

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12		Skill Building and Portfolio Development.	Skill-Building Projects	Building Individual Skills	Introduction to Investigation	Personal Investigation 60%	
		Introductory workshops project based on the exploration of colour and form Students explore the nature of organic objects through drawing and mark making colour studies. They consider how other artists and designers have explored colour and form. They experiment with mark making their observations. First-hand observations of nature/flowers.	Students use their collage and mixed media experiments to inspire fabric/textile samples/studies. Introduce them to a range of different weights, textures and densities of fabrics, yarns and threads. Experiment with processes such as hand and/or machine stitching and dyes and fabric manipulation. They use methods such as pleating, ruching, gathering, tearing and fraying and explore techniques such as applique, layering, weaving and bonding. They create their own samples to reflect their understanding of texture and surface quality together with an in-depth knowledge and understanding of contemporary fashion design	Students will select a technique and explore it further allowing them to develop the skills to explore, create and communicate their own idea further. This could be- <ul style="list-style-type: none"> • appliqué. • weaving • quilting • batik, tie dyeing • felting • Pleating • Machine embroidery The outcome will then be a larger final piece. In this sustained project the intention is for students to show a purposeful and meaningful response when selecting and presenting their work.	Introduction to Personal Investigation with teacher lead workshops while developing skills and new techniques, processes, and ways of working. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). Personal investigation-Brain storming/ visual mind map. <ul style="list-style-type: none"> • Generate and develop personal ideas, Research primary and contextual sources • Record practical and written observations, 	The investigation must show clear development from initial intentions to the outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, designers or craftspeople. <ul style="list-style-type: none"> • Experiment with media and processes generate and explore potential lines of enquiry using appropriate techniques 	Final designs are developed and could include printed or dyed fabrics, wall hangings, domestic textiles, embroidered garments. Regular individual tutorials take place to support and guide students through this entire project. On occasion group workshops will be run to aid a particular skill.
Assessments		<i>Initial Learning Discussions and Sketchbook Work</i>	<i>Sample Selections and Skill Examples</i>	<i>Final Piece for this project.</i>	<i>On-going guidance - Sketchbook</i>	<i>On-going guidance – Sketchbook/Tutorials</i>	

Year 13		Personal Investigation	Externally set exam 40%,	Exam Unit and Completion
		Continuation of Personal Investigation: consolidating ideas, reviewing and refining work as it progresses. Organise, select and communicate ideas, solutions and responses, and present them in a creative and coherent way fully annotating and documenting the individual artistic journey. • Build on artist analysis and research skills making clear links with the work of others outlining how the inspiration as informed their creative process. Reviewing and refining final responses, completion of essay, sketchbook work and final outcomes for Personal Investigation Refine ideas towards producing personal resolved outcome(s).	Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Specific tasks to be decided by the student(s). However, students will be guided to complete: - Title page - Mind-map responding to the title - Artist workshops - Individualised drawings – with annotations - Artist information page AO2: Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. Continuation of exam preparation: consolidating ideas, reviewing and refining work as it progresses.	AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Final stages of exam preparation with 15 hour examination in May. Media experiments for final piece - Mixed media - 1 media Application experiments - Surface experiments - Final piece ideas - Trial final pieces - Final piece - Evaluation Students will use this time to make improvements to their coursework unit. Students will display Year 13 work in the A Level Art Exhibition in May. All coursework and examination work marked by teachers and marks sent to the exam board in May. Work displayed by teachers ready for the external moderator in June.
Assessments		<i>Ongoing tutorials with teacher</i>	<i>Ongoing tutorials with teacher</i>	<i>External Assessment</i>