

**It is your responsibility to carefully select, organise and present work to ensure that you provide evidence of meeting all four assessment objectives.**

**Assessment Objectives:**

**AO1**: **Develop ideas** through sustained and focused investigations informed by contextual and other sources, demonstrating **analytical** and **critical understanding**.

**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

**AO4**: Present a **personal and meaningful response** that **realises intentions** and, where appropriate, makes **connections** between visual and other elements

**Component 1 portfolio Contents:**

* A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study.
* At least one extended collection of work, based on an idea, concept, theme or issue central to the project title ‘Surrounding’.
* Critical/contextual work, including written material such as annotation, reflections, evaluations, and historical background material.

**Component 1 Portfolio Expectations:**

* To develop your understanding and skills using an appropriate range of materials, processes and techniques.
* Recognise and develop your own strengths in the subject; identify and sustain your own lines of enquiry.
* Research and develop ideas and link your work in a meaningful way to relevant critical/contextual materials.

**AS Art, Craft and Design**

Assessment: **Component 1 Portfolio**

You will begin to develop your Art, and Design skills from September through a series of workshops based around the theme SURROUNDING. The emphasis will be on developing your creativity to produce skilled experiments and investigate ideas spanning a range of techniques, media and processes.

Project theme: **Surrounding**

**AS Art and Design**

Assessment: **Component 1 Portfolio**

**Task 1: Visual Research and Creative Presentation**

* **Research** a broad **range of ideas and starting points** for your theme.

**AO1**

* Include a minimum of **four artists/designers/photographers** who explore aspects of **SURROUNDING**.
* Ensure the artists you select use a **wide variety of different materials, techniques and processes** within their work.
* Creatively **present** your research.

***X2 A3 boards (minimum)***

**Task 2: Initial Experimental Photography**

* Complete a series of experimental photoshoots exploring the theme SURROUNDING, working from and making links with your collected visual research.

**AO3**

* Ensure that you explore the following in your photography – **a** **new surrounding** **you encounter** and **a surrounding you have created**
* Digitally or physically manipulate some of your photographs

***At least 30 photographs (printed)***

**Task 3: Initial Experimenting with Ideas**

* Using the visual research and initial photographs as a starting point, create some initial SURROUNDING experiments which **creatively explore some of your ideas.**

**AO2**

* Select any materials or techniques you wish, ensuring you are off to a strong start with lots of ideas and approaches to build from.

***3 experiments per artist***

**Key Research Themes** –setting, sustainability, background, backdrop, frame, locality, habitat, rural/urban, landscape, interiors/exteriors, human interaction, environments, contrasting surroundings, family, changes, reactions, colour and mood etc.

**AS COURSE Over View**

Subject content

Students choose one of the titles below for study. They can choose the same or different titles for AS and A-level.

* 1 [Art, craft and design](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/art,-craft-and-design)
* 2 [Fine art](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/fine-art)
* 3 [Graphic communication](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/graphic-communication)
* 4 [Textile design](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/textile-design)
* 5 [Three-dimensional design](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/three-dimensional-design)
* 6 [Photography](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/photography)

AS

Assessments

| **Component 1: Portfolio** |
| --- |
| **What's assessed**  Portfolio of work - 7241/C, 7242/C, 7243/C, 7244/C, 7245/C, 7246/C |
| **Assessed**   * No time limit * 96 marks * 60% of AS |
| Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June. |

| **Component 2: Externally set assignment** |
| --- |
| **What's assessed**  Response to an externally set assignment - 7241/X, 7242/X, 7243/X, 7244/X, 7245/X, 7246/X |
| **Assessed**   * Preparatory period + 10 hours supervised time * 96 marks * 40% of AS |
| Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June. |

Component details

Component 1 Portfolio

The contents of the portfolio will be determined by the nature of the course of study.

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio:

* a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
* at least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student’s ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Portfolios may also include:

* critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material. Evidence may be included from books, journals, moving images, photographs, digital presentations and the internet, as well as studies made during a residency, site, gallery or museum visit.
* sketchbooks, workbooks, journals. Alternatively, students may wish to present a series of related images mounted on sheets.
* where appropriate to the student’s area of study, test pieces, samples, storyboards, models or maquettes.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.

All the work submitted for this component will be marked as a whole.

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

Component 2 Externally set assignment

Separate question papers will be provided for each title. These will consist of 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 – 10 hours**

Following the preparatory period, students must complete 10 hours of unaided, supervised time.

The first 3 hours of the supervised time must be consecutive.

In the 10 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 10 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.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives.

The guidelines set out in the JCQ document ‘Instructions for the conduct of examinations’ must be followed.

Weighting of assessment objectives for AS Art and Design

The assessment objectives are equally weighted within each component. The table shows the approximate weighting of each of the assessment objectives across all components.

| **Assessment objectives (AOs)** | **Component weightings (approx %)** | | **Overall weighting of AOs (approx %)** |
| --- | --- | --- | --- |
| **Component 1** | **Component 2** |
| AO1 | 15 | 10 | 25 |
| AO2 | 15 | 10 | 25 |
| AO3 | 15 | 10 | 25 |
| AO4 | 15 | 10 | 25 |
| Overall weighting of components | 60 | 40 | 100 |

3.3 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

Students will be expected to demonstrate skills, as defined in [Overarching knowledge, understanding and skills](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/overarching-knowledge,-understanding-and-skills), in the context of their chosen areas of study.

* **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).