



## KS5 Curriculum: Art

### Curriculum Vision

- OCR Art, Craft and Design (H600)

At Chelmsford County High School for Girls our A-Level Art course is designed to be an immersive and dynamic learning experience where students embark on a transformative artistic journey. Our vision is to inspire a community of passionate and intellectually engaged artists who embrace the complexities of traditional and contemporary art, seeking innovative ways to explore and communicate their ideas.

We aspire to cultivate a space where artistic expression transcends traditional boundaries, encouraging students to experiment with diverse media, techniques, and conceptual frameworks. Our commitment is to foster critical thinking, cultural awareness, and a deep understanding of the historical and contemporary contexts that shape the art world.

At the heart of our vision is the belief that artistic development is a holistic process, encompassing technical mastery, conceptual depth, and a profound connection to personal and societal narratives. We aim to empower students to engage in meaningful dialogue, challenge conventions, and contribute to the rich tapestry of the art discourse.

Our A-Level Art course is dedicated to nurturing the next generation of artists who not only excel in their chosen medium but also possess the resilience and intellectual curiosity to navigate the evolving landscape of contemporary art, design and craftsmanship. We envision students who leave our department with a well-rounded artistic identity, prepared to make significant contributions to the broader cultural world.

Through a rigorous curriculum, mentorship, and a collaborative community, our vision is to ignite a lifelong passion for the arts, fostering individuals who will shape, challenge, and redefine the artistic landscape of the future.

### Curriculum Profile

#### Year 12

Autumn Term 1	Autumn Term 2
<p><b>Initial Project - Back to Basics:</b></p> <ul style="list-style-type: none"> <li>• <b>Mind map</b></li> </ul> <p><i>A3 page full of drawings, images, actual objects, and key words anything that could spark off an idea for an outcome. Focus on the students chosen title from the OCR Examination Art List.</i></p>	<p><b>Foundation - Core work:</b></p> <ul style="list-style-type: none"> <li>• <b>Graphics</b></li> </ul> <p><i>Students will create a response to a given graphic artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification)</i></p>

<ul style="list-style-type: none"> <li>• <b>Line</b> Students to create a piece of work in response to line. This will be directed by the teacher on a given theme and artist. All work documented/ presented in sketchbook over a double page.</li> <li>• <b>Tone</b> Students to create a piece of work in response to tone. This will be directed by the teacher on a given theme and artist. All work documented/ presented in sketchbook over a double page.</li> <li>• <b>Texture</b> Students to create a piece of work in response to texture. This will be directed by the teacher on a given theme and artist. All work documented/ presented in sketchbook over a double page.</li> <li>• <b>Pattern</b> Students to create a piece of work in response to pattern. This will be directed by the teacher on a given theme and artist. All work documented/ presented in sketchbook over a double page.</li> <li>• <b>Colour</b> Students to create a piece of work in response to colour. This will be directed by the teacher on a given theme and artist. All work documented/ presented in sketchbook over a double page.</li> <li>• <b>Shapes and form</b> Students to create a piece of work in response to shape and form. This will be directed by the teacher on a given theme and artist. All work documented/ presented in sketchbook over a double page.</li> </ul>	<p><i>background, title, information, critical and contextual analysis, imagery and transcription.</i></p> <ul style="list-style-type: none"> <li>• <b>Oil painting</b> Students will create a response to a given oil painting artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification) background, title, information, critical and contextual analysis, imagery and transcription.</li> <li>• <b>Animation/Film</b> Students will create a response to a given oil animation/film artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification) background, title, information, critical and contextual analysis, imagery and transcription.</li> <li>• <b>Sculpture</b> Students will create a response to a given sculpture artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification) background, title, information, critical and contextual analysis, imagery and transcription.</li> </ul>
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<b>Spring Term 1</b>	<b>Spring Term 2</b>
<p><b>Foundation – Core work continued:</b></p> <ul style="list-style-type: none"> <li>• <b>Photography</b> Students will create a response to a given photography artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification) background, title, information, critical and contextual analysis, imagery and transcription.</li> <li>• <b>Fashion</b> Students will create a response to a given fashion artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification)</li> </ul>	<p><b>Foundation – Core work continued:</b></p> <ul style="list-style-type: none"> <li>• <b>Textiles</b> Students will create a response to a given textiles artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification) background, title, information, critical and contextual analysis, imagery and transcription.</li> </ul> <p><b>Printing</b> Students will create a response to a given textiles artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification)</p>

background, title, information, critical and contextual analysis, imagery and transcription.

- **Illustration**

Students will create a response to a given Illustration artist. Students will document their work, writing about the potentials, limitations and health and safety of the medium. Students will create an Artist Research spread: Including- (specification) background, title, information, critical and contextual analysis, imagery and transcription.

background, title, information, critical and contextual analysis, imagery and transcription.

- **Project refinement**

This time is set aside for students to work into and refine their project ready for moderation.

<b>Summer Term 1</b>	<b>Summer Term 2</b>
<p><b>Personal Investigation Essay Planning :</b></p> <ul style="list-style-type: none"> <li>• <b>Planning.</b> Students will brainstorm and consider areas of study. The are they choose must be link to art. They are to complete a personal investigation planning sheet. Theme to be confirmed in discussion with the teacher.</li> <li>• <b>Primary imagery/Photography</b> Students are to visually document their own ideas with their own photography. Students are to keep and submit the originals. Annotate each image and state how it relates to your chosen topic and describe what the picture is about. Secondary imagery can be used in some cases but should be discussed with the teacher.</li> <li>• <b>Observation 1</b> A4 first hand drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation.</li> <li>• <b>Research</b> Students to research their chosen theme in depth to fully understand the answer to their essay foci. Students should use a wide breath of research including (but not limited to) books, news articles, journals, websites, museum visits etc. Stylised/ Transcription</li> <li>• <b>Observation 2</b> A4 first hand colour pencil drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation.</li> </ul>	<p><b>Personal Investigation Essay Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction</b> Students are to follow the essay structure and begin to write their essay- introducing that they are writing about – Students should consider why are they looking at this topic/theme? What are they hoping/ expecting to find out by the end of the essay? How are they going find the answers? What artists will they look at?</li> <li>• <b>Main body</b> Students will start to write their main body of the essay. They will respond to the questions set in their introduction. Students will need to continue to research and evaluate relevant artists to make links with their work and understand in depth the answers to their topic. Students will critically analyse artist's work – Explaining in depth what the work is about, as well as writing personal comments which are very important. Students will state what they have learned by doing this and how it will influence their main investigation.</li> <li>• <b>Stylised/ Transcription (2)</b> A3 piece in the students chosen artist style using the student's own photography: Medium of your choice.</li> <li>• <b>Open Piece</b> A piece in the students chosen artist style using the student's own photography: Medium and size of your choice.</li> <li>• <b>Conclusion</b> Students are to summarise key points from their findings and respond to the initial question set.</li> <li>• <b>Year 12 Exam</b> THE FINAL PIECE! This will be done in the 15 hours Art Exam. There is no planning involved as</li> </ul>

*this will be a direct response to what students have learned in their essay. As such it will be done from observation and include their artist style. The idea of the final piece is that students can summarise all they have learned visually and respond to the initial question with an outcome. Students can use any medium they want including photography, film and digital work.*

- **Present.**

*The essay is to be presented as a final piece and can be done in several ways, scrapbook, magazine, PowerPoint, film or simple essay format.*

**Project 1 - Core Tasks:**

- **Mind Map 2**

*A3 page full of drawings, images, actual objects, and key words anything that could spark off an idea for an outcome. Focus on the students chosen title from the OCR Examination Art List.*

- **Observational Drawing**

*A4 first hand drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation.*

- **Photography and Manipulation**

*Annotated and presented.  
Double page full of the student's own photographs. They are to keep and submit the originals. In addition to this they are to manipulate the images or distort them. They could do this by changing the colour or shape and form or by using a program such as Photoshop to make the image more relevant to their project.*

- **Artist Research 1**

*Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.*

- **Stylised piece**

*Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.*

**Summer Holidays**

- **Artist Research 2**

*Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired*

	<p>them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.</p>
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## Year 13

Autumn Term 1	Autumn Term 2
<ul style="list-style-type: none"> <li> <p>• <b>Stylised</b> Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.</p> </li> <li> <p>• <b>Artist Research 3</b> Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.</p> </li> <li> <p>• <b>Stylised</b> Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.</p> </li> <li> <p>• <b>Artist research 4</b> Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.</p> </li> <li> <p>• <b>Stylised</b> Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.</p> </li> <li> <p>• <b>Critical and contextual writing</b> Students are to research the background of the piece and gain a good understanding of why and how the artist produced it. They could look at what his/her motives and influences were, whether the piece is exemplary of a particular movement or style, how the piece might have been received at that time etc...</p> </li> </ul>	<ul style="list-style-type: none"> <li> <p>• <b>Initial ideas</b> Students will create a double page full of different ideas and development for their final piece. They need to explore lots of possible solutions using different materials, techniques and processes. This will show off the range and depth of their skills and help them to discover which media and methods allow them to communicate their ideas most effectively. They should constantly be evaluating their work. Students may need to discard some examples and select other for further development in discussion with the class teacher.</p> </li> <li> <p>• <b>Developed Ideas</b> Students will choose one idea from their ideas page and develop this idea further. Work with different compositional ideas and placement of objects by making them bigger or smaller in the composition. The idea must be modified and refined until they are entirely satisfied.</p> </li> <li> <p>• <b>Experimentation</b> Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display your work at the end?</p> </li> <li> <p>• <b>Final Idea</b> Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display your work at the end?</p> </li> <li> <p>• <b>Project refinement</b> This time is set aside for students to work into and refine their project ready for moderation.</p> </li> </ul>

<ul style="list-style-type: none"> <li>• <b>Artist Research 5</b>  <i>Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.</i></li> <li>• <b>Stylised</b>  <i>Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.</i></li> </ul>	
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<b>Spring Term 1</b>	<b>Spring Term 2</b>
<ul style="list-style-type: none"> <li>• <b>Exam prep</b>  <i>Students will use this time to prepare for their exam- what will they be working on and what medium will they use?</i></li> <li>• <b>Year 13 Mock Exam- 15 Hours</b>  <i>The examiner looks at the work as a complete package; the examiner will view all preparatory work together with the final piece as an entire unit. They will be looking to see if you have successfully achieved what you have set out to do – you should have produced a final piece that completely satisfies all the criteria of your chosen starting point or theme. They will also be looking for originality – work that is unique and personal to you. The examiner should be able to see connections between your own work and the work of other artists. Whatever you learned through your analysis of images, objects and artefacts should be put to good practical use and clearly reflected in your own work.</i></li> <li>• <b>Evaluation</b>  <i>A written evaluation of the progress of making the final piece- follow guidance sheet. Students should take pictures of the final piece as they are making it to support your evaluation.</i></li> </ul> <p><b>OCR Set Task:</b></p> <ul style="list-style-type: none"> <li>• <b>Mind Map</b>  <i>A3 page full of drawings, images, actual objects, and key words anything that could spark off an idea for an outcome. Focus on the students chosen title from the OCR Examination Art List.</i></li> <li>• <b>Photography and Manipulation</b>  <i>Annotated and presented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Initial ideas</b>  <i>Students will create a double page full of different ideas and development for their final piece. They need to explore lots of possible solutions using different materials, techniques and processes. This will show off the range and depth of their skills and help them to discover which media and methods allow them to communicate their ideas most effectively. They should constantly be evaluating their work. Students may need to discard some examples and select other for further development in discussion with the class teacher.</i></li> <li>• <b>Developed Ideas</b>  <i>Students will choose one idea from their ideas page and develop this idea further. Work with different compositional ideas and placement of objects by making them bigger or smaller in the composition. The idea must be modified and refined until they are entirely satisfied.</i></li> <li>• <b>Experimentation</b>  <i>Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display your work at the end?</i></li> <li>• <b>Final Idea</b>  <i>Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display your work at the end?</i></li> </ul>

Double page full of the student's own photographs. They are to keep and submit the originals. In addition to this they are to manipulate the images or distort them. They could do this by changing the colour or shape and form or by using a program such as Photoshop to make the image more relevant to their project.

- **Observational Drawing**

A4 first hand drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation.

- **Artist Research 1**

Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.

- **Stylised**

Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.

- **Artist Research 2**

Double page full of artists/ cultural images links for the students chosen artist. Annotate work by saying why they chose them and how they have inspired them in their project. Students could write about form, shape, colour, mood, texture. Art terminology should always be used in students written work to support their studies.

- **Stylised**

Students are to create a piece in the artist style. This can be done in any medium and any size (A3 plus). This work will support the students investigation / project development.

Artist Research 3

Stylised

- **Year 13 Mock Exam- 15 Hours**

The examiner looks at the work as a complete package; the examiner will view all preparatory work together with the final piece as an entire unit. They will be looking to see if you have successfully achieved what you have set out to do – you should have produced a final piece that completely satisfies all the criteria of your chosen starting point or theme. They will also be looking for originality – work that is unique and personal to you.

The examiner should be able to see connections between your own work and the work of other artists. Whatever you learned through your analysis of images, objects and artefacts should be put to good practical use and clearly reflected in your own work.

- **Evaluation**

A written evaluation of the progress of making the final piece- follow guidance sheet.

Students should take pictures of the final piece as they are making it to support your evaluation.

- **Exhibition**

Students will display all work from Year 12 and 13 to be moderated by an examiner.

Summer Term 1	Summer Term 2
Revision and Examination technique	Public Examinations

*Please note that this timeline may be subject to change.*

## **Assessment and Feedback**

All students will:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

## **Resources to support learning beyond the classroom**

Art and Design - H200, H600 <https://www.ocr.org.uk/qualifications/as-and-a-level/art-and-design-h200-h600-from-2015/>

Links to relevant websites/online resources

Pinterest

Colossal Art

Axis Web

YouTube