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| **[Fine Art] 2024/2025** |
| **Academic Studies** |

A painting of flowers on a white board

Description automatically generatedA person with paint on her body

Description automatically generatedA drawing of a group of people

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| **Start Date** | **5 September 2024** |
| **End Date** | **5 July 2026** |
| **Level of course** | **Level 3** |
| **Awarding Body** | **OCR** |
| **Specification** | [OCR A Level in Art and Design (H600-H606) Specification](https://ocr.org.uk/Images/170210-specification-accredited-a-level-gce-art-and-design-h600-h606.pdf) |

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| CONTENTS |

[YOUR SUBJECT TEACHERS 3](#_Toc108560340)

[INTRODUCTION & AIMS OF THE COURSE 4](#_Toc108560341)

[COURSE STRUCTURE 5](#_Toc108560342)

[KEY COURSE INFORMATION 6](#_Toc108560343)

[YEAR PLAN OF STUDY 7](#_Toc108560344)

**ASSESSMENT AND FEEDBACK………………………………………………………………………………………………………… .7**

[ENRICHMENT AND VISITS 8](#_Toc108560345)

[SUCCESSFUL LEARNER HABITS 9](#_Toc108560346)

[SUBJECT RESOURCES FOR STUDENTS 10](#_Toc108560347)

[TERMINOLOGY GLOSSARY 11](#_Toc108560348)

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| YOUR SUBJECT TEACHERS |

A person sitting in a chair

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A Level Art and Design Course Coordinator Sarah Griffiths

Lecturer of A Level Fine Art

Room F34

Email contact: [sarah.griffiths@derby-college.ac.uk](mailto:sarah.griffiths@derby-college.ac.uk)

A person in a blue shirt

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Art & Design Curriculum Support Emily Pallett

The Tech Office F34

Email contact: [emily.pallett@derby-college.ac.uk](mailto:emily.pallett@derby-college.ac.uk)

A person standing next to a table

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Art & Design Curriculum Support Ali Wilson

The Tech Office F34

Email contact: [ali.wilson@derby-college.ac.uk](mailto:ali.wilson@derby-college.ac.uk)

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| INTRODUCTION & AIMS OF THE COURSE |

OCR Fine Art

The A Level Fine Art curriculum at Derby College encourages our students to:

* Become hardworking, creative independent learners who are highly motivated to achieve their full potential.
* Be independent, ambitious, confident and curious learners who are fully engaged with their learning and development.
* Be responsible citizens who make a positive contribution to their community and are respectful and show understanding towards others.

The OCR A Level Fine Art course is a two-year level three course which aims for students to develop their creative skills and contextual understanding of Fine Art.

Many students progress onto a Pre Degree-Art Foundation Course at Derby College then from this course into Higher Education to study Fine Art, then into employment in the creative industries.

Areas of Employment include Artist, Designer, Maker, Architecture, Stylist, Art Journalist, Art Curator, Art Restorer, Art Historian, Art Teacher.

Subjects which compliment A Level Fine Art include, Arts subjects: Music, Film and Media, English Literature, English Language, Modern Foreign Languages, Humanities: History, Geography, Politics, Business Studies, Social Sciences: Sociology and Psychology. For students wishing to pursue a career in Architecture, Mathematics and a science subject would complement this subject.

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| COURSE STRUCTURE |

**OCR Fine Art**

**Unit 1 Personal Investigation Non-Examined Assessment and 1,000 word illustrated Related Study (60% of overall A Level Grade)**

This unit of learning starts in Year 1 March 2025, and it is completed January 2026. (Year 1 Students)

**Unit 2 Externally Set task (40% of the overall A Level Grade)**

This unit of learning starts in Year 2 and is completed in the April of that academic year.

This task is an externally set exam paper by OCR you are to select one question from a choice of 7.

You will have 6 working weeks in college to prepare your sketchbook and portfolio of artwork and are allowed to have all this evidence with you in the examination room. After the 15-hour examination is completed, you need to hand in all your prep work and sketchbook to the invigilator.

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| **A Level Fine Art Curriculum Overview** |

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**Unit 1 Year one**

**Initial Workshops and Project**

**9 September – 25 October 2024**

**The Everyday Project**

The Everyday observational drawing workshops, an opportunity for you to record your observations and share your understanding of the formal elements through your research and practical creative skills. You will learn how to evaluate and review your work in your sketchbook and in discussions with your teachers and peers while applying your understanding of Art terms and specific Fine Art vocabulary. You will learn how to research and record findings from appropriate artists and makers in your sketchbook sharing understanding of their work and how and why it inspires your own creative development.

**4 November 2024 – 24 February 2025**

**Everyday Project Development:** Learning to develop your ideas for the Everyday exploring a variety of materials and processes in drawing, painting, mixed media, and print. Learning how to explore and experiment with ideas and materials to produce refined and resolved outcomes You will continue to evaluate and review your work with your peers and teachers at every stage applying your understanding of art terms. You will be expected take part in a presentation your peers and tutors sharing your project development and the creative direction you have taken with your outcome.

**March 2024 – 27 January 2025 Year 2**

**March 2025 – January 2026 Year 1**

**Unit 1 Personal Investigation NEA (Non-Examined Assessment) Coursework, Practical Portfolio and Related Study**

You will construct a title for your personal project, this theme needs to inspire you and you must be able to demonstrate that you can produce a sustained project which is well developed and has contextual links to other artist's work. You need to produce a sustained and skilled outcome which responds personally and creatively to your brief.

You will complete a Personal Written Related Study which will contextualize and evaluate the findings of your artist research linked to your chosen theme. This needs to be at least 1,000 words long, word processed, illustrated include a Bibliography of sources to be submitted June 2024. This is also worth a maximum of 24 marks.

**1 February 2025 – 22nd April 2025 Year 2**

**1 February 2026 – 22 April 2026 Year 1**

**Unit 2 Externally Set Task (15-hour practical examination)**

This is worth 40% of your overall grade marked out 20 for each Objective

Exam paper handed out to students on the 1st of February 2025 and have till 22nd April 2024 to prepare for the exam, you can take your studies and sketchbook into the exam. All prep work and timed piece are handed in once the examination is finished.

**How will I be assessed**

Assessment is against the four grading objectives below.

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The Objectives are important, and you need to understand how you can achieve the highest marks for each of the Assessment Objectives.

For Unit 1 each objective has a maximum total mark of 24.

For Unit 2 each objective is marked out of 20

If you understand the assessment objectives, you will make faster progress and achieve a higher-grade outcome.

[Here are the assessment criteria grids for your information](https://ocr.org.uk/Images/323454-assessment-grid.pdf)

**The Assessment Process**

Your work will be assessed by myself, and you will have FA points throughout the academic year where we review and give you formative assessment (see Key calendar dates below). After final unit submission your work will be summatively assessed by Sarah Griffiths and internally verified by a Senior Art and Design Teaching and Learning Manager Catherine Guerrero.

In June of the second year an OCR External Moderator will visit Derby College and external verify our assessment decisions in a student rank order exhibition to check our assessments meets national standards.

Final Grading is subject to OCR qualification boundaries which change yearly. These are published annually on 15th August (A Level results).

**What is Academic Malpractice?**

DCG is keen to support students and avoid any cases of Academic malpractice. Each Awarding Organisation will take matters of academic misconduct very seriously and this can result in a failure, due to you being disqualified by the Awarding Organisation.

Examples of malpractice include plagiarism; this is where work is copied directly or paraphrased from another source without referencing. It could also include copying another student’s work or allowing another student to copy your work.

Other examples include:

* Falsification or fabrication of results,
* Deliberate destruction of other student’s work
* Any other act that will give you an unfair advantage. This also relates to not following clear guidance in examinations or assessments where examination conditions exist.

Where academic malpractice is suspected, this will be reported to your Team Manager who will investigate and, where relevant, the Awarding Organisation may also be informed and investigate further. Where malpractice is discovered to have occurred sanctions may be imposed including the potential to be disqualified from the qualification.

**Key Expectations**

**What you can expect of us:**

1. Experience and Professionalism in delivering high quality Fine Art outcomes

b. Offering Creative opportunities

c. Positive Learning environment

d Regular feedback in lessons

**What we expect of you:**

a. 100% Attendance and excellent punctuality

b. Positive attitude to learning

c. Come prepared to lesson

d. Meet Project Deadlines

**Year 1 Assessment Calendar**

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| --- | --- |
| 16/9/2024 | Initial Assessment |
| 21/10/2024 | FA1 Upload Deadline |
| 16/12/2024 | FA2 Upload Deadline |
| 28/2/2024 | FA3 Upload Deadline |
| 21/4/2024 | FA4 Upload Deadline |
| 2/6/2024 | Year 1  Progression Exams |
| 23/6/2024 | Unit 1 Related Study Final Hand in. |

**Year 2 Assessment Calendar**

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| 7/10/24 | FA1 NEA Portfolio upload |
| 25/11/24 | FA2 NEA Portfolio upload |
| 24/1/24 | FA3 Unit 1 Personal Investigation NEA  Hand in Summative assessment |
| 1/2/25 | **Start UNIT 2 (Exam Paper Select Question)** |
| 10/3/25 | FA4 Review of Exam Progress |
| 22/4/25 | Unit 2 Externally Set Task  15hours Practical Examination exam.  Timed piece and all portfolio work handed in for the start of the exam |

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| KEY COURSE INFORMATION |

OCR A Level Fine Art

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| Length of Study | 5 hours a week in class, minimum 5 hours a week independent study  2 Academic Years |
| Your classrooms | F34, G30 |
| Key skills you will be developing during the course to be successful | Subject specific  **Communication:**  Reading information about artists and applying understanding of their work to your sketchbook research and own project development.  Writing academic research annotations in your sketchbook and personal evaluations of your creative processes.  Oracy in team presentations through weekly lay out and look sessions which build on student Oracy and presentation skills weekly to normalise discussion and sharing different opinions about artwork.  **Digital skills:** presenting creative information using a range of digital programmes and platforms.  **Application of number:** through practical tasks  **Modern Britain:** Practical Art and Design Coursework Projects which encourage discussion and concepts around Modern Britain. Making visits to Art Galleries to consider the role of artists and designers in Modern Britain  **Sustainability:** Apply sustainable working methods in your own creative practices. This will be shared in group discussions and research tasks where you can share how and why you are sustainable as a Fine Artist. |
| What will lessons look like? | Art Lessons will be conducted in a professional art studio, they will be creative practical lessons and include opportunities to develop academic research and writing skills, through class discussions, presentations and in written work. Digital skills will be developed through academic and creative practice.  **How do they start?**  You will be shown a creative concept or technique to consider for the first part of the lesson, this could be looking at Exemplar work or a teacher demonstration.  Learners than practice their skills of these creative concepts in the class.  **Regular Features of my Art classes?**  Group sharing’s of creative ideas and work completed in the class. To discuss and apply are understanding of the art elements and the creative art and design development process.  Termly Teacher FA one to ones where we review what learning has taken place, and what needs to be revisited in order to make further progress.  An opportunity to create learning targets which are set and reviewed with your art teacher and logged on pro portal My ILP.  **Class Expectations**   * 100% Attendance and be punctual to class   If you know you are going to be absent or late, please message me directly on teams or email sarah.griffiths@derby-college.ac.uk   * Be prepared with your pre-learning self-study tasks and equipment. Without these you will not make expected progress and you will feel left behind. * If we have remote learning lessons be prompt and camera on for team’s lesson * Upload all portfolio evidence weekly onto one drive for teacher feedback. * Make sure your phone is turned off unless your teacher asks you to use it for a learning task. * Be mindful of our working environment and each other, tidy away equipment at the end of sessions, return art resources to the support staff. * Be resourceful: use recyclable pots, jars to put your paint into. Also bring in recyclable materials to use within your art: card, string, fabric etc.   Let us do our bit to be sustainable artists.   * Come into class with plenty of questions, creative thoughts, and artwork to share with your peers and teachers. |
| Informal Assessment Methods | One to one verbal feedback. Notes shared on Teams Chat |
| Essential Equipment/ Resources | As we will be working in a professional Art studio, we have a studio fee which is **£30.00** and included is a starter pack of art materials which will get you started, and this includes, A3 sketchbook A3 folder, drawing and painting equipment. You will also have access to all the specialist materials, printing inks, paints, dyes, and equipment in the Art studios.  Year 2 Studios fee is **£15** which covers all the print, paint, paper you will use in your second year of study. You will also need to purchase another A3 sketchbook for your examination which you may purchase from the tech office.    **What’s in the A Level Fine Art / Starter Kit**   |  | | --- | | 1 brush round watercolour | | Glue stick | | Individual Grade Pencils 2B 4B 6B | | STABILO® point 88® Fine liner Black / Black Biro | | Rubber / Pencil sharpener | | Watercolour Tablet Set | | A3 Portrait soft Sketchbook | | A3+ Plastic Poly holdall |     Please ensure that you look after your equipment and use the folder to transport work to and from college. There are large A 1 draws that you will be assigned to keep your work in college. |
| Health and Safety | We are all responsible, whilst on college premises, for our own safety and the safety of others. If you notice anything at all which you consider could jeopardise your own safety or the safety of your peers, you must report it immediately.    The studios and workshops you will be using will have specific health and safety rules, you will be advised of these during the course and expected to adhere to them. Failure to do so will result in disciplinary action being taken.  If you injure yourself at all whilst you are on college premises, make sure you report it to a member of staff, who will take any necessary action on your behalf.    If you or someone else requires First Aid, contact a member of the college staff immediately.  In Art and Design your first Aid Team are   * Pete Gardner * Tracey Ramsdale * Cath Wood |

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| YEAR PLAN OF STUDY |

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| **Year plan of study Academic Year 2024 - 2025**  **Year 1 & Year 2** |

**Year 2 Plan of study**

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|  |  | INDUCTION | | | |  |  |  |  |  |  |  |  |  |  |  |  | **NEA:Unit 1 Personal Investigation**  **Producing a series of 4 development studies informed by your personal research.**  **(A01 Develop, A02 Explore, A03 Record, A04 Present** |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **NEA: Unit 1 Personal Investigation**  **Producing a series of observational studies which record your ideas**  **(A01 Develop, A02 Explore, A03 Record, A04 Present**  **12th September 2024 Visit to Yorkshire Sculpture Park** |  |
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| OCTOBER 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **FA1 Monday 7th Oct 2024 Upload all portfolio created so far for assessment.** |  |  |  |  |  | **FA1 Assessment Point** |  |  |  |  |  |  |  | **One to one teacher reviews (DIRT) to target set for next review set target on your ILP**  In class applying how you are planning to make further work to make more evidence regarding  A01 Develop, A02 Explore A03 Record |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| NOVEMBER 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  |  |  | **Unit 1 Personal Investigation**  **Producing a further development work samples at least 4 exploring a range of media and approaches to your concepts.**  **These are to be recorded in your sketchbook and evaluated so you can then decide which direction to develop for your outcome presentation.**  **FA2 Upload 25th November 2024 and group presentations of development work that week in class.**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)** |  |  |  |  |  |  |  |  | |  | |  | |  |  |  |  |  |  |  |  |  | **FA2 Assessment Point** |  |  |  |  |  |

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| DECEMBER 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | 12 | | | | |  |  | 13 | | | | |  |  | 14 | | | | |  |  | **Christmas** | | | | |  |  |  | |
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| Students in class embarking on finalising final plans and beginning to create their final piece. Homework documenting the process in the sketchbook.  **(A01 Develop, A02 Explore, A03 Record, A04 Present)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| JANUARY 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  |  |  |  | **NEA:Unit 1 Personal Investigation**  **Producing an outcome which responses and communicates your ideas in an imaginative and thoughtful way.**  **Present and mount all supporting work and present related study in printed for assessment.**  **Coursework Deadline: Friday 24th January 2025**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SUMMATIVE ASSESSMENT  NEA Unit 1 Personal Investigation Deadline |  |  |  |  |  |  |  |

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| FEBRUARY 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit 2 Externally Set Task issued to students 1 February 2025**  **You select one question to respond to from a choice of seven and then must create research, prep studies, and planning development work which demonstrates your application of the following objectives. The timed piece is practical a 15-hour examination (hand in sketchbook and all prep work immediately after the exam with your timed piece.**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)**  **Upload evidence created so far FA3 3st March 2025** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| MARCH 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Unit 2 Externally Set Task issued to students 1 February 2025**  **You select one question to respond to and then must create research, prep studies which demonstrate your application of the following objectives.**  **A01 Develop, A02 Explore, A03 Record, A04 Present)**  **Students to continue to develop ideas and document process in their sketchbook. All sketchbooks and prep studies to be completed before the start of the examination. All work to be handed in after examination.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |

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| APRIL 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | | | |  |  | **EASTER** | | | | | | | | | | | |  |  | 27 | | | | |  |  | 28 | | |
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| Share final Plans for the exam with teacher and techs.  So the equipment and exam room is set up for outcome making. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Practical Exam  9-4.30 | Practical Exam  9-4.30 | Practical Exam  9-11.00 | Unit 2  Externally Set Task  15hr Exam F34  All prep work to be submitted with sketchbook at the end of the exam |  |  |  |  |  |

**End of Year Show: 25th June 2025**

Your course finished after your examination, the work you produce for the examination will be assessed by your teacher then Internally Verified by a Art and Design Manager. Your work will then be externally moderated by OCR on a visit to college to see your work exhibited in June 2025. Your grades are then awarded by the exam board the grade boundaries for A Level Fine Art are subject to change annually.

You will need to pick up artwork from college in November 2025 if you don’t pick it up it will be disposed.

**Year 1 Year Plan**

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| SEPTEMBER 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  | INDUCTION | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **THE Everyday Project**  **The Everyday Formal Elements Workshops**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)**  **Learning to Look, Observational Drawing**  **How to use a sketchbook to record research and creative ideas, how to apply the formal elements and specialist art terms in own writing.**  **Initial Assessment 16/9/24 to ensure you have selected the correct A Level subject.** |  |  |  |
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| **The Everyday Project**  **The Everyday Formal Elements Workshops**  **(A01 Develop, A02 Explore, A03 Record, A04 Present**  **Creating drawings/ prints, drawing with stitch to explore these formal elements.**  **How to undertake visual research in the form of Mood boards and visual research recorded in photographic form, drawing and academic writing in your sketchbook.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | FA 1  21/10/24  Present and Upload |  |  |  |  |  |  |  |  |  |

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| NOVEMBER 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  |  | **The Everyday Project**  **Colour Theory/ Painting Workshop**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)**  **The Colour Wheel**  **Colour Harmonies**  Recording your findings in your sketchbook |  |  |  |  |  |  | **The Everyday Project**  **Painting Acrylic, watercolour, Textiles Dyeing,Batik,Transfer Inks Workshop**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)**  Applying colour harmonies, Warm, Cool, Complimentary,  Colour, surface Pattern, Texture  FA1 Dirt Sessions One to one’s with SG |  |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| DECEMBER 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **The Everyday Project**  **Oil Painting, Mixed Media**    **(A01 Develop, A02 Explore, A03 Record, A04 Present)** |  |  |  |  |  |  |  |  |  |  |  |  |  | **FA2**  Upload  16/12/24 | London Trip to Tate Modern  National Gallery |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| JANUARY 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  |  |  |  |  | One to One Dirt Reviews  FA2 Reviews and Planning for creating a project outcome for the Everyday Project outcome |  |  |  |  |  |  |  |  |  |  |  |  | The Everyday Project Development: Selecting and developing a direction for an outcome  **(A01 Develop, A02 Explore, A03 Record, A04 Present)** |  |  |  |  |  |  |  |  |  |  |  |

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| FEBRUARY 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | The Everyday Creating an outcome to present to an audience. Present to teacher and Peers Upload FA3 **24/2/25**  **(A01 Develop, A02 Explore, A03 Record, A04 Present)** | FA3 Presentations of work end of Project |  |  |  |  |

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| MARCH 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  | FA3 One to one Progress reviews with SG (DIRT) |  |  |  |  |  |  | Unit 1  Personal Investigation Project Proposal  NEA Visual Contextual, Research mood board, photography observational drawings x6 and independent visit to local gallery Derby or Nottingham |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |

Unit 1 Related Study 24 Marks

1,000 word essay,

How to construct a title for your

Related Study

With a Bibliography of appropriate sources.

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| APRIL 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | | | |  |  | **EASTER** | | | | | | | | | | | |  |  | 27 | | | | |  |  | 28 | | |
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| Unit 1 Personal Investigation preparing a first draft of the related study.  (A01 Develop, A02 Explore, A03 Record, A04 Present) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Upload FA4 Deadline |  |  |  |  |  |  |  |  |

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| Unit 1 Personal Investigation preparing for your progression exam development timed piece.  (A01 Develop, A02 Explore, A03 Record, A04 Present) |  |  |  |  |  |  | One to One FA4 Dirt Reviews to plan and prepare for the progression examination. |  |  |  |  |  |  | GCSE MATHS |  |  |  |  |  |  | GCSE ENGLISH |  |  |  |  |  |  |  |  |  | |

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|  | GCSE MATHS  Progression Exam  One full day in Art working on a timed piece. |  |  | GCSE ENGLISH |  |  |  | GCSE MATHS  Unit 1 Related Study reworking the draft and adding references to your bibliography  Documenting the Progression examination pieces in your sketchbook |  |  |  |  |  |  |  |  |  |  |  |  |  | Hand in Final Draft of the related study | Summer Tasks set for September | End of Year Show |  |  |  |  |  |

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| JULY 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 36 | | | |  |  | ADMIN WEEK | | | | |  |  |  | | | | |  |  |  | | | | |  |  |  | | | |
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|  |  | Progression Day |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Fine Art**

**The Week-by-Week Plan**

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| **Week Commencing** | **Teaching topic**    **Year 1**  **Year 2** | **Other forms of assessment and independent tasks** |
| **02/09/24** | **INDUCTION** | |
| **09/09/24** | Fine Art  Induction to the subject, drawing.  Everyday Project  NEA Year 2 Review work produced over the summer. | Sketchbook, artist research tasks and mood board making tasks.    Review Related study and action improvements.  Produce four further studies.    Trip to Yorkshire Sculpture Park 12/9/24 |
| **16/09/24** | Fine Art Everyday Drawing Tone  Initial feedback on your work created over summer.        NEA Production of four new samples which demonstrate develop and explore. | Produce a series of observational studies in your sketchbook two pages.      Reviewing and evaluating the process of making the work in your sketchbook step by step. |
| **23/09/24** | Drawing in print, mono printing,  Exploring mark making with pen    NEA Production of four new samples which demonstrate develop and explore. | Documenting elements of drawing through print in your sketchbook with appropriate artist research.    Document the artist’s work which are inspiring your process in your sketchbook |
| **30/09/24** | Fine Art Everyday Drawing with negative space/ lino.      Students to continue to develop and produce further NEA studies. | Document the concept of negative space in sketchbook and Line with Mono printing.    Students to clearly record all development pieces with reflective comments in their sketchbook. |
| **7/10/24** | Etching/ Dry point / Collage  FA1 Students upload portfolio and related study to their one drive folder for feedback.  Students to continue to develop and produce further studies. | Document your print Experimentation in your sketchbook with related artists studies.    FA1 Students upload work and continue to develop four further development samples.  To document your work in your sketchbook with own reflections and evaluations of processes. |
| **14/10/24** | Everyday Creative Process documentation and Presentation Week    Production of studies  One to one tutorial’s reviewing and feeding back on progress so far and Target setting across the objectives. | Students to Present their work across teams to each other and share creative ideas for further development.    Students to action the feedback making improvements to their coursework |
| **21/10/24** | Everyday Creative Process documentation and Presentation Week **FA1** Deadline 21/10/24    Production of studies  One to one tutorial’s reviewing and feeding back on progress so far and Target setting across the objectives. | Students to Present their work across teams to each other and share creative ideas for further development.    Students to action the feedback making improvements to their coursework |
| **28/10/24** | **HALF TERM** | |
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| **4/11/24** | Painting  Mark making with paint colour wheel.      One to one tutorial’s reviewing and feeding back on progress so far and Target setting across the objectives. | Students to document painting techniques in sketchbook with artist analysis linked to colour theory.      Planning the next three planning studies that they intend to undertake reflecting on composition and scales of working, through thumbnail planning sketches. |
| **11/11/24** | Painting and colour workshop warm cool neutral harmonies      Preparation of portfolio for submission 25/11/24 continue to refine and complete appropriate development work three more samples | Documentation of colour harmonies in sketchbook with examples of artist’s work.    Evaluate and document your creative processes in your sketchbook practice refine your three studies documenting your progress. |
| **18/11/24** | Painting workshop exploring  Colour warm cool neutral      Further three development samples exploring combinations of techniques and media which respond to your theme | Documentation of colour harmonies in sketchbook with examples of artist’s work.    Documentation of the creation of work in sketchbook citing artist and contextual references which inform ideas |
| **25/11/24** | Painting Mixed media      FA2 Upload  Design development for outcome planning scales of working and compositional complexity. | Record all experimental works with texture and the potential of different media watercolour through to oil and acrylic.  Plan the media and techniques you will move forward with to develop an outcome for your NEA project. |
| **2/12/24** | Painting Development  Assessment  Design development for outcome planning scales of working and compositional complexity. | Record all findings and samples in your sketchbook discussing learning and application of the formal elements.    Photograph these processes and evaluate in your sketchbook referring to your concept and how your outcome will answer the brief, through documentation of work in your sketchbook. |
| **9/12/24** | Class contextual research a personal approach to the everyday    Production of outcome | Continue to document the three artists who inspire your thinking for further project development.    Photograph every stage and annotate the process in your sketchbook. |
| **16/12/24** | End of Term experimentation with media for Everyday personal project. Upload all work for assessment FA2.  Year 1 Visit to London Tate and National Galleries    Production of NEA Outcome | Document the experimentation with media in your sketchbook and discuss what you have learnt.  Present work onto teams in a power point for assessment.  Document the production of the outcome. |
| **26/12/24**  **6/1/25** | **STUDENT HOLIDAYS** | |
| **07/01/25** | **Everyday Personal project learning to problem solve ideas to make an outcome Deadline for Outcome 24 th February 2025**    Production of NEA Outcome | Document drawings and research in sketchbook.        Refining outcome and recording process |
| **13/01/25** | Production of development work    Production of NEA Outcome | Documentation of development pieces in sketchbook    Documentation of NEA outcome in sketchbook. |
| **20/01/25** | Production of problem-solving prototype.  Production of NEA Outcome  **NEA Deadline Hand in All work for Assessment 24/1/25** | Documenting this process in your sketchbook and photographing the process step by step.  Produce a final evaluation of your outcome document and present all your work for assessment. |
| **27/01/25** | Start to make Everyday outcome.    Mock Examinations  Unit 2 External set assignment EXAM PAPER ISSUED Timed exam 15hours | Document in sketchbook the making process.  Read exam paper select question you wish to answer research, make visits to galleries, museums, libraries, start drawing. |
| **03/02/25** | Production of outcome    Unit 2 Creative research and Drawing produce primary and secondary research which responds to your selected question. | Continue to produce outcome document the process.  Create mood board, contextual research pages at least three linked to initial ideas |
| **10/02/25** | Production and Presentation of outcome. FA3 Upload outcome  Portfolio 16/2/24.  Recording at least 4 development drawings, samples in your sketchbook.  Unit 2 Creative research and Drawing produce primary and secondary research which responds to your selected question. | Document your outcome in your sketchbook.  Recording drawing and photography document these in sketchbook |
| **17/02/25** | **Half Term** | |
| **24/02/25** | Deadline Hand in Project  Presentation The Everyday upload for FA3        Explore ideas through creating four prep studies prepare for portfolio upload FA4 6/03/23 | Project Proposal writing for the NEA, and the 1,000-word related study.      Documenting the initial research and visual investigation demonstrating how you will respond to the exam paper starting point. |
| **03/03/25** | Record Observational drawing, photography.    **Unit 2 External Set Examination**  **UPLOAD ALL RESEARCH AND DRAWINGS/ SAMPLES completed so far for FA4 4/3/24**  **FOCUS explore a further range of three samples which respond to your chosen theme applying a variety of different combinations of materials.** | Document at least three artists work in your sketchbook and produce creative responses to them.    Continue to document your prep work in your sketchbook discuss your choices and how they respond to your selected question. |
| **10/03/25** | **Unit 1 NEA Personal Investigation**  **RESEARCH AND DRAWING PHOTOGRAPHY**    **Unit 2 External Exam Paper**  **FOCUS explore a further range of four samples which demonstrate your chosen theme using a variety of different combinations of materials.** | Document the recording observation process in your sketchbook making clear your intensions and areas which you want to develop.    Document the variety of samples into your sketchbook |
| **17/03/25** | **Unit 1 NEA Personal Investigation work in progress and related study**    **PROJECT PROBLEM SOLVING sharing ideas and concepts which are developing ideas linked to answering your exam question.** | Continue to document initial observational drawings and research in your sketchbook.  Acting on feedback to make further development samples which share your creative ideas. |
| **24/3/25** | **Unit 1 NEA Personal Investigation work in progress and related study.**  Creating a range of possible plans  Planning produce a range of possible thumbnail sketches | Continue to document initial observational drawings and research in your sketchbook. |
| **31/03/25** | **Unit 1 NEA Personal Investigation**  RESEARCH DRAWING PHOTOGRAPHY  Last week to complete before easter holidays    **UNIT 2 FOCUS explore a range of final compositional plan and a final prep study which can be brought into the exam to use for guidance for scale colour techniques media** | Complete the initial plan and introduction.  For the Unit 1 1,000-word min illustrated related study.              Document this process in your sketchbook |
| **07/04/25** | **EASTER HOLIDAYS** | |
| **14/04/25** | **EASTER HOLIDAYS** | |
| **22/04/24** | Written related study focus this week for students to develop the main body of the study referencing relevant artists’ works    Unit 2 Timed **- EXTERNAL EXAM**  **Practical Examination 15 hours in total** | Draft out the main body of the assignment with concise Bibliography and labelled illustrated images.        **Hand in 19/4/23** |
| **22/04/25** | **Preparing for a practical progression** exam produce three experimental studies to allow you to plan what you make in your progression exam    **Mounting of key pieces for the final portfolio submission 24/4/25.** | Document the experimental pieces in your sketchbook |
| **28/04/25** | **Related study focus.**  Complete your first draft of your written study by the 8/5/25 | Complete and refine the related study |
| **08/05/25** | Hand in completed first drafts of the written studies | Prepare a plan for your timed 6-hour progression exam. |
| **15/05/25** | Planning for the progression exam | Document your exam piece in your sketchbook |
| **22/05/25** | Planning of next series of 4 samples to cover Explore and Develop | Document these samples in sketchbook. Review related studies with teacher to improve grade. |
| **27/05/25** | **HALF TERM** | |
| **02/06/25** | One to One Feedback session on the progression exam | Continue to document the four samples which include explore and develop |
| **9/06/25** | Production of four development pieces | Continue to document all samples into your sketchbook and complete refinements of your related study. |
| **16/06/25** | Exhibition week DCG students to view student shows.    Upload refined draft Related study | Continue to document all development work in your sketchbook. |
| **23/06/25** | One to one tutorial to review project plan over summer.  Hand in Final Draft of the Related Studies | Document linked appropriate artist research in your sketchbook |
| **01/07/25** | One to one tutorial to review project plan over summer | Document linked appropriate artist research in your sketchbook. |

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| ASSESSMENT AND FEEDBACK |

**Referrals Procedures and Resubmissions Procedures**

You will have a clear plan of what to expect, what assessments will take place during the year and when you can expect these assessments to happen. You can expect your work to be marked and quality assured where appropriate and returned within 15 working days of submission.

Once you have submitted your work, it will be marked and potentially be quality assured by the Internal Quality Assurance team. This is particularly key where the learning outcomes have not been met and a resubmission opportunity has been given.

Where a referral has been given, by the teacher or assessor will provide you with an opportunity to resubmit. However, you must read the feedback carefully to ensure you are clear of what you need to do and where a graded qualification and assessment is in place what you can attempt. This will be time bound and you will be given a re-submission date by your trainer/assessor/lecturer, and you must meet this deadline.

**Academic Malpractice**

DCG is keen to support students and avoid any cases of Academic malpractice. Awarding Organisations take matters of academic malpractice very seriously and require all schools and colleges to have specific policies and procedures in place to both educate staff and students about malpractice, thus deterring them from committing it, whether intentional or not, and report and investigate any suspected malpractice where it may occur.

While we don’t want to see anyone jeopardise their grades or marks, we must ensure the validity of all qualifications and we must investigate any suspected breaches fully. It is your responsibility to ensure you understand the rules and boundaries:

* You must not copy from someone else or give opportunities to another student to copy from you.
* Any wording taken from a published source must be correctly referenced for example:

(Morrison, 2000, p29).

* Where computer-generated content has been used (AI tools such as ChatGPT) you must reference these correctly for example: ChatGPT 3.0 (<https://openai.com/blog/chatgpt/>), 25/01/2024.
* You may also be required to include a bibliography to support referencing.
* You must also avoid working collaboratively with other students beyond what is permitted as this may be deemed to be collusion.

**Academic Malpractice continued:**

Other examples include:

* Falsification or fabrication of results,
* Deliberate destruction of other student’s work
* Any other act that will give you an unfair advantage. This also relates to not following clear guidance in examinations or assessments where examination conditions exist.

You will be required to complete an Authentication Form on submission of all assignments/NEA projects. This will confirm that the work is your own, and that it is referenced appropriately, including the use of AI. Where academic malpractice is suspected, this will be reported to your Team Manager who will investigate and, where relevant, the Awarding Organisation may also be informed and investigate further. Where malpractice is discovered to have occurred, sanctions may be imposed which could include:

* Zero marks for the work or exam.
* Disqualification from the qualification.
* Disqualification from taking any qualification with that Awarding Organisation often over a set period.
* Warnings which can last several years.

For further details and to fully familiarise yourself with JCQ guidance please see the Joint Councils for Qualifications (JCQ) website:

[Information for candidates documents - JCQ Joint Council for Qualifications](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)

Further information can be found on the DCG website:

[**Examination Information - DCG (derby-college.ac.uk)**](https://www.derby-college.ac.uk/student-support/examination-information/)

**Appeals Procedures**

Each Awarding Organisation will have slightly different processes for appealing decisions. Appeals can be made where:

* You believe that the awarding body policies and procedures have not been followed correctly in respect of external quality assurance/standards verification (policies and procedures can be found on the relevant awarding body website).
* You believe that the awarding body policies and procedures have not been followed correctly in respect of qualification decisions (policies and procedures can be found on the relevant awarding body website).
* You disagree with the outcome of your internal appeals procedure (for example, a decision in relation to reasonable adjustments or assessment outcomes).

However, should you, as a student wish to appeal, firstly:

* Contact your teacher and discuss your concerns.

If you are still not satisfied with the outcome, the College would usually make an appeals application on your behalf. This would require your consent. It is possible to apply directly to the Awarding Organisation but only once the College’s internal processes have been followed. At this point you would be informed of the next stages and Awarding Organisation communication link. This is time bound and this will also be communicated to you once the internal appeals process has taken place.

Note: you must be aware that through this process the initial grade can go up, stay the same, or go down.

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| ENRICHMENT AND VISITS |

A large building with columns and a dome with The National Gallery in the background

Description automatically generated

A group of people posing for a photo

Description automatically generated

A glass pyramid in front of Louvre

Description automatically generated 

A person looking at a framed picture of a person

Description automatically generated

**Planned Trips and Visits for 2024/2025**

**Year 1**

**19th December 2024**

London Tate Modern, National Gallery.

**17th June 2025**

Barcelona Art Museums and Cultural Sights

**Year 2**

**12th September 2024**

Yorkshire Sculpture Park

**17th June 2025**

Barcelona Art Museums and Cultural Sights

A group of people posing for a photo in front of a statue

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A tall metal tower with rings on top with Eiffel Tower in the background

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| SUCCESSFUL LEARNER HABITS |

**How to be a successful learner in A Level Fine Art at Derby College**

* Read carefully your course handbook and read information your teacher shares with you on teams daily so you are prepared for learning for Fine Art.
* Come to lesson prepared this might be different to your other subjects such as e.g. Take photos of yourself in different disguises, make a visit to a local museum, collect collage materials, take a series of digital photos for your project. Write it down, reminder on phone don’t forget it.
* Take opportunities to investigate artwork through making independent visits to museums and galleries and take creative learning opportunities in and out of college that are organised for you by your art teacher.
* Do the homework practice, practice, practice put the time in at least 10 hours a week min if you want to make rapid progress to towards your target grade.
* Learn how to apply the art formal elements and art specific language that art critics and artists use to explain their work and practise how you can apply them into your sketchbook annotations.
* Be punctual and prepared, phones off for class and only used if your teacher asks you to use them to help you with your creative learning in class.
* Be resourceful by reusing and recycling materials to use in the art room we all need to contribute to sustainable practice in the art studios at Derby College.

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| SUBJECT RESOURCES FOR STUDENTS |

**Get the help you need!** Come into the Library or use the resources online and ask any one of the friendly team members for help.  All the Libraries for Learning Team are skilled researchers willing to help you find the information you need and guide you to resources you might not have considered to help you finish those assignments.  On the rare occasions that the library does not have exactly what you want, they will do their best to borrow it through another library.  They can also give you advice on study skills and digital skills via the Skills Hubs too (see Study Skills and Digital Skills on the [Libraries for Learning Pod Page](https://pod.derby-college.ac.uk/course/view.php?id=36)).

Specific resources and recommended reading lists to support your learning can be found below

* [Fine Art A level](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3D63322685-6991-42DF-9C7E-1ADEA3C7AA2E%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2Bp0unb%2F%2FNOCMRLvrAdfOOFjJrPpx9iUGEiQVQR9PIrU%3D&reserved=0)
* [Drawing](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3D7818700B-5EEA-4969-868A-EE78B9AA4DC6%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=sNj5g8a8IMyvbgVL0JtHOPCPieNBhc1prd9tT41bDts%3D&reserved=0)
* [Fine Art - Reading List](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3D3D44FEE4-7085-4B3A-B101-A1C1E6AC13A9%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=27oYp55PL%2BT4gP0bTaZlCVbpYDSmaUrkEMCT0KmI0NA%3D&reserved=0)
* [History of art books](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3DE78DCA69-8F55-4943-93A8-C81B05EE72E8%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=gtLQYJDltxHVkB9sFULoJ07Y8xtRQYLl%2FNo5EulFkLQ%3D&reserved=0)
* [History of Art eBooks](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3DB5D59294-98EB-4A7A-B6B8-4B1E1965B6BD%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ORp9DofadtE%2F0Hsti%2FFiGq1%2FmJBteRZgkBIMfNRjDBY%3D&reserved=0)
* [Painting](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3DEB3BBCA6-239E-48D2-A70D-1D826FF2CB89%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bVyoD%2Fy210m1ful5twv2huKQF4cn3jR%2BSetaMtMVCSg%3D&reserved=0)
* [Still life](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3D7A57ADBB-1CA9-4AD7-AFBA-D0C96BDC3C66%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BP5QP8Lnp9ys4%2FU6Csad6k36S2bGbbjSOMCkX5gS9%2B0%3D&reserved=0)
* [Landscape](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3D42BFAC9D-F71B-4483-AE4E-4B6F6B46B0EE%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=o7creJZbGkGUa8v7dT%2FbNLtaz%2FJ%2F5SC3VexP6cJnG4M%3D&reserved=0)
* [Natural world](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdclibrary.cirqahosting.com%2FHeritageScripts%2FHapi.dll%2Fretrieve2%3FSetID%3D08E483F1-0E93-467A-8C7B-8FD23AB5B3FD%26dispfmt%3Db&data=05%7C01%7Csarah.griffiths%40derby-college.ac.uk%7C4eeea6b332d44021ab3d08db7e3246bb%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638242526619797577%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bY%2FHZ5ACi%2BdbCoNeGTmn5zIp17%2B4RX8v44mMRNCBwrs%3D&reserved=0)

Specific resources and recommended reading lists to support your learning can be found below:

Search for more resources using the library catalogue: [Library Catalogue](http://dclibrary.cirqahosting.com/HeritageScripts/Hapi.dll/search1?SearchPage=srchgen.htm)

A close-up of a book

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**Graphical user interface, application

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Graphical user interface, table

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**USEFUL WEBSITES FOR RESEARCH – Fine Art and Textiles**

[www.tate.org.uk](http://www.tate.org.uk) - site for all Tate galleries with good picture library and educational section

[www.moma.org](http://www.moma.org) – Museum of Modern Art in New York, art gallery with good on-line collection

[www.britishmuseum.org](http://www.britishmuseum.org) – on-line tours of various cultures

[www.guggenheim.org](http://www.guggenheim.org) – good on-line collections

[www.metmuseum.org](http://www.metmuseum.org) – Metropolitan Museum, New York, good collection database

[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk) – national development agency for contemporary crafts

[www.vam.ac.uk](http://www.vam.ac.uk) – the Victoria and Albert museum, good online resources for research especially for fashion, applied art.

[www.getty.edu](http://www.getty.edu) – good on-line research

[www.bbc.co.uk](http://www.bbc.co.uk) – useful site to source all sorts of information for research from social, economic and political issues to film clips, tv programmes and news articles

[www.designmuseum.org](http://www.designmuseum.org) – good resources to aid research on designers

[www.fashionmuseum.co.uk](http://www.fashionmuseum.co.uk) – museum based in Bath

[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk) – the world’s interactive art gallery

[www.artcyclopedia.com](http://www.artcyclopedia.com) – a database of artists and art movements

[www.textilearts.net](http://www.textilearts.net) – good textile art directory

[www.caa.org.uk](http://www.caa.org.uk) – contemporary textiles and crafts, good links to artists

[www.ptmlondon.org](http://www.ptmlondon.org) – fashion and textiles museum, London

[www.londonfashionweek.co.uk](http://www.londonfashionweek.co.uk) – catwalk reports and research tool for most fashion designers

[www.top-fashion-designers.info](http://www.top-fashion-designers.info) – good directory of world fashion designers

[www.firstview.com](http://www.firstview.com) – excellent database for designers and collections (you have to pay to see current collections but can access all past collections)

[www.trendsop.com](http://www.trendsop.com) – looks at what’s happening in fashion: catwalk shows, colours, moods, fabrics, streetstyle

GOOGLE – find anything on-line, artists, designers, work, biographies, and inspiration!

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| GLOSSARY OF TERMS |

The following list is a brief glossary of terms you will learn or be exposed to during your learning to develop your technical/vocational/professional/subject specialist\* vocabulary.

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| Objectives | These are the A0s which are as Follows  A01 Develop  A02 Explore  A03 Record  A04 Present |
| Upload | This is when you upload a power point of clear slides of your work and sketchbook pages onto the teams file. |
| Lay out and Look | A weekly activity that shares your progress in the art studio and builds your confidence discussing your artwork with your peers and teachers. |
| NEA | Non-Examined Assessment  Unit 1 Personal Investigation and Related Study |
| Rank Order | When your Unit is completed, it is placed into a Rank order from the highest mark through to the lowest mark. |
| Internal Moderation | Your work is Internally standardised by another Art teacher to moderate the assessment marks you have been awarded |
| External Moderation | An external moderator will visit the college in June to check the assessment decisions that have been awarded. |
| Formative Assessment | **This is an assessment to help you identify your strengths and weaknesses before a Unit comes to an end. In Art and Design, we will constantly talk to you as well in class as you work to give you important Formative** **feedback to help you make further progress.** |
| Summative Assessment | A summative assessment looks at and grades your learning against the assessment criteria at the end of the unit. These are national standards which are set by the exam board. |

Art and Design Terms

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| **Term** | **Definition** |
| **Fine Art** | Visual Art whose products are to be appreciated for their imaginative, aesthetic or intellectual content. |
| **Summative**  **Assessment** | A summative assessment looks at and grades your learning against the assessment criteria at the end of the unit. These are national standards which are set by the exam board. |
| **Assessment Objective** | This is an aspect of learning that you must demonstrate understanding of these to meet objectives for the qualification. |
| **Technical Skill** | This is your skill of knowing your tools and materials and how to use them |
| **Contextual Research** | Something that is RELEVANT and ‘to do with’ what you need to study. If you were studying painting, researching a painter would be a very relevant idea. |
| **Related Study** | This a piece of writing that you need to complete for Unit 1 Personal Investigation, which is minimum 1,000 words and illustrated (related content to your practical portfolio). |
| **Translating** | A translation is turning one language into another but keeping the same or similar meaning. So you might ‘translate’ an actual object into a 2 dimensional image, and it still look like the object |
| **Observational** | Observational is what you see and notice about something when you analyse it. |
| **Subjective** | This is based on your own feelings and must not be confused with facts. Subjective opinions are given when you discuss your own feelings about an artist’s work. |
| **Objective** | Objective observations are based on facts. Example the Sistine Chapel is in the Vatican Rome. |
| **2D** | This means there is only an x and y axis. It means the thing is factually FLAT, like a photo or a drawing. It may have the ‘illusion’ of looking like it has form, but technically this is known as 2D |
| **3D** | This means it does actually have form, it has 3 axes, (many axis) x, y, and z. You can pick it up hold it. This means it has DEPTH, (z axis) |
| **Sfumato** | The technique of allowing tones and colour to shade gradually into one another producing hazy tones, a good example is the Mona Lisa, by Leonardo Di Vinci. |
| **Chiaroscuro** | The treatment of light and shade in drawing and painting. Example |
| **Assess/Evaluate** | When you assess something, you look at its qualities. Often you will be looking for specific things. When we mark your portfolio, we will be looking at how well you are meeting the assessment objectives.  When you Evaluate, you really are looking at the VALUE of something to you, or for a purpose. Everyone does it, for example when they buy clothes.  You will have to learn to be CRITICAL and develop JUDGEMENT skills |
| **FORMAL ELEMENTS**  **(See below)** | These are the basic things from which art is made. Below there a few of the main terms for you to become familiar with |
| **LINE** | A continuous mark, often made with a Pencil |
| **SHAPE** | The outline to something. BUT shape refers ONLY to 2D, as in a square drawn on paper |
| **TONE** | This is how light or dark something is. Tone can make shape look 3D by adding a light and a dark side to create **CONTRAST**. |
| **FORM** | Form is when something is 3D OR has the ‘illusion’ of 3 dimensions. You can physically touch it. |
| **PLANE** | Planes are the flat sides that face different directions. A cube has 6, each side is a ‘Plane’ |
| **STRUCTURE** | A structure is an arrangement of parts that makes something., usually in 3D. The Eifel Tower is a structure. Structure can also be used in 2D to how the parts of a painting are placed together |
| **SURFACE** | A surface is the outer layer to something. Your skin is your surface, your skeleton could be your structure and your muscles show FORM |
| **TEXTURE** | This is how you describe a surface; it might be soft, rough, smooth for example |
| **PATTERN** | Pattern is usually when shapes repeat themselves as they do in Wallpaper |
| **COLOUR** | Colour is the way in which your eye responds with electrical signals to your brain when it is hit by a wavelength of light radiation. Each wavelength stimulates a different electrical signal that you see as a different colour. |
| **SPACE** | In art and design SPACE is something between objects, usually empty which is known as **NEGATIVE SPACE** |
| **Perspective** | In art Perspective is a method or way of showing the illusion that things get smaller as they move away from us. It is used in painting and drawing to show Structure, Form and Space. |
| **Portrait** | A portrait is an art version of how someone looks. This could be a painting or a sculpture. In sculpture it is often termed a ‘Bust’ |
| **Collage** | Collage is when you make an image from other images or surfaces, so you might make a picture from torn pieces of magazine paper or you might deliberately cut round some images then put them together. You might use photographs |

Below are excellent links which have extensive glossaries of art terms and techniques, they are very useful to read and apply understanding of to your own annotations and to your related study to enable you to meet the highest standard for this aspect of your studies:

[Art Terms | Tate](https://www.tate.org.uk/art/art-terms)

[MoMA | Glossary of Art Terms](https://www.moma.org/learn/moma_learning/glossary/)

[Glossary | Paintings | National Gallery, London](https://www.nationalgallery.org.uk/paintings/glossary)

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| NOTES |