

Subject: Art

Teachers: ABE & JMW

Exam Board: AQA

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation

The AQA syllabus being 60% coursework allows flexibility for the development of a program of study which is tailored towards the needs of the individual student. The syllabus requires the students to satisfy assessment objective 1 to 4 rather than specific projects or content.

Each AO constitutes 25% of the marks.

At the beginning of the course students will embark upon a series of short, skills development projects intended to enhance and develop prior learning. As the course progresses students will develop more independent approach towards their learning and will develop of a portfolio of work based on themes of their own choosing. This will consist of research, experimentation, development of ideas and the realisation of outcomes. All of which are directly in line with the AQA assessment objectives.

Examination Information

Coursework portfolio represents 60% of the total marks for the qualification. This is completed over the two years of the course and will be in the form of a number of projects.

The Externally Set Task represents the remaining 40% of the marks. This has to be completed in the spring term of year 13.

Facilitating Subject?

Impact of Prior Learning from KS4

The structure of the GCSE is very similar to the A level, employing the same assessment objectives and the same 60/40 split between coursework and externally set task. This is fortuitous as the students understand the process, system of marking and the all-important assessment objectives.

The project's students undertake also follow a similar pattern with students investigating a theme, responding to the work of other artists, experiment with media and techniques, developing ideas and realising outcomes. This underlines the importance of students having studied Art at GCSE level.

Summer projects consist of preparatory work for the A level and help students to get a flying start in September.

Equipment Required for this course

- Coloured pencils
- Graded pencils
- Fine grain paper
- Watercolour paper
- Watercolour set
- Range of brushes
- Oil pastels
- Soft pastels
- Fine liners
- Acrylic paint
- Oil paint

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Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Speed drawing and confidence boosting drawing activities.• Large scale Abstract Collage.• Colour reduction / relief printing.• Collagraph / intaglio print making.• Photography Technical.• Independent project -From Realism to Abstract in style.	<ul style="list-style-type: none">• Photography Experimental.• Photo wall (independent).• Portraiture, proportions, chiaroscuro.• Transfer techniques.• Contouring.• Oil painting• Mock Exam/ Independent Project	<ul style="list-style-type: none">• Mock Exam/ Independent Project• Ceramics.• Lessons become much more tutorial based as students' progress with their own independent projects.

Curriculum Implementation – Areas of Focus Year 13		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Students will continue to work on their own major projects having chosen their own starting point from a variety of options. They will produce ideas for their final piece using a variety of media and their own photographs. They will use computer programmes such as Photoshop to help them and work on a range of scales and surfaces.• After October half term students will start to work on their final pieces or collection of final pieces, this will be complete by the end of January.• Coursework is then handed in and given a preliminary mark. Students have time to act upon feedback to change their mark.	<ul style="list-style-type: none">• Externally set Assignment.• Students are issued with their examination paper of the 1st February. They select a starting point from this paper and spend 3 months planning and preparing for their examination set over 3 days (15 hours).• Students are given a timetable as to dates with weeks commencing so that they know exactly what is expected to be handed in and when.	<ul style="list-style-type: none">• Students complete their 3 day examination, hand all of their exam work and amended coursework in.

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Impact / Outcomes

Learning will be assessed throughout the course by:

- Each piece of work being assessed according to the A*-U grading system.
- Data rounds.
- Verbal feedback and assessment.
- Preliminary marking of units prior to final submission.

Homework / Self Study

- Students have their own designated Art Lodge, a space with views of the school field and somewhere for students complete work outside of the lesson. Students are encouraged to use their free periods wisely to maximise their potential.

Ways to support learning

- Parents and guardians can really assist their daughter by taking them to visit art galleries, ensuring that they have art equipment listed above and giving them a good space to complete their art work at home.

Field Work / Extension / Enrichment Opportunities

- Photography plays a major role in art so if parents allow their daughter to be equipped with a camera and take them to the various locations that they need to go to take the quality photographs then this is very useful.

Next Steps

- Students often study a foundation art course at Shrewsbury College. They then go on to some of the top universities in the country such as Falmouth, University College of London, Leeds and Central Saint Martins.

Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.
- Students are seated according to their needs, students work with the SENDCo to decide upon this.

Inclusion within A Level Art and Design

- Within projects students learn about a range of artists including those with disabilities such as Steven Wiltshire.
- Students with Autism may require to work on small sections of pieces, to avoid being overwhelmed with a whole piece of art- this is supported and facilitated by teaching staff.
- Equipment is adapted wherever necessary to accommodate the needs of students with SEND.
- Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous techniques and processes taught to support their understanding.

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For more information, contact: J.Walker j.walker@nghs.org.uk or A.Benoit a.benoit@nghs.org.uk