



Year 13
Name of Subject: FINE ART

Autumn / Spring / Summer

	Autumn		Spring		Summer
Topic	Related Study	Portfolio /Development	Final piece	Examination Preparatory work	Examination
Progress expected to be made (ARE/Exam Data)	The aim of the related study is to enable learners to develop their ability to communicate their knowledge and understanding of art historical movements, genres, practitioners and artworks, considering the way that these change and evolve within chronological and other frameworks. It also builds their understanding of the relationship between society and art: art historical terms, concepts and issues; methods of researching, investigating and analysing; and how works are interpreted and evaluated.	Learners must show they have: <ul style="list-style-type: none">• independently developed ideas through sustained and focused investigations in response to a given starting point• produced material informed by contextual and other sources that informs the development of their practical work• explored ideas, techniques or processes appropriate to their chosen specialism(s)• recorded observations from sources relevant to intentions• critically reviewed and refined their work as it progresses• used their planning and preparation to produce coherent realisation(s)/outcome(s).	Learners must show they have: <ul style="list-style-type: none">• independently developed ideas through sustained and focused investigations in response to a given starting point• produced material informed by contextual and other sources that informs the development of their practical work• explored ideas, techniques or processes appropriate to their chosen specialism(s)• recorded observations from sources relevant to intentions• critically reviewed and refined their work as it progresses• used their planning and preparation to produce coherent realisation(s)/outcome(s). For the purposes of assessment, learners will provide evidence of all the assessment objectives through the careful selection and presentation of their work. The practical portfolio should be viewed as a whole and judgements regarding the extent to which all of the assessment objectives have been met should be made	The amount of time given to learners for the preparation period should be determined by centres. Learners must be given a preparatory period during which they will research, plan and develop ideas for their own response to the option they have chosen. During this preparatory period teachers may give limited guidance. Guidance should be given to learners about availability and choice of materials, health and safety, avoidance of plagiarism and completion of work in accordance with specification requirements and procedures. However, it should be remembered that learners are required to reach their own judgements and conclusions and must work independently to produce their own personal response.	Learners will have up to fifteen hours in which to independently realise their response(s). The 15-hour supervised time can be divided into a number of sessions and timetabled to suit the centre.

Assessment	Teacher feedback to enable re –drafting where necessary	Learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives	For the purposes of assessment, learners will provide evidence of all the assessment objectives through the careful selection and presentation of their work. The practical portfolio should be viewed as a whole and judgements regarding the extent to which all of the assessment objectives have been met should be made across the submission as a whole.	For the purposes of assessment, learners will provide evidence of all the assessment objectives through the careful selection and presentation of their work. The practical portfolio should be viewed as a whole and judgements regarding the extent to which all of the assessment objectives have been met should be made across the submission as a whole.	Learners can continue to work on their preparatory work until the first period of supervised time commences. Learners must refer to their preparatory work during the supervised 15-hour period. Preparatory work should not be amended or developed further during or after the timetabled 15 hours supervised time. No additional work should be brought into the supervised sessions.
Use of Home Learning	Generate and explore potential lines of enquiry using appropriate media and techniques subject specific vocabulary	Refine their work as it progresses through researching, selecting, analysing and presenting artefacts, products and personal outcomes	Refine their work as it progresses through researching, selecting, analysing and presenting artefacts, products and personal outcomes	Refine their work as it progresses through researching, selecting, analysing and presenting artefacts, products and personal outcomes	NA
Literacy & Numeracy	Related Study:-Learners are required to establish through this written and, where appropriate, illustrated component, the related context in which their chosen practical portfolio exists. This may be established by exploring the genre, subject matter, movement or historical framework of the overarching starting point, course of study or theme selected.	Completed in related study section	Learners should evaluate their Personal Investigation	Learners should explore relevant images, artefacts and resources relating to Fine Art.	NA
Examination Preparation / Link	Component 01: Personal investigation (ii) a related study: an extended response of a guided minimum of 1000 words.	Component 01: Personal investigation (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre	Personal investigation (01) 120 marks non exam assessment (internally assessed and externally moderated)	Component 02: Externally set task • The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli. • A response should be based on one of these options.	Externally set task (02) 80 marks 15 hours non exam assessment (internally assessed and externally moderated)

<p>Review of Assessment/ Curriculum Model</p>	<p>The two elements of the Personal investigation are marked using the relevant sections of the Personal investigation marking criteria in Section 3f.</p>	<p>For the purposes of assessment, learners will provide evidence of all the assessment objectives through the careful selection and presentation of their work. The practical portfolio should be viewed as a whole and judgements regarding the extent to which all of the assessment objectives have been met should be made across the submission as a whole.</p>	<p>Component 01 is the Personal investigation. Learners must produce two elements in response to a centre- or learner-set starting point, brief, scenario or stimulus: a portfolio of practical work and a related study. This component is a non exam assessment. It is internally marked and externally moderated using the marking criteria in Section 3f. This component is marked out of 120 marks and contributes 60% to the overall weighting of OCR's Art and Design A Level. The related study should consist of a guided minimum of 1000 words of extended written response.</p>	<p>The Externally set task is a non exam assessment. It is internally marked and externally moderated using the marking criteria in Section 3f. This component is marked out of 80 marks and contributes 40% to the overall weighting of OCR's Art and Design A Level.</p>	<p>NA</p>
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