

Year 12 & 13 Curriculum Overview Art & Design 2023-24

		External Unit	Choose one unit from the below:			External unit
	Unit 3 The Creative Process	Unit 1 The Visual Recording	Unit 9 Photographic Materials, Techniques and Processes	Unit 12 Fine Art Materials, Techniques and Processes	Unit 15 Fashion Materials, Techniques and Processes	Unit 2 Concepts in Art and Design
	Year 12	Year 12		Year 13		Year 13
Overview of the scheme of learning	<p>A. Understand the stages and activities with the creative process.</p> <p>B. Experiment with the stages and activities within the creative process to develop own working practice.</p> <p>C. Apply stages and activities within the creative process to develop own art and design work.</p> <p>D. Review how use of the creative process developed own art and design practice.</p>	<p>AO1 Understand how recording is used to communicate visually in the work of others</p> <p>AO2 Demonstrate understanding of visual communication through exploration and application of different methods of recording</p> <p>AO3 Demonstrate ability to record to communicate intentions AO4 Evaluate visual recording and communication skills.</p>	<p>A. Explore photographic materials, techniques and processes used to produce photography work.</p> <p>B. Apply photographic materials, techniques and processes to produce work for a brief.</p> <p>C. Review and reflect on own use of photographic materials, techniques and processes.</p>	<p>A. Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work.</p> <p>B. Apply fine art materials, techniques and processes to produce work for a brief.</p> <p>C. Review and reflect on own use of fine art materials, techniques and processes.</p>	<p>A. Explore fashion materials, techniques and processes.</p> <p>B. Apply fashion materials, techniques and processes to a brief.</p> <p>C. Review and reflect on own use of fashion materials, techniques and processes.</p>	<p>AO1 Be able to apply an effective investigation process to inform understanding of creative practitioners</p> <p>AO2 Demonstrate the ability to visually analyse the work of creative practitioners</p> <p>AO3 Demonstrate understanding of how contextual factors relate to creative practitioner’s work</p> <p>AO4 Communicate independent judgments demonstrating understanding of the work of creative practitioners</p>

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Assessment	A portfolio of evidence: research, development, designs and evaluation, plus a developed final piece.	A set task from Pearson. Learners will be given a theme and brief to respond to during a supervised time period. Portfolio evidence.	A portfolio of evidence: research, development, designs and evaluation, plus a developed final piece.	A portfolio of evidence: research, development, designs and evaluation, plus a developed final piece.	A portfolio of evidence: research, development, designs and evaluation, plus a developed final piece.	A set task from Pearson. Part A - 4 weeks before the supervised assessment period for research. Part B - a brief to respond to in the supervised assessment period of 3.5 hrs.
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Overview- Extended Certificate Students have an optional unit in Year 13.

The optional unit is for either the Fine Art, Photography or Fashion disciplines.

Unit 1, 2 and 3 can be completed using the same discipline or a combination.

Knowledge organiser unit 3

The learning aims for this unit:

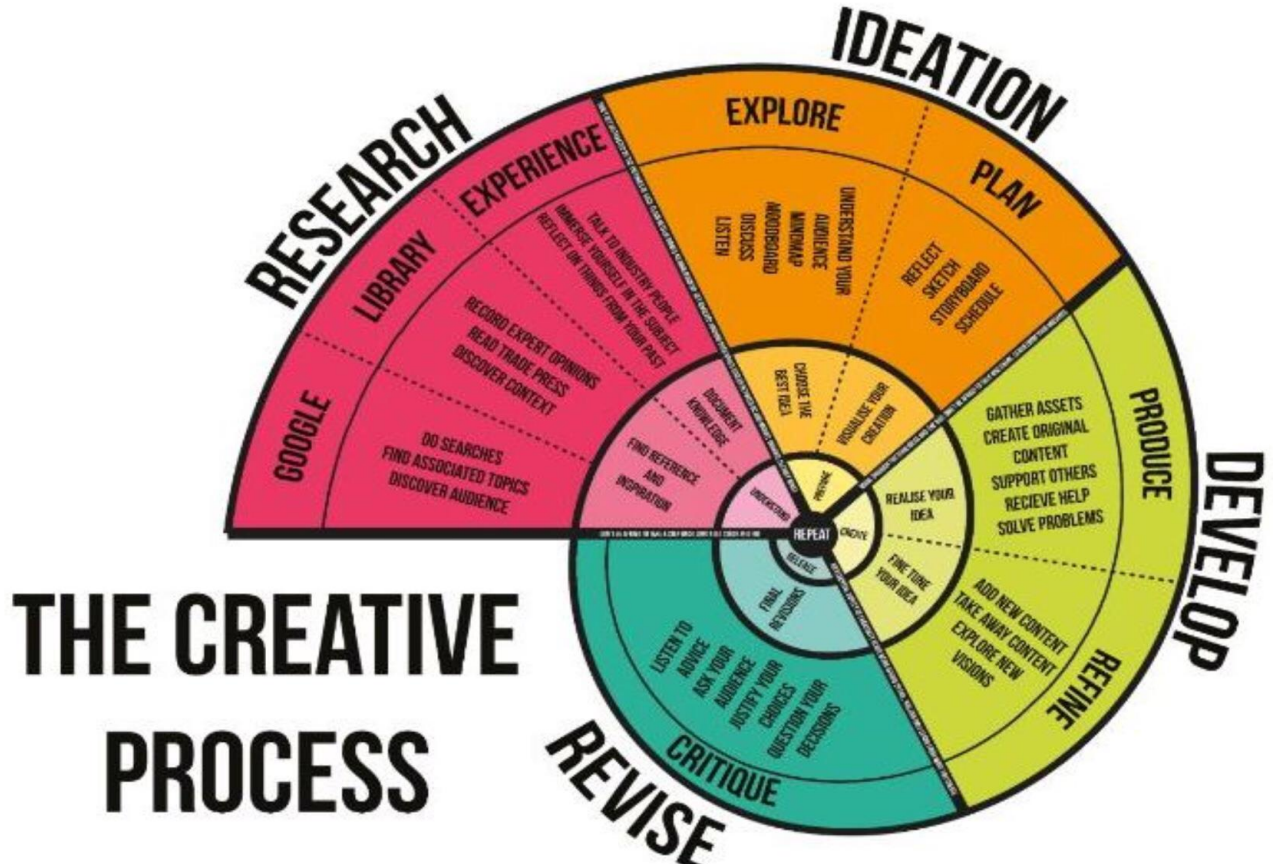
Unit 3: The Creative Process
A: Understand the stages and activities within the creative process
B: Experiment with the stages and activities within the creative process to develop own working practice
C: Apply stages and activities within the creative process to develop own art and design work
D: Review how use of the creative process developed own art and design practice.

Keywords/ command words	Definition
Experiment/ explore	Skills and/or knowledge involving practical testing or trialling.
Apply	Skills. Often referring to given processes or techniques.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none"> •appraise existing information or prior events •reconsider information with the intention of making changes, if necessary.
Understand	for defined knowledge in familiar contexts.



The assignment brief has the complete guide to this unit. Always refer to the brief.

Evidence required:
Annotated sketchbook – Evaluated thru out, Artist research of a range of artists and designers (a minimum of 3),
Experiments
Plans
The creative process analysed
All visual sources require a reference
Final outcome
Final portfolio or sketchbook
Risk assessments



Knowledge organiser unit 12

The learning aims for this unit:

Unit 12: Fine Art, Materials, Techniques and Processes

A: Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work

B: Apply fine art materials, techniques and processes to produce work for a brief

C: Review and reflect on own use of fine art materials, techniques and processes.

Keywords/ command words	Definition
explore/experiment	skills and/or knowledge involving practical testing or trialling.
apply	skills. Often referring to given processes or techniques.
produce	The making of something; the production of art using varied means.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none"> •appraise existing information or prior events •reconsider information with the intention of making changes, if necessary.



- Potential plan:**
1. Mood board and mind map; exploration and research of all aspects of the news story
 2. Contextual investigation. Analyse 3 different artist's work that have responded to a similar theme.
 3. 2D exploration; Your experimentation must include newspaper and may include the following: painting, mark making, surface exploration, photography, illustration.
 4. 3D container exploration; your experimentation must include newspaper and could include the following: nets, packaging, book arts and paper manipulation, moulding and joining, sculpture based on images and assemblage.
 5. Digital exploration: photograph or scan your work and use digital methods in Photoshop or equivalent.
 6. Reflect. Throughout all the processes use annotations to continually reflect on: appropriateness of materials, techniques and process, relationship to brief and audience and ideas, directions and learning.



Contextual investigation



Mind-Map

The assignment brief has the complete guide to this unit. Always refer to the brief.

Knowledge organiser unit 15

The learning aims for this unit:

Unit 15: Fashion Materials, Techniques and Processes

A: Explore fashion materials, techniques and processes.

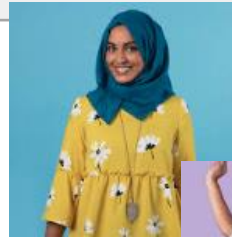
B: Apply fashion materials, techniques and processes to a brief.

C: Review use of fashion materials, techniques and processes.

Keywords/ command words	Definition
explore/experiment	skills and/or knowledge involving practical testing or trialling.
apply	skills. Often referring to given processes or techniques.
produce	The making of something; the production of art using varied means.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none">• appraise existing information or prior events• reconsider information with the intention of making changes, if necessary.

Key outcomes:

Research folder,
Preliminary, Initial and final Designs,
Technical drawings,
Lay plans,
Pattern and instructions to sew
Final garment



Designer in focus: Tilly Walnes

Brand: Tilly and the Buttons.

Full name: Matilda Rose "Tilly" Walnes, Born January 1980.

A British-borne, fashion designer, author, blogger and educator.

Walnes studied at the London college of Fashion, London after

taking an introduction to sewing class. In 2010 she started

designing and making her own clothing and started her blog called "Tilly and the Buttons". She was inspired initially by New Wave and

vintage 1960's fashions. The blog was so successful, it led to a

change in career direction. Walnes had a decade of designing

educational resources under her belt and she has set about

motivating and encouraging the new influx of home sewers. Her

brand, books and patterns have clean and clear instructions with

colour photographs. Walnes has also simplified the jargon used in

her writing after the books she used to learn to sew seemed to be confusing and complex.

In 2013 she entered the first series of The Great Sewing Bee. She

was eliminated in the 2nd week in a self-drafted trouser challenge.

When interviewed afterwards she is quoted that the makes on the show were some of the hardest garments she has ever sewn. Tight

The assignment brief has the complete guide to this unit. Always refer to the brief.

Knowledge organiser external examination unit 1 – visual recording Part A

Assessment outcomes:

AO1 Understand how recording is used to communicate visually in the work of others

AO2 Demonstrate understanding of visual communication through exploration and application of different methods of recording

AO3 Demonstrate ability to record to communicate intentions

AO4 Evaluate visual recording and communication skills

Command or term	Definition
Competent	Demonstrating the necessary ability, knowledge or skill to do something successfully.
Contextual factors	The impact of other influences on a creative practitioner's work, such as the time or era that work was produced or any political, social, cultural influences.
Exceptional	Demonstrating outstanding ability.
Fluently	The ability to express oneself easily and articulately.
Sophisticated	Showing a deep understanding of complex issues or factors.
Visual language	Communication through the use of visual elements.



The brief theme is released in January, students research and develop their response. Students work to a supervised period of time in May/June.

A Understanding and exploring visual recording and communication

A1 Visual recording and communication in the work of others

Examination of the ways that others visually record and communicate considering:

- content – theme, ideas, interpretation of a brief, contextual factors
- form – formal elements, use, purpose
- process – the use of materials, techniques and processes
- mood – the use of visual language to convey meaning, creative intentions
- how the application of materials, techniques and processes impact on the communication of an image.

A2 Understanding formal elements in the work of others

- Identify and record the formal elements in the work of others.
- Consider – line, tone, form, texture, colour, pattern, scale, perspective, figure and ground, composition.
- Examine how the use of visual recording and communication informs and is applied to own practice.

B Developing visual recording and communication skills

B1 Recording from primary and secondary sources

- Explore observational recording from primary sources:
 - 2D recording
 - 3D recording
 - image recording with camera and/or film.
- Explore the use of secondary sources for visual recording:
 - internet
 - books, magazines, journals
 - film, photographs, animation, video
 - music, audio.

The external examination assignment brief has the complete guide to this unit. Always refer to the brief.

Knowledge organiser external examination unit 1- visual recording Part B

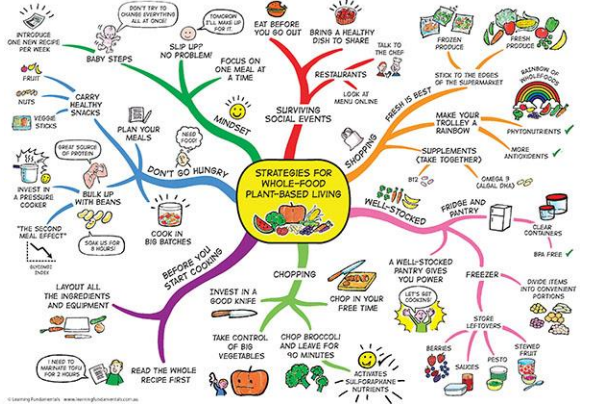
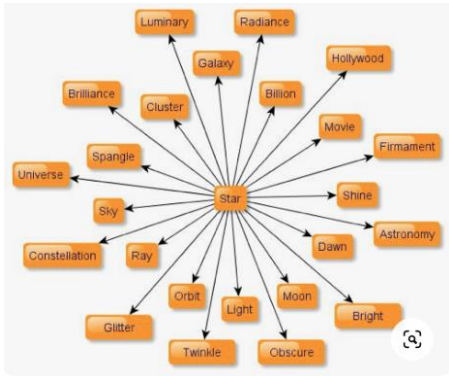
C Extend own visual recording and communication skills

C1 Experimentation and investigation

- 2D ideas generation:
 - mind maps, word association, designing, drawing, sketching, working from primary and secondary sources, photography, screen-based design work.
- 3D ideas generation:
 - drawing in 3D, samples, models, maquettes, test pieces, 3D software.
- Experimentation and investigation into the use of different and diverse materials, techniques and processes to visually record.
- Explore manipulation of materials, techniques and processes to communicate creative intentions.

C2 Apply visual recording skills to communicate creative intentions

- Select appropriate materials, techniques, processes, tools and equipment.
- Refine ideas considering:
 - use of imagery
 - contextual factors
 - material manipulation.



D Evaluate outcomes in relation to intent

D1 Review of the quality of research, outcomes, experimentation in relation to outcome

- Ideas generation, selection, refinement and development.
- Use of imagery.
- Visual language.
- Formal elements.
- Purpose, meaning and intention.
- Use of materials, techniques and processes.
- Contextual influences.
- Justification of creative decisions.

D2 Identification of visual recording and communication skills developmental needs

Summary of final outcomes to identify development needs in:

- research:
 - primary
 - secondary
 - materials, techniques and processes
- visual recording techniques
- visual communication skills
- strengths and weakness in own working.



The external examination assignment brief has the complete guide to this unit. Always refer to the brief.

Knowledge organiser external examination unit 2 Part A- Critical and Contextual Studies in Art and Design

Assessment outcomes

- AO1** Be able to apply an effective investigation process to inform understanding of creative practitioners
- AO2** Demonstrate the ability to visually analyse the work of creative practitioners
- AO3** Demonstrate understanding of how contextual factors relate to creative practitioner’s work
- AO4** Communicate independent judgments demonstrating understanding of the work of creative practitioners

Command or term	Definition
Competent	Demonstrating the necessary ability, knowledge, or skill to do something successfully.
Comprehensive	Covering all or nearly all elements or aspects of something each as a brief or task.
Confident	Demonstrating certainty and focus in the work they produce.
Contextual influences	The impact of other factors on a creative practitioner’s work such as the time or era that work was produced, or any political, social and cultural influences.
Critical Analysis	A subjective piece of writing which expresses the writer's opinion or evaluation of a piece of work.
Effective	Being successful in producing a desired or intended result.
Formal elements	The individual elements that make up a piece of art and design work such as form, line, colour, content, composition.
Insightful	Demonstrating an accurate and deep understanding of ideas, concepts and techniques.

A The importance of good quality research and investigation

A1 Investigation process

- Planning the investigation process by:
 - setting clear aims and objectives for contextual investigation
 - setting timescales and action plans
 - research into possible primary and secondary resources.
- Identifying relevant and reliable primary and secondary research sources.
- Setting up methods to record and collate information found throughout investigation.

A2 Use of contextual research in vocational scenarios

- Developing content/information for magazine articles.
- Content for online artist pages, info/graphics for exhibitions.
- Onscreen guide/website/event/trade-fair, leaflet for an exhibit.
- Interactive guide.
- Preparing for interviews.
- Commissions/briefs.
- Pitches.
- Exhibition proposals and statements.
- Personal statements for competitions, shows or exhibitions.



Alma Thomas



How Ethical Is Stella McCartney?

Chris Offili



The external examination assignment brief has the complete guide to this unit. Always refer to the brief.

Knowledge organiser external examination unit 2 - Critical and Contextual Studies in Art and Design- Part B

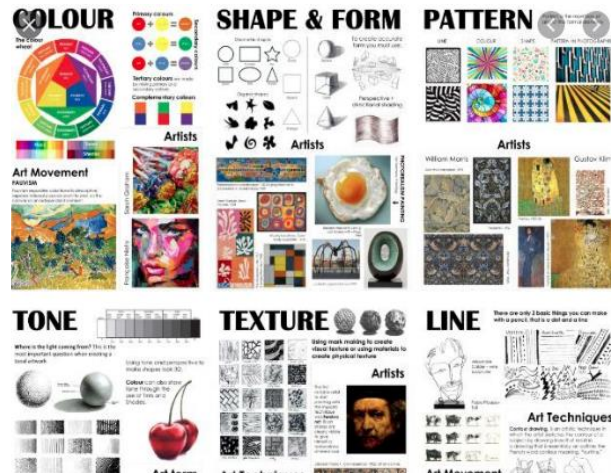
Part B

B Visual analysis of art and design work

Deconstructing art and design work through:

B1 Formal elements

- Tonal values.
- Colour.
- Texture.
- Pattern.
- Form.
- Shape.
- Line.
- Technical details.



B2 Visual language

- Scale, size.
- Composition, viewpoint, framing medium.
- Materials.
- Process.
- Production methods.
- Techniques.
- Other elements used in visual language: use of text, time based, series.

B3 Visual communication

- Subject matter.
- Imagery.
- Message.
- Explicit and implicit messages and/or meanings.
- Symbols and symbolism.
- Intended mood and emotional impact.
- Aesthetics.
- Consideration of alternative readings or opinions about the work.

C Analyse how the contextual factors can influence the work of creative practitioners

C1 Contextual understanding of the practitioner

- Whether practitioners were part of an art and design movement, such as modernist, surrealist, art and crafts.
- The era/time they were working in, the politics and social norms of the time.
- The sector(s) or discipline(s) in which they produce their work.
- The influence of technology on their work.
- Whether they were part of a political, social or environmental movement or group.
- Ideas or messages they were trying to convey in their work.
- Influences from other artists/designers/movements.
- Relevant factual or biographical details.
- Themes from literature, developments in science, environmental issues.
- Contemporary cultures such as street fashion, film.
- Personal values, spiritual/religious views.
- Investigate the key works produced by the practitioner:
 - the purpose of the key works such as to exhibit, for a magazine/publication
 - their use of visual language, formal elements and imagery
 - themes in their work use of materials, techniques and processes.

C2 Critical analysis of art and design work

- Personal views and values.
- Comparing forms and styles of work.
- Finding contextual relationships.
- Interpreting messages/ideologies in work.
- How work is received by an audience/consideration of public taste.
- Changes in attitudes of the audience and society.
- Consideration of how current trends impact work.
- Interpreting themes and ideas in art and design work relating to:
 - Politics and power
 - Environment
 - Science and technology
 - Society, equality and gender
 - Health
 - Identity
 - Culture and religion.



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D Drawing conclusions and forming judgements on the research carried out.

D1 Summarising key information

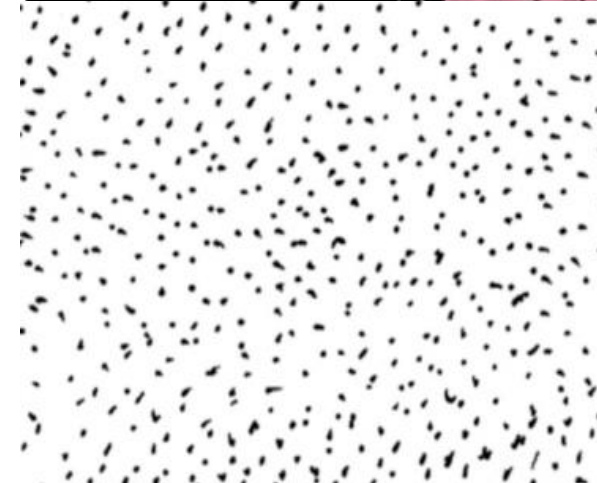
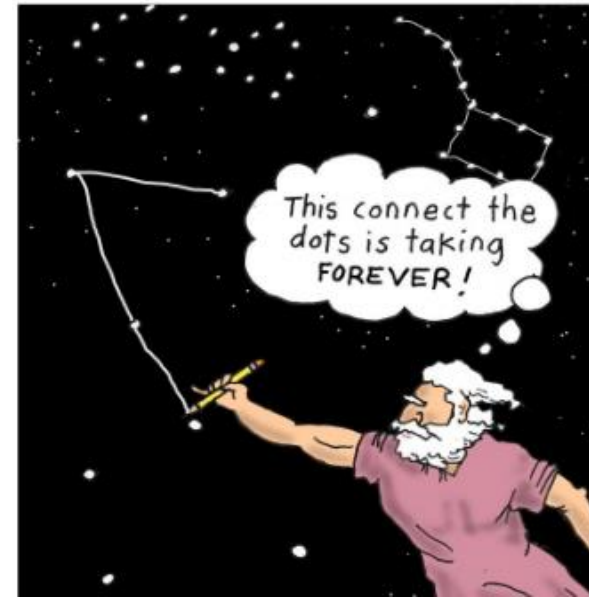
- Selecting relevant and reliable information.
- Identifying key points.
- Articulating findings and conclusions using a combination of written and visual information.

D2 Forming independent judgements

- Make connections between messages, themes and/or creative intentions and the visual elements that form the work.
- Drawing comparisons and making links to other work.
- Explaining interpretations, using examples, quotes and factual evidence to reinforce view.

D3 Communicating and justifying conclusions and judgements

- Using language and terminology appropriately.
- Referencing information correctly.
- Ensuring good quality of written communication.
- Offering structured arguments, conclusions and judgements justified with examples.
- Expressing opinions with reasoning.
- Clarifying and explaining points.



This examination is issued in 2 parts from the examination board. Part A being available in March to allow a research period and Part B 4 weeks later when students will write an extended piece of writing during a supervised period.

The external examination assignment brief has the complete guide to this unit. Always refer to the brief.