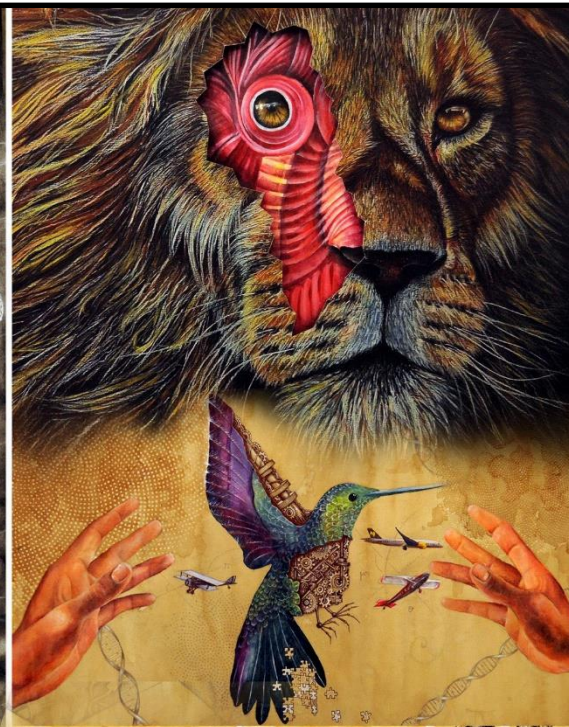
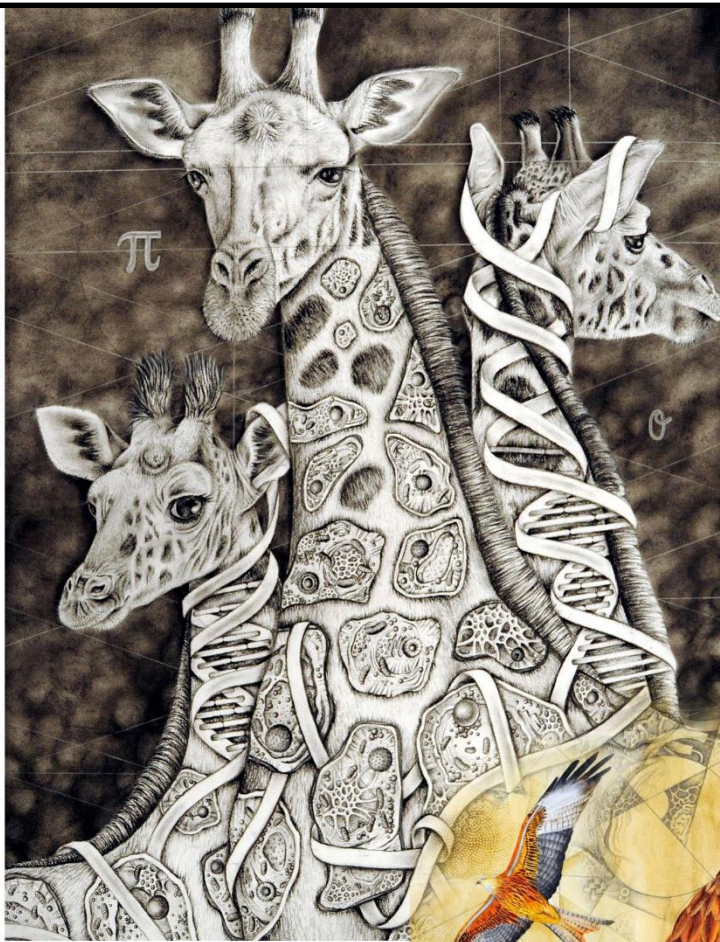


Art, Craft & Design: A-Level – Open Evening 2023



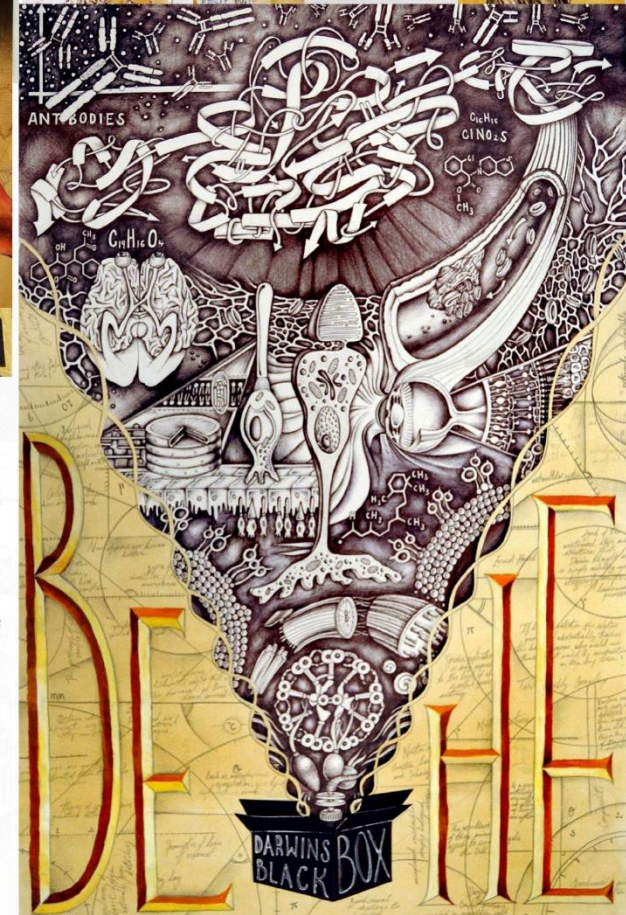
"The theory that life or the universe cannot have arisen by chance and was designed and created by some intelligent entity."

Intelligent Design

GCE A-Level Art Coursework unit

This unit referenced scientific and religious concepts, drawing on current and established theory to render a series of images and outcomes that questioned whether evolution is fully true- or... if there are other interventions and systems that create and sustain life that we are unable to detect or fully understand.

Images from the macro to the massive were investigated and brought together in singular outcomes that challenge the size & scale of this fundamental question.





THOMAS ALLEYNE'S HIGH SCHOOL: **ART & DESIGN:** LEARNING JOURNEY

UNIVERSITY

POST KS5
PATHWAY

Apprenticeships



Sheet connections



Exam Final Piece



Prep in Books

Y13 Students hand in Component 1 and begin their Component 2 Exam investigation which will run from February of Y13 through to May Y13, in which time they will prepare and finalise their exam portfolio work worth 40% of their final Grade along with preparing for their final 3 day exam



Coursework Final Piece

MAY Y13

FEB Y13

JAN Y13

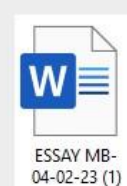
**FINAL
Exam**

COMPONENT 2
EXAM PLANNING (40% of grade)
(12 weeks prep)

EXAM
PREP

Coursework
Deadline

**TRIAL
Exam**



Final
Piece
planning

COMPONENT 1:
(1 year personal investigation)

Year
13

SEPT Y13

COMPONENT 1
continues...

Refine Coursework/ Refine
Essay/ mid way final pieces

EXAMPLES
OF WORK

FEB Y12



A1 SITE SPECIFIC Large
Painting: mini outcome in
expressive media



Photoshop experiments

"Site Specific"
- Mini Unit
(6 weeks)

Large
Painting
Outcome



A1 IDENTITY Large Painting: inspired by
"Identity Bridging Work & initial development"



IDENTITY unit development and sketchbook recording

Prescriptive Direction
(based on the theme of "Identity")
(14 weeks)

COMPONENT 1
begins... (60% of grade)

SEPT Y12

Year
12

Students will have completed a series of bridging tasks (set over summer of Y11) which will be used to form a strong start to Y12 investigations

Y12/13: ART A-LEVEL

OUTLINE OF TODAY:

- **EXPLAIN THE COURSE STRUCTURE**
- **Look at the range of work available**
- **Chance to talk to staff..**
- **Come back and discuss more later with Art teachers in lessons/ lunch/ book an appointment**

A-level : Art, Craft and Design (varied and theme based)

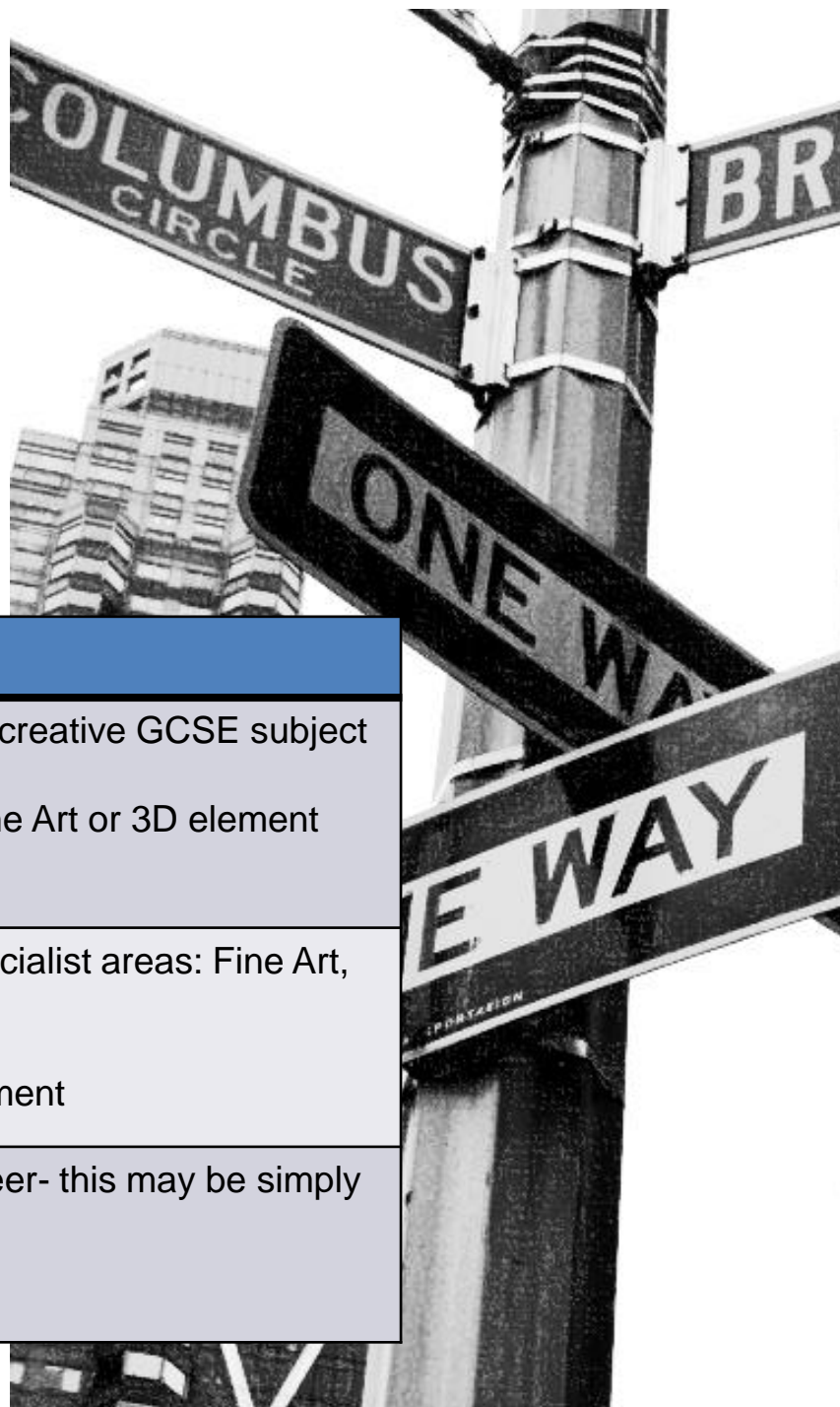
Art GCSE grade 5 and above is required. Ideally Level 6 in a creative GCSE subject will enable effective progression from GCSE Art at TAHS.

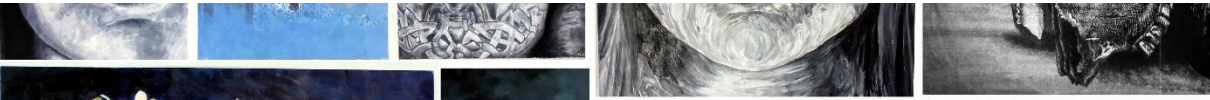
****Architecture or other specific career choice that requires Fine Art or 3D element**
Useful for various visual arts pathways

----Range of work 2D and 3D media-working in 2 or more specialist areas: Fine Art, 3D, Textiles, Graphic Communication, Photography etc
---- Written components and drawing are compulsory
----60% COURSEWORK and 40% Controlled EXAM Assessment

Art, Craft & Design **may or may NOT** your main focus of career- this may be simply to gain points for University/ for enjoyment of subject.

CAN COMBINE with Photography A-Level too.





A- Level Art & Design... the images in this display were themed around Spirituality and Symbolism, as part of the Personal Coursework unit made throughout Year 12 & 13



....A-Level Exhibitions... Can be viewed at the end of the year...



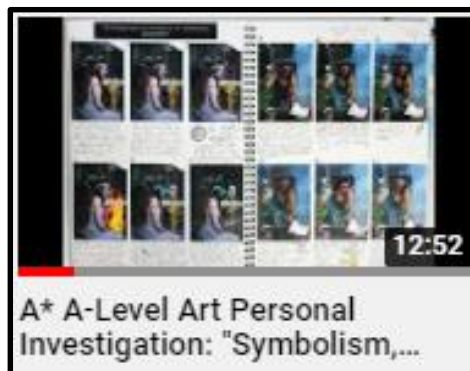
Video Links showing useful videos



<https://youtu.be/ewrufiUxx4M>



https://youtu.be/zG8kLic_p4U



<https://youtu.be/sLogMHzhGRM>

**Have a look at some
of our work on
Youtube**

<https://www.youtube.com/c/GRobinsonWhite/videos>

A Level: Art, Craft & Design

(varied and theme based)

Students work in **2 or more areas**, EG **Fine Art** (painting and drawing), **3D** (sculpture), **Textiles** (2d and 3d fashion etc) **Graphic Communication** (illustration, packaging design, advertising), **Photography** (NOT specialist photography- digital imagery-)



A-Level Units of work

60% Coursework 40% Exam

1) INDUCTION UNIT

Foundation building up key skills, eg painting, wire, research skills, visits etc

STARTED ... SEPT Y12 FINISHED by JAN Y12

2) COMPONENT ONE (Personal Investigation/ COURSEWORK)

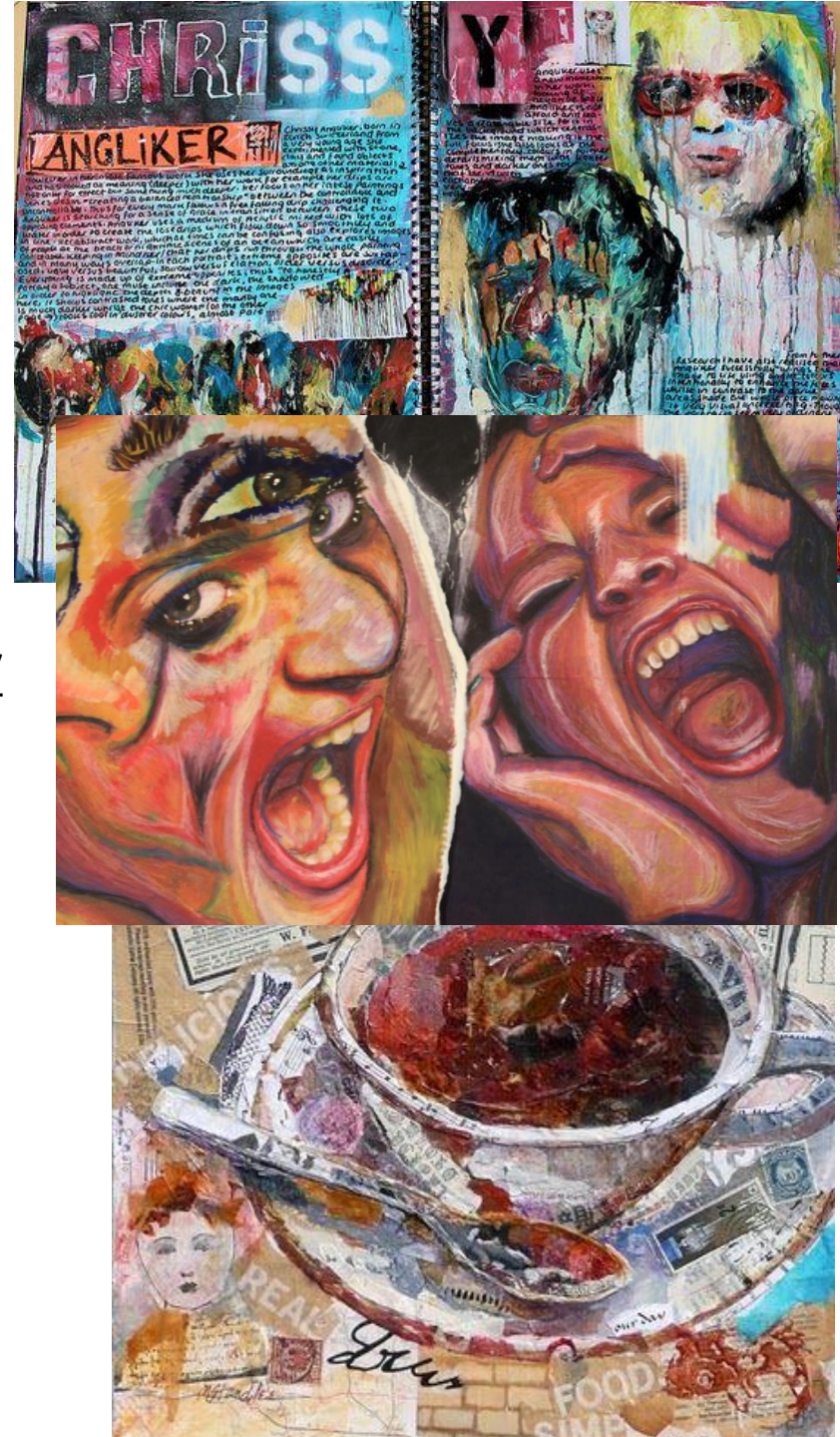
A portfolio of introductory units and specialist 'personal investigation' unit. A strong critical and historical element (Students will also complete a 3000 word essay in their final year)

STARTED ... JAN Y12 FINISHED by FEB Y13 (60%)

3) COMPONENT TWO (Externally set Unit

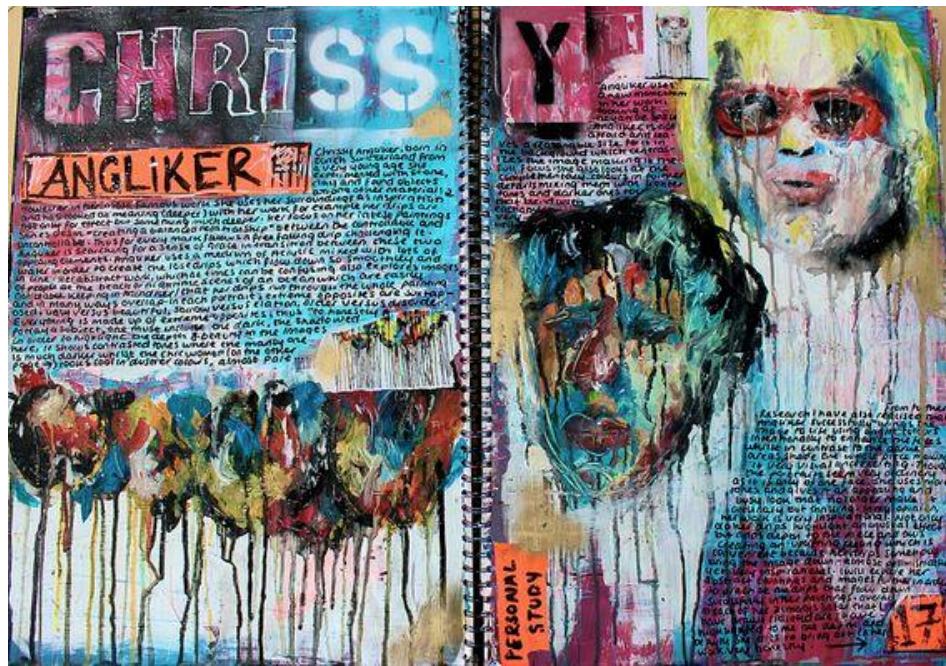
EXAM) Up to 2-3 months of preparation and a controlled test where pupils will respond to a question set by the exam board. 15Hours under controlled conditions

STARTED ... FEB Y13 FINISHED by MAY Y13 (40%)



Coursework Details

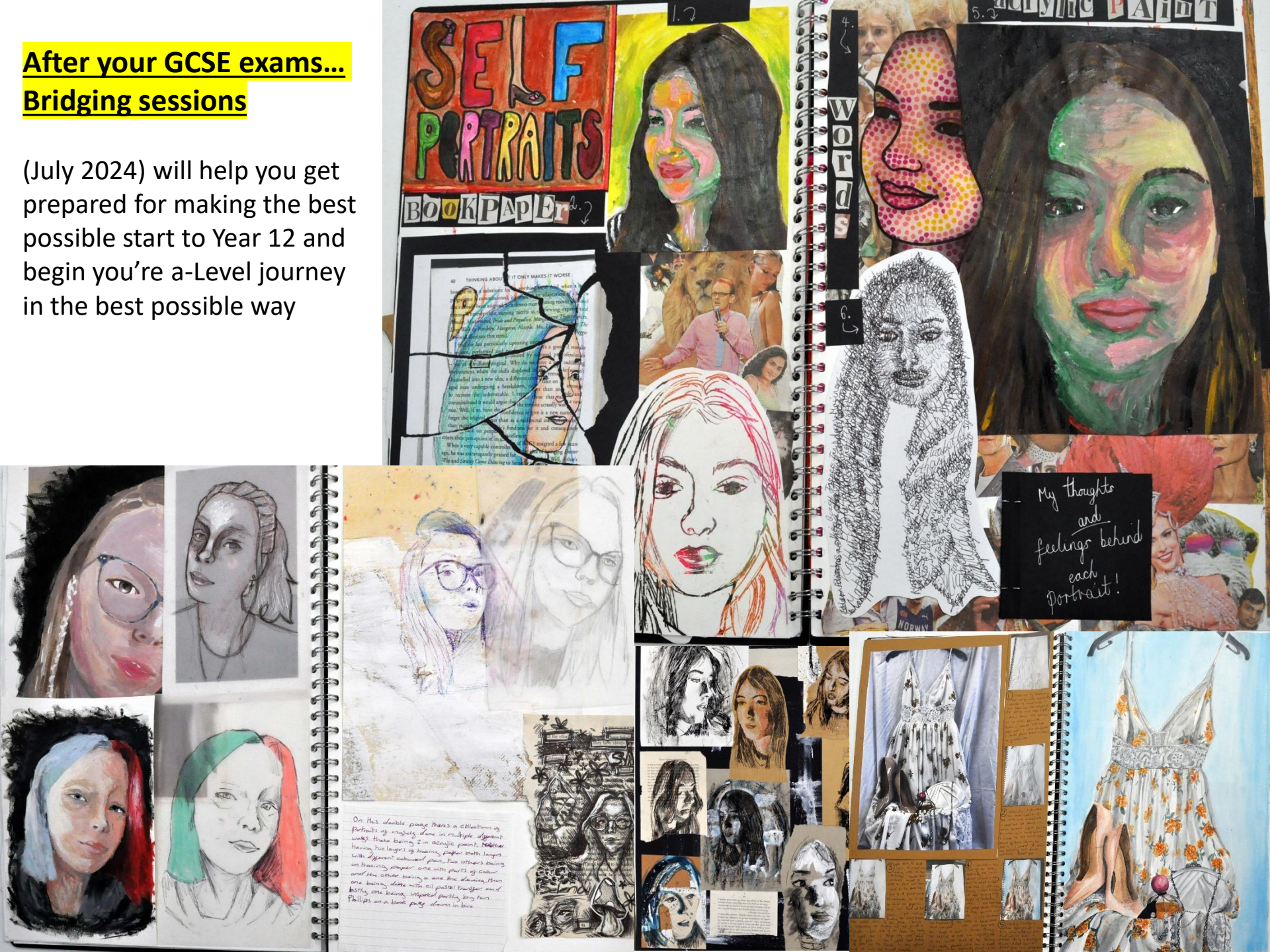
- ***All the work made in A Level art, craft and design will be creatively presented in books and sheet/ 3D work to make your coursework.*** All work created must be made to a highly skilled, well presented **Advanced Level standard**
- ***Homework will be set regularly,*** so commitment to the course is vital. 5 hours independent work MINIMUM to stay on top of workload. (can be done in non-contact times/ after school etc)
- ***Work is formally assessed every term to assess student progress (via Talaxy reports).*** Target areas for improvement and verbal feedback to the students- are routinely discussed in lessons. Students log their own plans/ ideas routinely in their books.



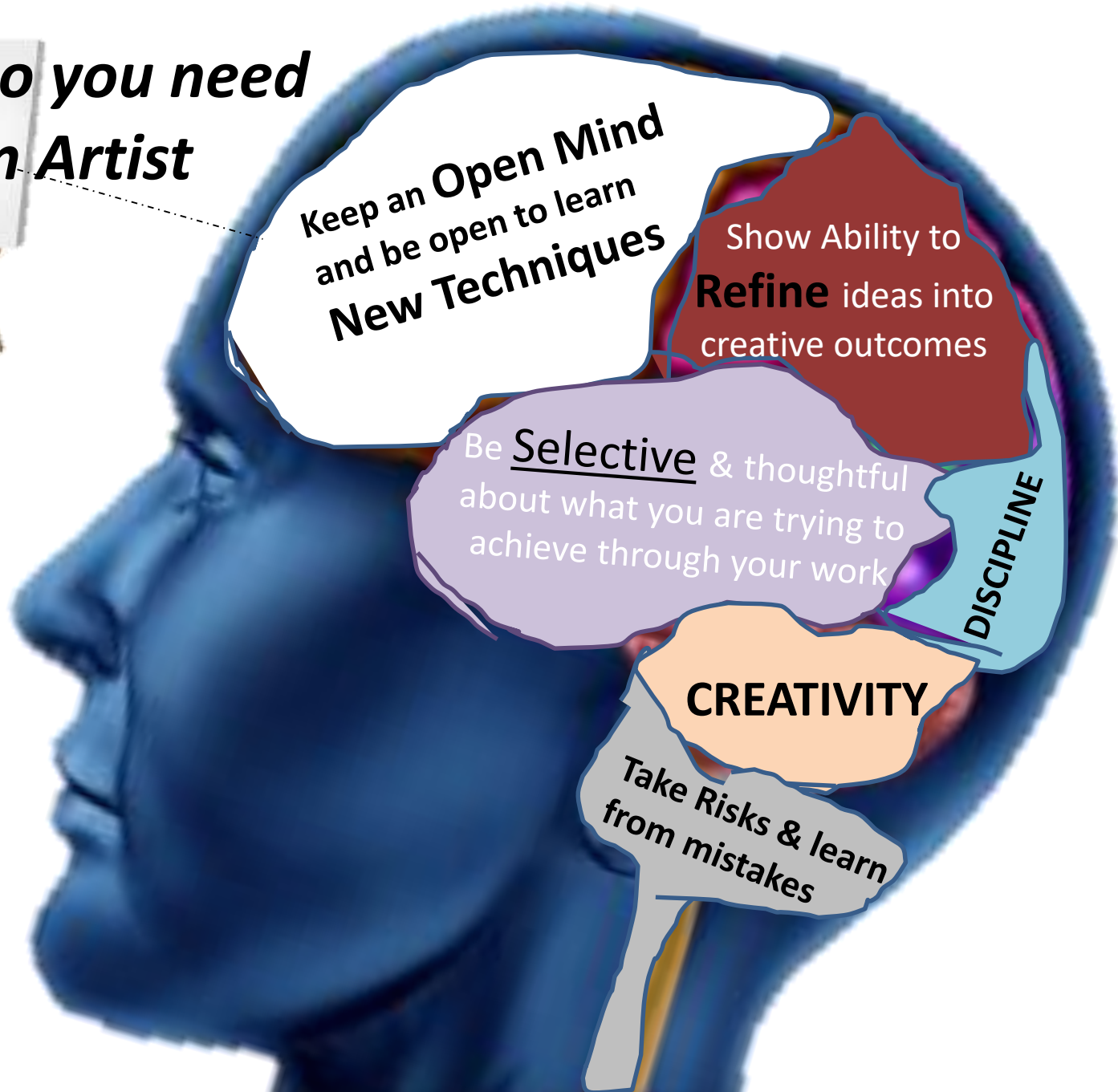
After your GCSE exams...

Bridging sessions

(July 2024) will help you get prepared for making the best possible start to Year 12 and begin your a-Level journey in the best possible way



What do you need to be an Artist



Student Banks, Explainers for Assessment For Learning

3

Selected Outcomes from each of 3 parts

3 parts Explainers

2

1

Digital and collage outcomes

Rationale / explainer

Hand drawn Outcomes

Series Outcomes

Other Sheets – including early initial sets/

3 A3 Sketchbooks

Connections/explainers

Rationale / explainers

Explainer: VM "Our undeniable emotional nature".
Narrative representation through Photography

This student wanted to document and present images that conveyed a strong sense of mood and atmosphere alongside conveying surreal and emotive messages. A complex body of research underpinned investigations following a more conventional response to mood and atmosphere (recorded predominantly in sheet work- in folder on the floor)

Research into a wide variety of sources beyond photographers and artists set the tone for complex contextual developments. The student invested significant time into research before condensing down her ideas into a series of 3 key responses to a variety of themes to be conveyed with mood and atmosphere :
- *ignorance of death and living in the moment*
- *Complexity of relationships*
- *Impermanence of corporeal / physical connections*

Each set / development was taken with a view to create unusual & representational connections and outcomes for her themes- over time becoming more sophisticated means to show ideas were selected.

The student experimented using both digital (drawing/ layering) and traditional approaches (collage / drawing) in their photography alongside pushing her technical and aesthetic ability in photography (recording) to a phenomenal level of success. Over time the main challenge the student faced was creating the most meaningful and immediate response to her themes that represented her ideas in the most effective way possible. Her goal was to convey complex concepts in thoughtfully reduced outcomes that were underpinned with in depth contexts (enforced by her annotation and explanation of work as it developed).

A01 - 21

A02 - 20

A03 - 21

A04 - 20

82/ 96 (A*)

GCE –A Level Photography

Sheet connections/ evaluation/ explanation

Initial portraiture Developments

1 sketch book A3

A3 Survey-

5 Supporting paintings /developmental pieces for final character outcome development

Final Piece

Supporting sheets & explanation for character development

Explainer: VH- "How do Artists reference themes of re-invention and change in their work"

This student's work was themed around different perspectives and visualisations on the theme of Reinvention and Change. They initially focused on their own interpretation before deciding they wanted to challenge themselves by incorporating other views. Initial portraiture experiments and developments led to symbolic and metaphorical ideas being selected as their preferred means to push their investigation forward.

Following personal approaches the student asked peers to complete a survey where they asked about the theme of change and re-invention in response to different questions. The results of the survey underpinned their remaining investigation, leading to the student creating representational characters based on the collation of written responses. Characters were developed and underpinned with other relevant research connections- which led to a range of supporting paintings that capitalised on the card formatting and designs to reference chance. The unpredictable nature of the survey and theme led to the incorporation of cards as a metaphor for chance and the unknown in the approach to outcomes. Card contexts and formatting were investigated and included as components to convey chance alongside representing systems (games) that have rules and logic to determine reason and concept.

The supporting paintings along with other key inspirations for viewpoint and space (such as Mark Hansell and Enrico Robusti discovered later in the work) fed into the students development of composition and combination of characters together into one overall representational piece (and location) that displayed each of the visualisations of rendered figures based on the original survey responses.

A01 - 20

A02 - 19

A03 - 19

A04 - 19

77/ 96 (A)

GCE –A Level Art, Craft and Design



The images on this page show examples of what I have been towards generating following a recent moderation of grading at GCSE / GCE at TAHS. Each unit of GCSE and A-Level work has been photographed and processed into a bank of useful resources made up of sequences of organised images of each students' work accompanied by explainers that detail the grade and a summary of the unit created. These resources will be shared on platforms and school networks to facilitate accurate and robust assessment and provide meaningful AFL opportunities for students and staff. Each A-Level set will be presented alongside a labelled display created for the

VM- 2022-GCE ART- C- A Grade

To ensure Assessment For Learning is embedded into teaching-all students will regularly assess their own work in comparison to the work of other moderated examples to foster accurate knowledge of grading and provide meaningful opportunities for reflection and refinement.

Thinking about Assessment Page

Cut/glue the Assessment objective descriptor to a clean page in your book and complete the following tasks following the guide tips below

1) Write a summary for each of the AOs in your own words

2) Circle/highlight the assessment objectives you think you are strong in- and which you need to work towards- write a little about what you need to do for each

3) Write an overall short summary of next steps

4) On the right side plan 3-4 double pages for your work thinking about your next steps and thoughts from looking at assessment objectives.

5) Include diagrams and ideas for what you will do in on these pages and link them to AOs where possible

Strengths and weaknesses in your work for each AO at the point of assessment

Summary of what you need to do to improve your work and develop grade potential

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Thinking about assessment

Next steps/Planning

Summary/Next Steps

What am I doing and why?

Thinking about assessment

Next steps/Planning

Summary/Next Steps

What am I doing and why?

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

ESSENTIAL KNOWLEDGE:

-Marks out of 24 for each of 4 AOs

-Ceiling is 80- beyond that is exceptional

- Look at examples to know what work looks like at different grades

EXCEPTIONAL

A*

KNOW THE WORDING:

-CONVINCINGLY

-CLEARLY

-ADEQUATELY

-JUST

KNOW THE WORDING

-Exceptional

-Highly Developed

-Consistent

-Moderate

Grade Boundaries;

A* - 79, (20,20,20,19)- convincingly high dev.

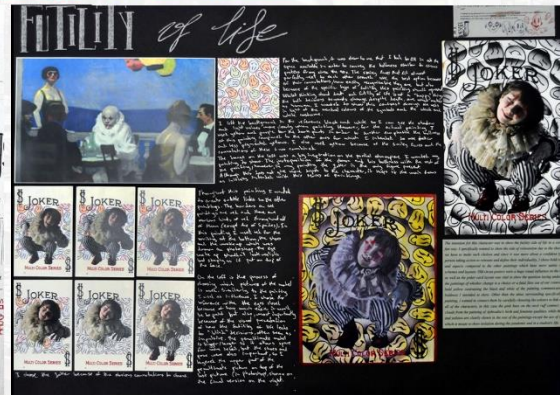
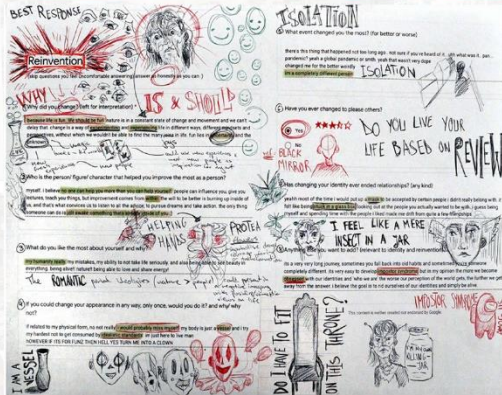
A- 74- (19,19,18,18)- Adequately/ Clearly highly dev.

B- 63- (16,16,16,15)- convincingly Consistent

C- 53- (13,13,13,14)- Just Convincing

D- 43- (10,11,11,11)- Adequately moderate

E- 33- (8,8,8,9)- Convincingly some



Perspectives of Re-invention and Change

GCE A-Level Art Coursework unit

This student's work was themed around different perspectives and visualisations on the theme of Reinvention and Change from their own and others' perspectives. Successful Portraiture experiments and developments led to symbolic and metaphoric ideas being selected as a preferred means to push their investigation forward. The student used results of a survey (given to friends and peers on the subject theme) which underpinned the investigation, leading to the creation of several representational characters being created based on the visualisation of written responses. The unpredictable nature of the survey and theme led to the incorporation of cards and games being used as a metaphor and driver for chance in the outcome. Card contexts and formatting were investigated and included as components to convey chance alongside representing systems that have rules and logic to determine reason and concept.

The supporting paintings along with other key inspirations for view-point and space (such as Mark Hansell and Enrico Robusti) led to the development of the final composition- where each character was composed together into one overall, representational piece (and location) that displayed each of the visualisations of rendered figures based on the original survey responses.

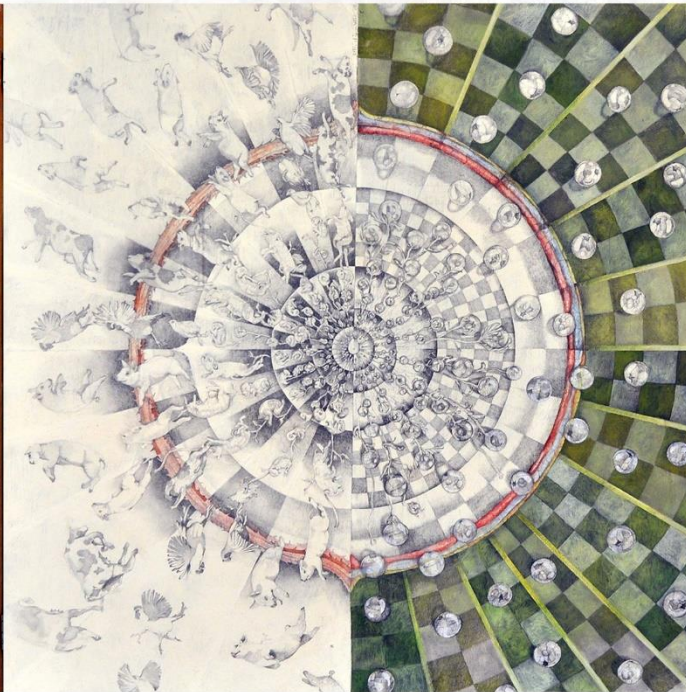
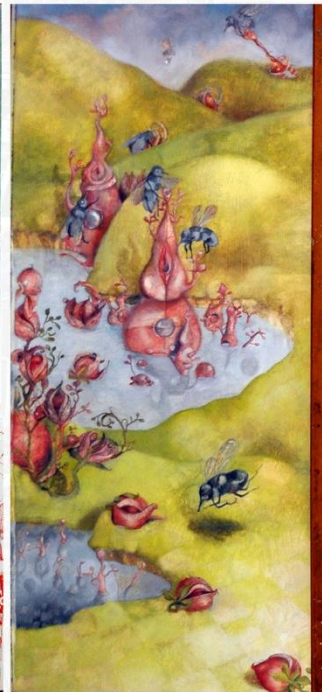
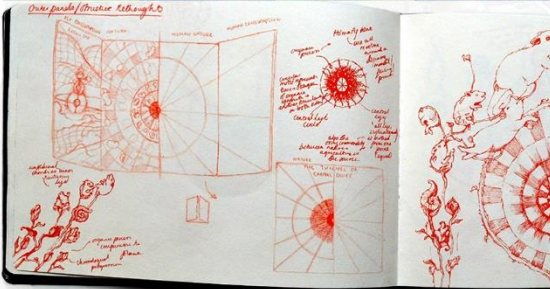


Isolation through Intrinsic Value

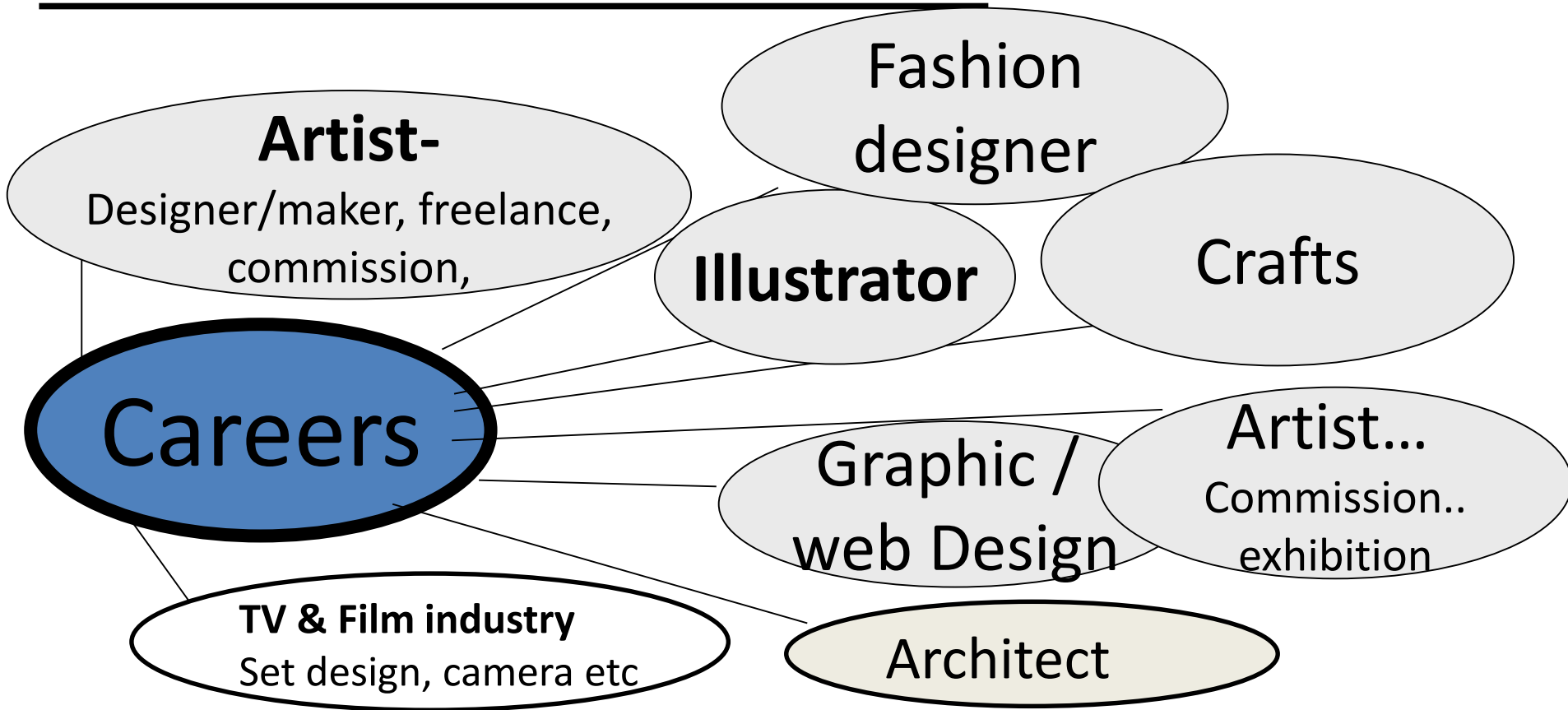
GCE A-Level Art Coursework unit

Investigations focused on the nature by which humans assign and isolate their own intrinsic value- and the values they correspondingly apply to all other living beings. Paintings were created that reference how different animals' values are conceived by humans and the manner/reasoning by which they are processed into consumable goods. Inspirations from "Endgame" (S.Beckett) and H.A.Klint ensured a diverse and unusual means to process and develop images.

Surrealist abstraction, symbolism and a reductionist approach drove the work and imagery in each part in the work. Each process and element of symbolism was referenced against conceptual connections and thematic development throughout the series of paintings. The subjects become increasingly processed and orderly- forming progressive, geometrically abstract, representational, and reductive formats with each iteration. The final outcome was resolved following inspiration from H.Bosch's "Garden of Earthly Delights" which consolidated the concept of abstract representation in a large triptych (Tunnel of Carnal Desire)- where animals are depicted descending into the centre where they are reduced and processed to the point where their value becomes singular and indistinct.



What can I do with it...?



If you're sure you want a creative career- its advised that you take the Art, Craft & Design + Photography at A-Level as it will give you a fuller breadth of creativity and enable you to straight onto degree level without a foundation

Writing / Analytical

- Art Curriculum Writer
- Art Historian
- Art Critic
- Arts Administrator
- Arts and Cultural Planner
- Website Owner / Blogger
- Graphic Novel Author

Graphic Design

- Advertising Director
- Logo / Branding Designer
- Advertisement Designer
- Sign Writer
- Magazine Layout Designer
- Book / eBook Designer
- Packaging Designer
- Calendar / Stationery / Wallpaper Designer
- Typographer

3D Product Design

- Industrial Designer / Bridge Designer
- Toy Designer / Kite Designer / Utensil Designer
- Miniature Model Maker / Mock-up Artist
- Stained Glass Window Designer
- Prop Designer
- Food Product Designer
- Potter / Ceramic Designer
- Wood Turner / Carver
- Mosaic Designer
- Jeweller
- Weaver
- Glass Artist

Fine Art

- Airbrush Artist / Spray Painter
- Architectural Illustrator
- Book Illustrator
- Graphic Illustrator
- Technical / Textbook Illustrator
- Story Board Illustrator
- Cartoonist / Caricaturist
- Commercial Artist
- Fine Artist (Painter)
- Printmaker / Screen Printer
- Courtroom Artist
- Art Conservationist
- Special Effects Makeup
- Mural Artist
- Tattoo Artist

Organisation / People Management

- Art School Director
- Primary / Elementary Teacher
- Middle / High School Art Teacher
- University Lecturer / Professor
- Private Art Instructor
- Art Therapist
- Art Dealer
- Artist Agent
- Galleries Representative

Spatial Design

- Architect
- Landscape Architect
- Urban Designer / Town Planner
- Playground / Theme Park / Sports Area Designer
- Course Designer
- Interior Designer / Decorator
- Set / Stage Design

Digital / Multi-Media

- Animator
- Concept Artist
- Digital Illustrator
- Digital 3D Modeller
- Web Designer
- iPhone / Android App Designer
- Television / Film Producer
- Documentary Filmmaker
- Camera Operator
- Film Editor
- Special Effects Designer
- Video Game Design
- YouTube Video Creator

Photography

- Advertising Photographer
- Fashion Photographer
- Photo Journalist
- Food Photographer
- Portrait Photographer
- Underwater Photographer
- Wedding Photographer
- Stock Photo Seller
- Director of Photography

Fashion / Textiles

- Fibre Artist
- Accessory Designer (Shoes / Bags / Hats)
- Dressmaker
- Embroiderer
- Fashion Consultant
- Fashion Designer / Sports Apparel Designer
- Fashion Merchandising
- Pattern Maker
- Costume Designer
- Quilt / Rug / Linen Designer
- Fabric / Textile Designer
- T-Shirt Designer

**What
CAREER..?**



Please have a look at our amazing student`s work

