

Archbishop Beck Catholic College Long Term Plan for Fine Art-2025-26

A-Level -AQA Art and Design (Fine Art)

Year 1

Students will be introduced to the AQA A-Level Art and Design (Fine Art) course. The course outline expectations and assessment objectives (AO's) will be explained in line with the specification. Year 12 Students will engage in a variety of aspects of practical study and workshops, Students will be introduced to the marking criteria, pertaining to the two years of their study. They will then be given a 'mini-project' of Native American art, leading to them creating a further board/boards/sketchbook pages of study relating to their independent response to 'America'-previous themes looked at within this area have related to American culture, politics, landmarks, landscapes, prominent and famous Americans, food of America, the natural world of America etc.

This 'mini-project' will promote the students' practice of independent working and developing a personal response to a broad theme.

Throughout the initial project of Native America and America, students will develop a range of practices and expand their knowledge in relation the AQA Assessment objectives (AO's)

Students will:

- Develop research techniques and gain a greater understanding of artist/ cultural exploration
- Refine their ideas through Teacher-modelled workshops, looking at a range of drawing and recording techniques and the practical use of materials such as PRINT (Mono, Lino, Dry-point, polystyrene) Painting (Watercolour, Acrylic) Working on

different materials (wood in order to collectively create a painted Totem pole) Applying and refining materials such as Pastels, Charcoal, Collage, digital (resources available will depend upon this).

The introduction to the course will usually result in approximately 3 boards of study and an outcome (AO4), this will be included within the students component 1 portfolio of work. The introductory 'mini-project' will be covered within the first half term of study.

Students will then research and decide upon their own theme to take forward and work on throughout the duration of the course (Component 1-60% of their end result grade). They will be advised by the Teacher on suitable approaches to their chosen theme, however, emphasis towards independent working and encouraging students to explore their methods of recording and preferred media, will be promoted.

Culture capital should be practised throughout the KS5 course. It is imperative that A-Level students gain a greater understanding, appreciation and knowledge of art and artists, through trips to galleries/ workshops/ museums etc. The necessary Primary research is also obtainable through such visits.

Key Vocabulary : Primary research, refinement, assessment objectives (AO's) techniques, independence, development, annotation, thumbnails, mood-board,

Year 12

Capital Cultural Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
Visiting artists/ designers Local museums -Tate / Walker Art gallery Online workshops London museums / exhibitions Online exhibitions/ social media Previously International trips have been organised (New York, Barcelona)	Confidence, To work independently / innovatively and creatively to produce a sketchbook/ development boards Positive . How certain Artists use this within their work- social / moral / cultural issues Respectful Impacts of their chosen theme in relation to the art world and audience.	Fine Artist Illustrator Graphic designer Architect Games/media designer Set-designer Prop/aesthetics artist Make-up artist Fashion designer Landscape designer Jewellery designer Ceramicist 3D artist Curator/ Art Historian/ Gallery work Art therapist Art teacher/ lecturer Florist Muralist/ Street artist

Metacognition Methods applied in Teaching
-Solving the design problem - design brief though analysis/ researching methods and discussion -Modelling -you do /we do /they do

- Questioning - reflection - what has gone well / what needs to be developed.
- Team work discussions / pupils sharing ideas- model how it's done in industry -design team culture.

Year 13

Students will continue to work on their chosen theme for component 1 (60% of the course). Pupils will continue to develop their A01 /A02 research and put into practice their recording techniques and use of media (A03). Students will then develop ideas in order to create a final outcome, pertaining to their theme (A04). Alongside their practical work and exploration, students will construct a 1000 word written piece, documenting their creative journey or in an essay form, exploring their theme. Throughout year 13, students should have acquired a greater understanding of their chosen media and creative style, showing risk taking, refinement and clear development within their component 1 portfolio.

February 2026- component 2- live brief comes out on 1/2/25. Pupils will opt for one of the listed starting points and work similarly to component 1 (only on a much smaller scale, due to time constraints and weighting of award, being 40% of overall grade) The

Externally Set Assignment consists of two parts: Part 1: Preparatory study period • The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period. • One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response. • Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study. • The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work. • Start and finish dates of the preparatory study period to be determined by the centre, taking into account the 31st May deadline for the submission of internally assessed marks to AQA.

Part 2: Fifteen-hour period of sustained focus work • The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s. • The period of sustained focus work must be completed under supervised conditions. • Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to AQA, Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment. The Externally Set Assignment will be set by AQA, assessed by the teacher and externally moderated.

Key Vocabulary Design : Primary research, refinement, techniques, artist research, media, materials, annotation, creative journey, thought process, development.

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Visiting artists/ designers Local museums -Tate / Walker Art gallery Online workshops London museums / exhibitions Online exhibitions/ virtual gallery tours International trips (in previous years)- Barcelona, New York City.	Confidence, To work independently / innovatively and creatively to produce a sketchbook/ development boards and build on their creative journey and independent research, exploration of materials and techniques (risk taking).To independently choose own personal theme/ To create a personal outcome final piece. Positive . How certain artists/ creatives use this within their work- social / moral / cultural issues Respectful Impacts of their chosen theme in relation to the art world and audience.	Fine Artist Illustrator Graphic designer Architect Games/media designer Set-designer Prop/aesthetics artist Make-up artist Fashion designer Landscape designer Jewellery designer Ceramicist 3D artist Curator/ Art Historian/ Gallery work Art therapist Art teacher/ lecturer Florist Muralist/ Street artist

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