

Art/Photography

Exams Offered: Edexcel Art & Design AS/A2; Photography AS /A2

Teachers for 6th Form

Liz Bainbridge: Head of Art

Specialist Areas of Interest: Fine Art/Art History

Phil Chapman: Deputy Head of Art/Head of Photography

Specialist areas of interest: Fine Art/Print Making/Photography

Kelly Molloy: KS4 / Arts Award Co-ordinator

Specialist Areas of Interest: Fine Art/Fine Art Weaver

Florence Mulvey: Art Teacher

Specialist Areas of Interest: Fine Art/Contemporary Practice

Jessie Elderton: Art Teacher

Specialist areas of interest: Fine Art/Contour Fashion

Department Learning and Teaching Policy and Practice

Studying Art/Photography requires much more from you than learning a set of facts. You must develop your own ideas in order to be successful in both practical and theoretical aspects of the course. Your teachers expect to be able to work alongside you in the common enquiry of Art/Photography and its place within the wider culture.

- **Master Learner**

In order to be a successful Art/Photography student you will need to develop various skills, attitudes, attributes, and behaviours. We group these together as steps on your **Master Learner Learning Journey**. We believe that any student can achieve the very highest quality work and grades. Improvement and excellence is achieved through commitment, focus and effort. In the table below you can see some broad descriptions of steps that you might take on your journey. We have called these steps Basic, Practitioner, Limited Practitioner, Competent Practitioner, Confident Practitioner, Fluent Practitioner. It is possible that you will start your journey at Limited Practitioner level, it is hoped that by the end of your course you will be working at Confident/Fluent Practitioner level. The sooner you work at the higher levels the better your time on the course and, therefore, your grades will be. There will be a formal Master Learner Assessment and Review at least twice a year.

Master Learner Learning Journey. (Art/Photography)

Subject Name: Art & Design				Subject Code:	
Master Learner Titles:	Limited Practitioner	Basic Practitioner	Competent Practitioner	Confident Practitioner	Fluent Practitioner
Master Learner Descriptors:					
Limited Practitioner demonstrates	Obvious and literal ideas with little sense of direction; very little research into contextual references with weak understanding and simplistic language; little experimentation with media with very few exploratory studies; lack of personal review or sense of moving forward; manipulation of formal elements is weak and unrefined; little use of recording from sources and over-reliance on second-hand material; weak technical ability frustrates development of ideas and outcomes; little appreciation of or response to composition, form or structure				
Basic Practitioner demonstrates	A sense of order and structure in the way ideas are formed, tends to repeat ideas; some understanding of contextual research, investigates into others' techniques but response has superficial, descriptive language; some exploration of media and processes, experiments are raw and unrefined; investigations abandoned too early, a tendency to repeat techniques, some ability to review progress; partial understanding of visual language with somewhat elementary manipulation of formal elements; some understanding of recording from sources though there may be a disproportionate reliance on second-hand material; working practice shows a sense of purpose but is deliberate and methodical; some awareness of composition, form and structure, though results may be rough with undeveloped technical skills.				
Competent Practitioner demonstrates	An appreciation of sequential development but short cuts sometimes taken, original ideas may be consolidated too early, a tendency to reiterate ideas; contextual research and analysis goes beyond the purely technical to begin to consider more complex issues, critical vocabulary lacks breadth/depth; experimentation with a broad range of media with some selection evident, a reliance on known techniques, sometimes predictable and safe; reviews progress and effectively refines and develops; established visual language and effective manipulation of the formal elements, but there may be some inconsistency; understanding of the purpose of research, recording from sources is sometimes uneven but includes meaningful information; work is methodical but there is an emerging sense of own style/individuality in developing suitable outcomes; outcomes are proficient with sound connections made to sources.				
Confident Practitioner demonstrates	A wide range of ideas is explored with exciting and imaginative developments, evidence of purposeful ideas, independence, perseverance and enthusiasm; researches a diverse range of others' work, conveying ideas and meaning, a critical vocabulary is used to express emerging independent judgements, showing accuracy and an understanding of the more complex issues involved; explores media and processes in a diverse range of experiments, understands the limitations and potential of materials through extending and refining studies; risks sometimes taken and used appropriately, uses a range of communication techniques; visual language skills evident through assured manipulation of the formal elements, consistent command of skills/technique; selecting and recording from sources is purposeful, relevant, clear and consistent; produces skilful outcomes that show a consistent level of knowledge, skill and understanding,				

	work has developed a personal identity and shows subtlety and sensitivity; solutions are well constructed, perceptive connections linking own work to sources;
Fluent Practitioner demonstrates	Sequential thinking but also imaginative leaps, at appropriate times, sense of discovery and a willingness to take risks; in-depth and authoritative contextual research, enquiry and evaluations, showing independent judgements with well-informed and effective use of critical vocabulary; creatively and imaginatively develops work that recognises the full potential and limitations of materials, techniques and processes; perceptive analysis and evaluation of wide-ranging experimental techniques, insightful review and refinement; command of visual language skills and highly effective manipulation of formal elements, both functionally and aesthetically; in-depth subject knowledge, independently analyses and interprets research to generate personal ideas and sophisticated concepts; work is intuitive, imaginative, exciting and original; shows sophistication, flair and understanding, technique, style, content and judgements consistent and sensitive from conception to realisation.

- **Assessment Policy and Practice:**

You will be assessed on a day-to-day basis, periodically and transitionally

Day-to-Day:

Class Discussion: you will be asked to discuss your work and that of others critically. You will use your workbook to reflect on your work and capture your journey of discoveries. You will be introduced to the idea of commenting through 'PMI' where you will look at your work and that of others through 'Plusses', 'Minuses' and 'Interestings'. You will assess your work and that of others and you will mark your work and that of others using the exam criteria. Your tutor will hold group and individual tutorials offering feedback and planning for you to respond to critical assessment on your portfolio/workbooks and critical work.

Periodic:

You will receive detailed feedback on major pieces of work. You will also self and peer assess this work. You will receive a progress report, a mock report and 2 master learner current performance reports per year. All exam work is preceded by an extensive period of preparatory work.

Transitional:

You will produce 2 units of work in Year 12:

1 unit - coursework

1 unit terminal exam of 8 hours

You will produce 2 units of work in Year 13:

1 unit - coursework and critical study 3000 word

1 unit terminal exam of 12 hours

Course Outline:

- **Year 12**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Intro to the course • Media experimentation • Gallery/Museum visits • Personal project development 	<ul style="list-style-type: none"> • 1st February exam paper released • Prep work • Gallery visit • Critical/Historical research • Practical Development of paperwork • Group/individual crits. • Gallery Visits 	<ul style="list-style-type: none"> • Practical Exam 8 hours • Summative Reviews • Transitional personal project
<p>Suggested reading/resources</p> <p>www.tate.org.uk www.nationalgallery.org.uk www.royalacademy.org.uk www.saatchi</p> <p>Further list on department web site</p>		
<p>Major pieces of work</p> <ul style="list-style-type: none"> • Personal/Project • Critical Analysis of key Artists 	<ul style="list-style-type: none"> • Working journals 	<ul style="list-style-type: none"> • Final Exam piece • Evaluation and transitional personal project

- **Year 13**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Intro to course differences/ Similarities • Media Experimentation • Gallery Visit • Critical study – start • Personal Project • Critical Study – development • Portfolio preparation • Gallery Visit • Structure Critical writing 	<ul style="list-style-type: none"> • 1st February exam paper released • Prep work • Art Portfolio development • Gallery visit • Critical/historical research • Practical development of preparatory work • Group/individual crits. 	<ul style="list-style-type: none"> • Practical exam – 12 hours • Summative Review and Evaluation
<p>Suggested reading/resources</p> <p>www.tate.org.uk www.nationalgallery.org.uk www.royalacademy.org.uk www.saatchi</p> <p>Further list on department web site</p>		
<p>Major pieces of work</p> <ul style="list-style-type: none"> • Personal Project • Critical Study • Portfolio Presentation 	<ul style="list-style-type: none"> • Preparatory work • Critical Study 	<ul style="list-style-type: none"> • Exam • Evaluative Report

Wider Learning Opportunities

We offer e-mail study support services, and a tutorial system

We have established strong links with Goldsmiths College University of London

Wider Reading and Study:

Books/Catalogues/Journals and Academic Papers are available within the department.

Relevant reading lists are on the department web site.

Gallery visits are an integral part of the course and all students are expected to use Gallery/Museum services as part of their repertoire of study skills.

Life Class is also offered and highly recommended as an important strand to portfolio preparation.