

SOME INFORMATION ABOUT THE COURSE.....

Content Overview	Assessment Overview	
<p>There are seven qualifications available for study.</p> <p>The available specialisms are:</p> <ul style="list-style-type: none"> • Art, Craft and Design (H600) • Fine Art (H601) • Graphic Communication (H602) • Photography (H603) • Textile Design (H604) • Three-Dimensional Design (H605) • Critical and Contextual Studies (H606) <p>Component 01: Personal investigation</p> <ul style="list-style-type: none"> • Learners should produce two elements: <ol style="list-style-type: none"> a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre a related study: an extended response of a guided minimum of 1000 words. 	<p>Personal investigation (01)</p> <p>120 marks</p> <p>non exam assessment (internally assessed and externally moderated)</p>	<p>60%</p> <p>of total A level</p>
<p>Component 02: Externally set task</p> <ul style="list-style-type: none"> • The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli. • A response should be based on one of these options. 	<p>Externally set task (02)</p> <p>80 marks</p> <p>15 hours</p> <p>non exam assessment (internally assessed and externally moderated)</p>	<p>40%</p> <p>of total A level</p>

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The full A Level has two components:

Component 01: Personal investigation

Learners should produce two elements:

1. A portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
2. A related study: an extended response of a guided minimum of 1000 words.

Assessment overview

01: Personal investigation

120 marks

Non exam assessment (internally assessed and externally moderated)

60%
of total level

Component 02: Externally set task

The early release paper will be issued on **1 February** and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.

- A response should be based on one of these options. Preparation time and the supervised time period is set by the centre.

Assessment overview

02: Externally set task (15 hours)

80 marks

Non exam assessment (internally assessed and externally moderated)

40%
of total level





A Level Year 12/First Year Teaching

SEPTEMBER

Workshops, workshops and workshops.

OCTOBER

Exploring practically a range of materials, processes and

NOVEMBER

techniques looking at different specialist areas:

DECEMBER

Fine Art, Photography, Textiles, 3D, printmaking.....

JANUARY

Continuing with workshops and ensuring proficiency in at least 2 specialist areas.

FEBRUARY

Starting to think about personal investigation project, themes and personal approaching, reflecting on own your own work.

MARCH

APRIL

MAY

MAY

JUNE

Students to critique their work and start to work on their personal investigation, thinking of ideas and pathways in which they want to pursue. Research, investigate and explore their chosen theme.

A Level Year 13/Second Year Teaching

SEPTEMBER

Continue to develop to A Level Continuing with related study and Personal Investigation.

OCTOBER

NOVEMBER

DECEMBER

JANUARY

1st February Early Release paper. Centres set own date for development and the 15 hour supervised time period. Continue to develop to A Level.

FEBRUARY

MARCH

APRIL

MAY

MAY

JUNE

Marking/submitting marks to OCR 31 May. Visiting moderation takes place from 1st June.

The major difference between GCSE and A Level is the level of sophistication of the skills demonstrated and the ideas that are underpinning a project.

A2 is more independent where pupils have the ability to choose their topic, areas of interest and the focus skills in which they will explore and demonstrate expert skill in. This independence of thought allows them to cultivate their own ideas and their practice, not only benefiting their Art work, but allowing them to build and develop transferable skills that will be beneficial across all subject areas. Developing employability skills and maturity- vital for success whichever route they decide to take- further education or employment.

WHAT CAN ART DO FOR YOU IN THE FUTURE?



Professional Creative Skill Set

In order to succeed in a practical and creative subject you need to develop a strong set of professional qualities. These qualities will ensure you achieve not only in your creative subject but also in your future education and in employment.

Universities say they are looking for students with an open mind for learning and the capacity to develop skills. They want students with a positive attitude, an ability to meet deadlines, a strong work ethic and resilience to listen to criticism and act upon it.

UCAS state employers are looking for similar skills:

- Attitudes and aptitudes are often seen as more important than formal qualifications.
- Although technical and basic skills are required to get past the initial application stage, other aspects such as personal qualities, attitudes, and general aptitudes are then seen as far more critical.
- Resilience is frequently cited by employers as an essential quality for young people to possess – the ability to cope with setbacks and criticism, be motivated to overcome obstacles, and stay calm under pressure.
- A positive attitude to work, punctuality, flexibility, verbal communication skills, and the ability to make a professional introduction are all crucial when deciding whether to recruit a young person.
- Nearly half of employers stated that they had not hired a young person because they felt they did not have the right attitude.

These transferable skills are highly regarded by employers. They want to employ people that:

- do things independently
- know how to find things out
- think creatively
- sort out problems
- organise and manage your own work
- get on with other people and make a good contribution in a team
- show leadership

Art Allows you to demonstrate and develop ALL of these traits...click the hexagon to find out more...



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Why Choose Art?.....