**A Level Art (Art Craft & Design)- OVERVIEW**

Workshops and preparation portfolio- internal/school task rather than exam board.

Personal Investigation- Component 1- 60% of overall grade (portfolio)

Externally set assignment- 40% of overall grade (prep work + 10 hours exam conditions final piece).

Component details

*Component 1- Personal investigation*

This is a **practical investigation supported by written material**.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final 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, photographers, designers or craftspeople.

**The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:**

* 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.

**The written material must:**

* 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.

Annotation must not be included in the word count for the written material.

Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.

There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.

The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

Students must identify and acknowledge sources which are not their own.

Component 2- Externally set assignment

A choice of five questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

**Preparatory period - from 1 February**

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

**Supervised time – 15 hours**

* Following the preparatory period, students must complete 15 hours of unaided, supervised time.
* The first 3 hours of the supervised time must be consecutive.
* In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.
* Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.
* Preparatory work and the work produced during the supervised time must be kept secure in between sessions of supervised time.
* The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own.
* At the end of the 15 hours of supervised time all the work submitted for this component must be kept secure.

Preparatory work and the work produced during the 10 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

Art, craft and design

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.

Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

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.

Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

Areas of study

Within each component, students must demonstrate evidence that they have explored critical and contextual work through a range of two-dimensional and/or three-dimensional processes and media.

* **Component 1:** must show evidence of working in areas of study drawn from **two or more** of the endorsed titles listed below.
* **Component 2**: must show evidence of areas of study drawn from **one or more** of the endorsed titles listed below.

The area(s) of study selected for Component 1 can be the same as, or different to, those selected for Component 2.

Skills and techniques

* **Fine art:** for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.
* **Graphic communication:** for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.
* **Textile design:** for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.
* **Three-dimensional design:** for example ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.
* **Photography:**for exampleportraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).

**When including written annotation within components of work it is worth considering the following points:**

**• Does the writing add to our understanding of the work?**

**• Is it simply descriptive or is there evidence of analysis and discernment?**

**• Does it provide insight into students’ intentions?**

**• Does it provide insights into developments within the work and the reasons for making various choices?**

**• Does it help to clarify the links with the work of others and various contexts?**