

Key: ***Bold** writing shows development or progression from previous year. *Underline shows cross-over of key concepts with other end-points

Subject: Art and photography			
End points	Year 12 Art & Design (Art & Photography)	Year 13 Art	Year 13 Photography
<p>End points Fluency and confidence in the use of Fine Art and Photography media demonstrating a sound understanding of the materials and techniques they use (Practical Skills).</p>	<p>Explore relevant Fine Art and Photography related materials, processes, technologies and resources.</p> <p>Individual/ personally chosen projects require development and acquisition of skills in; Drawing and painting; <ul style="list-style-type: none"> • Reductive drawing </p> <p>Select individual or a combination of media and processes in direct relation to their 'personal Investigation, from the following possibilities; Fine Art; <ul style="list-style-type: none"> • Drawing & Painting • Mixed-media • Sculpture • Printmaking • Installation Photography & Lens based media; <ul style="list-style-type: none"> • Cyanotype • Photogram • Chemigram • Moving image </p> <p>*Students may also investigate and explore additional media techniques and processes independently discovered as part of their personal investigation, specific to their area of study.</p>	<p>Explore relevant Fine Art and/or Photography related materials, processes, technologies and resources.</p> <p>Develop and refine individual (or a combination of) media and processes in direct relation to their 'personal Investigation, from the following possibilities;</p> <p>Fine Art;</p> <ul style="list-style-type: none"> • Drawing & Painting • Mixed-media • Sculpture • Printmaking • Installation <p>Photography & Lens based media;</p> <ul style="list-style-type: none"> • Cyanotype • Photogram • Chemigram • Double/Multiple Exposure • Moving image <p>*Students may develop and refine additional media techniques and processes independently discovered as part of their personal investigation, specific to their area of study.</p>	<p>Explore relevant Photography related materials, processes, technologies and resources.</p> <p>Develop and refine individual or a combination of media and processes in direct relation to their 'personal Investigation, from the following possibilities;</p> <p>Photography & Lens based media;</p> <ul style="list-style-type: none"> • Cyanotype • Photogram • Chemigram • Moving image • Mixed Media • Installation <p>*Students may develop and refine additional media techniques and processes independently discovered as part of their personal investigation, specific to their area of study.</p>

	<p>NC/Spec coverage Skills and techniques</p> <p>Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</p> <ul style="list-style-type: none"> • Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography. • Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation). 	<p>NC/Spec coverage Skills and techniques</p> <p>Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</p> <ul style="list-style-type: none"> • Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography. 	<p>NC/Spec coverage Skills and techniques</p> <p>Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</p> <ul style="list-style-type: none"> • Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).
<p>Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History)</p>	<p>Individual projects require exploration of ideas and concepts encompassing historical and contextual work in direct relation to their area of study in their Personal investigation;</p> <ul style="list-style-type: none"> • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts 	<p>Individual projects require development of ideas and concepts encompassing historical and contextual work in direct relation to their area of study in their Personal investigation;</p> <ul style="list-style-type: none"> • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts 	<p>Individual projects require development of ideas and concepts encompassing historical and contextual work in direct relation to their area of study in their Personal investigation;</p> <ul style="list-style-type: none"> • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts

	<ul style="list-style-type: none"> Continuity and change in different genres, styles and traditions A working vocabulary and specialist terminology. 	<ul style="list-style-type: none"> Continuity and change in different genres, styles and traditions A working vocabulary and specialist terminology. 	<ul style="list-style-type: none"> Continuity and change in different genres, styles and traditions A working vocabulary and specialist terminology that is relevant to their chosen area(s) of Photography..
	<p>NC/Spec coverage The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p>	<p>NC/Spec coverage The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p>	<p>NC/Spec coverage The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p>
Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).	<p>Explore potential lines of enquiry using selected media and techniques.</p> <ul style="list-style-type: none"> Experiment with and apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in response to review and evaluation. Organise, select, communicate and record ideas and concepts. 	<p>Explore potential lines of enquiry using selected media and techniques.</p> <ul style="list-style-type: none"> Experiment with, develop and apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in response to review and evaluation. Organise, select, communicate and record ideas and concepts. 	<p>Explore potential lines of enquiry using selected media and techniques.</p> <ul style="list-style-type: none"> Experiment with, develop and apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in response to review and evaluation. Organise, select, communicate and record ideas and concepts.

	<ul style="list-style-type: none"> • Explore Angle, viewpoint, composition, balance and scale in the context of personal investigation. • Develop appreciation of colour, line, tone, texture, shape and form in recording ideas and outcomes. 	<ul style="list-style-type: none"> • Develop Angle, viewpoint, composition, balance and scale in the context of personal investigation. • Develop appreciation of colour, line, tone, texture, shape and form in recording ideas and outcomes. 	<ul style="list-style-type: none"> • Develop Angle, viewpoint, composition, balance and scale in the context of personal investigation. • Develop appreciation of colour, line, tone, texture, shape and form in recording ideas and outcomes.
	<p>NC/Spec coverage Students must be introduced to a variety of experiences that explore a range of two-dimensional and/or three-dimensional media, processes and techniques. They should be made aware of both traditional and new media and technologies.</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>NC/Spec coverage Students must be introduced to a variety of experiences that explore a range of two-dimensional and/or three-dimensional media, processes and techniques. They should be made aware of both traditional and new media.</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>NC/Spec coverage Students should be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>
<p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</p>	<p>Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements;</p> <ul style="list-style-type: none"> • Use knowledge and understanding of the work of others to develop and extend concepts and inform personal investigation. 	<p>Develop selected resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements;</p> <ul style="list-style-type: none"> • Use knowledge and understanding of the work of others to develop and extend concepts and inform personal investigation. 	<p>Develop selected resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements;</p> <ul style="list-style-type: none"> • Use knowledge and understanding of the work of others to develop and extend concepts and inform personal investigation.
	<p>NC/Spec coverage Develop ideas through sustained and focused investigations informed by contextual and other</p>	<p>NC/Spec coverage Develop ideas through sustained and focused investigations informed by contextual and other</p>	<p>NC/Spec coverage Develop ideas through sustained and focused investigations informed by contextual and other</p>

	<p>sources, demonstrating analytical and critical understanding.</p>	<p>sources, demonstrating analytical and critical understanding.</p> <p>The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:</p> <ul style="list-style-type: none"> • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements. <p>The written material must:</p> <ul style="list-style-type: none"> • be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • include specialist vocabulary appropriate to the subject matter • include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. 	<p>other sources, demonstrating analytical and critical understanding.</p> <p>The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:</p> <ul style="list-style-type: none"> • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements. <p>The written material must:</p> <ul style="list-style-type: none"> • be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • include specialist vocabulary appropriate to the subject matter • include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • be legible with accurate use of spelling, punctuation and grammar so that meaning is clear.
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