

ART AND DESIGN AS LEVEL – WJEC

INTRODUCTION

This is a creative, expressive and enjoyable course – a new and revised course offered from 2008. The new AS course requires students to show and develop: intellectual skills, imagination, creative and investigative skills and independent work. The course will begin with exploratory workshops and project which allow students to work and experiment with a variety of themes, and a broad range of media and techniques. The first part of the course will also introduce students to the requirements of the course, the marking criteria and assessment process.

Students will then be required to create a coursework portfolio, by developing work from a preferred task, theme, issue or stimulus. This work will include sketchbooks or design source books; and may also include mounted sheets, finished pieces, or work presented using ICT. Work will be selected, evaluated and presented by students, after guidance from staff. Students will also need to show a written element by annotating and evaluating their work, and by studying relevant artists, designers, styles, or other influences on their work.

Students will be given the opportunity to work using a variety of disciplines including: painting, drawing, graphics, textiles, sculpture, mixed media, fashion, print, photography and digital image manipulation. Drawing is central to all areas of specialism, and students will all complete much of their work in sketchbooks, exploring a range of ideas, researching, working from observation and imagination, studying artists, annotating ideas and using their environment to record and spark ideas. The emphasis of this new course is personal exploration, experimentation and personal expression. Work for Art and Design is marked by the department in school, and then externally moderated by a visiting moderator.

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| Coursework portfolio ART 1 (60% of AS grade) | Controlled Assignment ART 2 (Exam – 40% of AS grade) |
| A large coursework unit, developed from themes and subjects approached in the first few weeks of term. The specific theme is chosen and developed by the student. Students will select, evaluate, explain and present their work for assessment themselves, after guidance. They will also refer to the work of other artists, designers, craftspeople and styles – in order to inform and influence their work. | Students will sit an 8 hour practical exam. They will receive the exam paper in February, and will be given preparation time to produce studies leading up to a final outcome in the exam itself. Students will be given a series of themes to choose from for their controlled assignment. This work will then be selected, evaluated and presented for assessment by the students. |

IMPORTANT POINTS

- New course encourages creativity, individuality. Starts with structure and workshops, then becomes individual.
- Observational drawing is vital as first hand research. This could also be gallery visits, artist interviews or own photographs.
- Written work is an important part – you must introduce your ideas, add notes to explain work, evaluate your work and ideas.
- Sketchbooks are a vital part of each unit. You can show research, ideas, notes and development work.
- Looking at the work of others is central to the development of your own work. You must show influences and inspiration.
- Hoping to offer trips – Paris, possibly London and local trips – galleries, drawing, etc.
- Commitment – Art is a really time-consuming subject, you must work both in lessons, at home and during study periods.
- IT and Photography – These are areas which we are developing. We have two digital cameras, access to digital video (via English), 4 Apple Mac computers with Photoshop CS3, Flash, Dreamweaver, etc. Also a scanner and photo quality printer. We also book computer rooms as required, and use computers for research, presenting work, creating art work and manipulating images and digital photos.
- Presentation is vital in this subject. Look after your work, and present it well – through sketchbooks, mounted sheets, etc. Please take advice on mounting work – do not just randomly stick it on sheets, it must show development and creativity.
- Storage of work – Store your work carefully in the drawers provided or take it home, do not leave it lying around.
- A number of techniques, and a range of media should be used in the portfolio, and in Year 12. You must be experimental.
- Pieces of work for display and exemplar work. We have a policy of retaining one piece of work from each student at the end of the course. This allows us to display work around the school, and have examples of work available for other students.
- Media / materials. You will be drawing and painting, but you can also use textile materials, fashion, sculpture, print, graphics, photography, etc. Look after school materials, and consider buying your own basic equipment. Please ensure that the room and school equipment is always tidy and put away. A number materials and pieces of equipment can now be bought from the department

ENDORSEMENTS

WJEC Art and Design offer several specialist qualifications, and these specialisms are called endorsements. Bear these in mind, though we will help you decide on the best endorsement for you, depending on what materials you use. Most students will be entered for Art, Craft and Design, unless you really want to specialise. These are the options:

- **Unendorsed Art, Craft and Design** – This means that you will work using a broad range of media and techniques, such as drawing, painting, textiles, print, photography, graphics and sculpture, or a mixture of these.
- **Fine Art** – Drawing and painting, using a range of media, mixed media, collage, sculpture such as clay, wire, mod-roc, print, installation, new media and fine art based photography
- **Critical and Contextual Studies** – We do not offer this option as it is based more on the Art History side, containing written work and responses to the work of other artists. This influence from artists can be shown in any other endorsement.
- **Textile Design** – This can include fabric painting, fabric printing, fashion, costume, weaving, knitting, embroidery, mixed media, batik. This means that you will draw, paint and design, but most of your work and outcomes will be developed through the medium of textiles. This area differs from Design Technology Textiles as the emphasis is on your creative and artistic skills, not technical skills.
- **Graphic Communication** – This includes advertising, package design, computer graphics, illustration, animation, typography, exhibition design, web design, multimedia. Often graphic based work is produced to a brief, for a particular client.
- **Three Dimensional Design** – This area is based on designing and making functional items, and concentrating on manufacture and mass production. This endorsement is difficult to approach, unless you have a really strong interest and skills in the relevant areas. This includes: functional ceramics, jewellery, body adornment, product design, interior design, theatre and set design, exhibition design and architectural design.
- **Photography** – You can use photography as part of any endorsement – to research your topic, create images and manipulate them. We do not currently have the lesson time to teach the technical aspects of this course as a specialism, but if you are a keen photographer, we could discuss you undertaking this specialism.

MATERIALS AND EQUIPMENT

A lot of materials and equipment is provided by the school, but we would advise you to invest in basic materials and equipment. Some materials can also be ordered through school if you wish. It is suggested that you have:

- A range of good quality drawing pencils – a set, or a few from B, 2B, 4B, 6B The B pencils are the soft ones, mainly used for Art.
- A few different sized brushes, at least one thin brush, e.g. 2, 4, 6
- A soft eraser or putty rubber
- A glue stick such as Gloy, Pritt Stick, etc.
- At least one sketchbook for each unit – we stock hardback A4 and A3 if you wish. Go for decent quality paper.
- It is also advisable, if possible to have your own pastels, paints or pencils (as required) for work at home
- A portfolio or folder is often useful for transporting and storing work. You don't have to buy anything expensive – a plastic one is fine, we also have some available in school.

A number of materials and pieces of equipment can now be bought at a competitive price from the school. Please see Mrs Flaherty or Mrs Allsopp for a list.

Also, if you require specialist materials – such as watercolour paper, fabrics, chicken wire, wood, etc. – you will be expected to pay for it yourselves, or asked for a contribution for this. We will often order in wood, etc. but are forced to charge for this. Again, we will order materials for you through school if required (Consortium catalogue), and this is generally cheaper.

ASSESSMENT

Your work will be assessed periodically throughout the course, both informally during lessons, and via written feedback. It will be marked using the assessment criteria below, and you will be given grades as you progress, so that you are aware of your progress and predicted grades. You will be assessed on the following criteria:

- **Contextual Understanding –**
 - Looking at the work of other artists to inspire, inform and influence your own work
 - Developing ideas thoroughly through investigation and experimentation
 - Showing good understanding and analytical skills
 - Analysing and evaluating your work and the work of others

- **Creative Making**
 - Experimenting with media, techniques and processes
 - Ability to select resources and media appropriately
 - Producing personal and independent work
 - Showing good artistic skills, and refining and reviewing ideas

- **Reflective Recording**
 - Recording relevant ideas successfully, in a visual way
 - Reflecting on your work and progress
 - Using sketchbooks effectively to draw, research, design, collect ideas
 - Using a range of different methods to research and gather ideas

- **Personal Presentation**
 - Present personal, informed and meaningful responses
 - Present work in a logical order, showing development
 - Selecting, evaluating and presenting work successfully
 - Presenting work effectively and appropriately

THEME

You will be given the choice of a number of different themes, or you may choose one of your own. However, if you do this – you must discuss it with your teacher. Whilst we encourage individual ideas, you must ensure that your chosen theme is broad enough and will meet the assessment criteria and requirements of the examiners. It is important that your area of study is personal and individual to you, suiting your interests – as you will be more interested, and find the work stimulating and enjoyable. Your work should develop logically, and at the end you will select, evaluate and present your best work as a portfolio. Try to link your ideas together to make sense as a portfolio – and make sure that you study relevant artists or designers – throughout the work. The portfolio could be a sketchbook, mounted sheets, a folio or a combination of these. You may also consider showing your work through a web site, or using a presentation.

| THEME | POSSIBLE IDEAS |
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| Pattern | Look at patterns that surround us. It may be that you look at existing patterns (William Morris, Escher) such as wallpaper, carpets, etc. as a starting point, even traditional patterns (Saris, stained glass windows, etc.). Look at patterns of objects, regular arrangement of things (bricks, stone walls, close-up structure of fabric, fences, arrangement of cells, patterns in nature, etc.) Produce pieces of work based on pattern (Mondrian, Caulfield, William Morris, Escher, Damien Hirst), or produce your own patterns for a screen print / repeat print, graphic piece, wallpaper, stained glass window. Patterns from different cultures. |
| Natural Form | Look at nature – trees, landscapes, patterns, teasels, feathers, flowers, rock formations, crystals, sections of the landscape, animals, insects, plants, structures. Look at groups of objects, close-up sections. Draw and photograph natural form, manipulate on computer, print, create collages, mixed media, textiles, weaving, sculptures, soft sculptures, computer images, painting, illustration, fashion, accessories. Possible artists: Blossfeldt, Monet, Van Gogh, Cezanne, Mondrian, Mary Lloyd Jones, Meg Stevens, Dali, Charlie Waite. |
| People | Only choose this if you enjoy working on People. Look at faces, bodies, sections, distortion, movement, looking through, facial expressions, emotions, reflections, resemblances, families, friends, yourself. People working, playing sport, odd angles, people’s environments and interests, different cultures, fashions. Draw and photograph people in different ways, and develop ideas through print, photography, fabric painting, IT, collage, sculpture, animation, illustration, drawing, painting. Many artists, including: Lucien Freud, Jenny Saville, Yves Klein, Rembrandt, Francis Bacon, Shani Rhys James, Giacometti, Modigliani. |
| Vessels | Vessels are containers, and include teasels, pine cones, blood vessels, arteries, plant vessels – leaves, etc. Containers such as tea pots, jugs, seed heads, skulls, inside the body. Draw collections of things, close ups, insides. Photograph and scan, look through the microscope. Use texture, pattern, details, colour. Develop into detailed drawings, prints, textural clay, weaving, knitting, sculptures. Look at: Cezanne, Mona Hatoum, |

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| | Tinguely, Blossfeldt) |
| Recycling | Look at green issues, the news, creating Art from recycling, using waste, drawing and photographic waste, ways of recycling, recycled paper and materials, advertising. You could photograph and draw waste, look at the process, create recycled things. You could create a graphics or web design piece, showing or advertising recycling. Use paper, plastic, bags, packaging, electrical wire, fabric, bottles, cans, etc. You could produce collage, textiles, sculptures, fashion garments, accessories, jewellery, hangings, paintings. Look at Lois Walpole, fashion designers |
| Inside / Outside | Look at the contrast between the inside and outside, put the inside on the outside, or concentrate on one of these. You could study: churches, chapels, human body, animals, food, your house, school, computers, machinery, rooms, landscape, town, boxes, plants, objects, cupboards. Draw, photograph, look closely, show a contrast. Move into textiles, sculpture, painting, drawing, photography, print, graphics. Look at: Leonardo, Magritte, Dali, Bacon, Rachel Whiteread, Damien Hirst. |
| Issues in the news | This could include: eating disorders, Welshness, substance misuse, war, hunting, natural disasters, poverty, strikes, protests. Look at headlines, images, related objects, people. Design a graphic piece, a web-site, a painting, mixed media piece, series of prints, photographs, fashion piece. Look at war artists, poetry, photographers. |
| Your environment | Look at your surroundings – home, landscape, village, town, trees, hills, buildings, churches, bridges, roofs, doors, corridors, school, work place, paths, roads, traffic, people, markets, shops, gardens, weather, sheds, interiors, cupboards, important objects. Draw, photograph, collage. Develop into a series of pieces, photos, drawings, paintings, collages, textile pieces, sculpture, installation. |
| Advertising | Look at advertising in magazines, for music, on TV, internet, flyers, posters. Look at images, themes, use of text, colour, effects, composition. You could work from adverts, choose something to advertise, and design a graphics piece, logo, merchandise, poster, CD cover, web site, flash animation, TV advert, internet video, magazine cover. Look at graphic designers and illustrators (Design Museum web site), Lautrec, Surrealism, animators, video and advertising designers. |
| Something to sit on | Look at unusual chair designs, sofas, stools, etc. Think about shapes and materials to use to create a 3D piece, textile piece or sculpture – hands, leaves, trees, bridges, recycled materials, musical instrument, human body, plant, weaving, wire, fabric, cushions, wood, paper mache, plastic. Do not design a traditional chair – think of something really innovative and creative. Look at different designers, Dali, Surrealists, Magritte, Rodin, Moore, Hepworth, Rachel Whiteread, and look on You Tube at ‘folding chair’ |

TIMETABLE AND DEADLINES

September / October – Workshops using different media and techniques, short projects as starting points. Beginning to develop ideas, add notes, look at work of other artists. Interim assessments.

October – January – Work on portfolio. Choose your area to develop more fully, and produce preparatory work and outcomes. Select, evaluate and present your work for marking.

Final Assessment – End of January. Your portfolio must be fully completed and presented for assessment at this time. This has to be assessed as independent work, so you will not be able to improve this mark. Make sure you listen to advice given from earlier assessments. Failure to hand this in on time will result in your entry being withdrawn, as marks must be sent off – we have to meet deadlines too!

First week in February – You will receive your exam paper for your controlled assignment (40% of mark). You will have a choice of visual or written themes, and will choose one to study, within your chosen endorsement. You must produce research, preparation work, development, references to artists, notes – towards a final outcome in the exam itself.

March / early April - Your final outcome will be produced in the 8 hour exam – in the Art room. You will then have a short time to evaluate and present your work (around one or two weeks). The date will be confirmed closer to the time. Your work will then be taken in during the middle of April for the final marking of the controlled assignment, and the marks will be sent off. Again, failure to hand this work in on time will result in you being withdrawn, or the loss of the 40% of marks. The visiting moderator will visit in June, and you may be required to help exhibit your work for this. The moderator checks the school's marks, in line with the rest of Wales – to ensure correct grades.

KEY SKILLS OVERVIEW – AS / A2 LEVEL

| COMMUNICATION LEVEL 3 | Development Opportunities | Examples of Evidence |
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| C3.1a – Contribute to a group discussion about a complex subject | | |
| C3.1b – Make a presentation about a complex subject, using at least one image to illustrate complex points | Presentation about own work – development and artists studied. Year 12 assignment, or AR5 unit in Year 13. | A witness statement and assessment by teacher, or video evidence. |
| C3.2 – Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image. | <ul style="list-style-type: none"> - Year 12 coursework - research completed from internet and books on artists and designers. - Year 13 – coursework unit – critical links to artists, research on background, style, etc. | Example of text and images studied (photocopy or print out), with notes and highlighted sections. Show how this has been used, for example in Year 13 – include written work based on research. |
| C3.3 – Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image. | The Year 13 Personal Project will include written work as a presentation, piece of writing, etc., and will include images. The unit documents the student’s work, and explains their ideas. Students also write presentations or explanatory notes to go with their units as the second piece of writing. In Year 12, students complete a written assignment which could also be an extended document. | Include the two documents, and notes which accompany. Teacher assessment. |

| INFORMATION TECHNOLOGY – LEVEL 3 | Development Opportunities | Examples of Evidence |
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| IT3.1 – Plan, and use different sources to search for, and select, information required for two different purposes. | Year 12 and 13 – through research for coursework units. Critical links to relevant artists. Research using the internet and books – background information, style, work, etc. | Print outs and photocopies with notes of sources, and how searches made (search engines, etc). A record from teacher who observed use of IT to research. |
| IT3.2 – Explore, develop and exchange information, and derive new information to meet two different purposes. | Develop research material from IT3.1 as part of coursework unit, and to help with presentation, personal Year 12 unit or work to be displayed (in school, on web-site, etc.) | Print outs or record of observation by teacher on IT work, showing how information has been developed. |
| IT3.3 – Present information from different sources for two different purposes and audiences. Include one example of text, one image and one example of numbers. | Year 12 assignment to discuss development of work, and coursework unit, presentation, or Year 13 unit. Students will show information on artists, (timeline or dates – numbers), discuss the link to their own work (images and text) and how their work has developed. | Working drafts and final work or presentation. Witness statement from teacher. Print outs of work, photographs and explanation / video. |

| IMPROVING OWN LEARNING AND PERFORMANCE – LEVEL 3 | Development Opportunities | Examples of Evidence |
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| LP3.1 – Agree targets and plan how these will be met over an extended period of time, using support from appropriate people. | Preparing an action plan for completion of Year 12 or Year 13 coursework and exam work. Write this with teacher, breaking down into parts of each unit, setting deadlines and targets as appropriate. | Copy of action plan agreed between student and teacher for an extended period of time. |
| LP3.2 – Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets. | Carrying out action plan and targets created in LP3.1, showing a record of the process and any revisions made to the plan. | Action plan and progress log as record of discussions, support given and any changes made. |
| LP3.3 – Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands. | Students to show and exhibit their completed coursework and demonstrate how targets have been met. Review own learning and performance with teacher and with others. | Action plan and record to show targets that have been met. Examples of work to show student learning through a complex practical activity (coursework and exam in Art) and independent learning (gallery visits and research). |