessment objectives.

Components	% of GCE	Details
1. Personal Investigation	60%	<p>A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions.</p> <p><b>Assessment Objectives – Required skills and knowledge:</b></p> <p><b>AO1:</b> Develop ideas through a sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p><b>AO4:</b> Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements</p> <p>In addition, one 3,000 word essay accompanies the practical work.</p>
2. Exam	40%	<p>This paper will be given in early February, in advance of the exam. The theme is set externally.</p>

## Wider Reading:

- Ways of Seeing by John Berger
- The Art of Creative Thinking by Rod Judkins
- The American Leonardo: A Tale of 20<sup>th</sup> Century Obsession, Art and Money by John Brewer
- The Shock of the New by Robert Hughes
- A Big Important Art Book by Danielle Krysa

## Suggested Websites:

[www.tate.org.uk](http://www.tate.org.uk)

[www.saatchigallery.com](http://www.saatchigallery.com)

<https://www.npg.org.uk/>

[www.studentartguide.com](http://www.studentartguide.com)

[www.thisiscolossal.com](http://www.thisiscolossal.com)

[www.artpedagogy.com](http://www.artpedagogy.com)

## SUMMER WORK

Your overall task is to create a visual art journal which reflects aspects of your own life and personality in a small A5 sketchbook or altered book. You will need to use a combination of drawings, paintings and text/words to illustrate the suggested themes using a range of materials, techniques and processes. This will help you to develop and refine your observation drawing skills by looking more closely at things around you that you see every day, and to explore skills in creating drawings from imagination.

1	To begin with you will need a sketchbook. If you are using a ready made sketchbook, try to use one that is no bigger than A5 in size to create your journal as this is a good size. It's also just as easy to make your own - look at some of these examples for ideas. Just use whatever you have available at home. Check the links on the attached powerpoint and look on YouTube for ideas linked to handmade artist sketchbooks.
2	Each double page will have a theme which should take you up to at least the Summer term. You can draw from direct observation, use your own photos or find images on the internet as inspiration. Look at the slides with artists who use sketchbooks and journals. You can add more pages and continue it over the Summer too, ready to bring back in September.
3	Go through the powerpoint and respond to each theme in your sketchbook. There are 30 to work through, each with a visual example to help you. Think carefully about layout, materials you are using and the scale of each drawing to fill the pages.