BEECHEN CLIFF

A Level Art

Curriculum Booklet

2026 - 2027

Head of Faculty: Mr P. Simmons

Head of Subject: Mrs A. Wilmot

Subject Curriculum Intent:

It is only when we are no longer fearful that we begin to create.
— J. M. W. Turner

Learn the rules like a pro, so you can break them like an artist.
— Pablo Picasso

The Art and Design curriculum at Key Stage 5 at Beechen Cliff is designed to encourage an individual's curiosity and love for Art based on a series of projects drawn from influences in Art and Design practices from around the world, both past and present. Our ambition is to nurture a love and respect of the Arts whilst developing core skills and encouraging students to take individual risks with their work and not to be afraid to fail. Sixth form is about encouraging independent learning and skills that develop individual styles and challenges them to further their work and ideas.

At KS5, we understand that pupils will arrive in Sixth Form with varying degrees of experience in art, and would have completed different styles and approaches to GCSE, so we start teaching basic skills to allow all pupils to understand the way different artistic media can be used and mastered. This allows students to build on previously learnt skills, or develop new skills if they have not taken the subject at GCSE. Students are then given the opportunity to advance and refine their skills to the point where they develop work based on their own ideas, influences and imagination to produce exciting and eye-catching work, using a variety of media including 3d and digital media through their personal project.

It is important that students are given every opportunity to broaden their knowledge of the place art has in various cultures and communities and to put into context how social, economic and religious differences affect and influence art around the world. We recognise that Beechen Cliff pupils are predominantly white, British and middle class. We also have a larger proportion of Boys in the sixth form, however we are lucky to usually have an equally mixed Art class, allowing a sense of balance within the group. Our curriculum encourages students to explore and research influences from a variety of artists of differing ethnicities, religions and genders. It is also important that students develop a sense of professionalism in their work, and understand the value of Art in terms of employment and its use in society as a communication tool.

As well as this, all pupils will develop an understanding of art in the context of its application in industry. In relation to Spiritual, Moral, Social and Cultural development, all pupils will also have an understanding of the place Art has in respect of other cultures and nationalities. Art's place and importance as a communication tool in breaking down social and cultural barriers cannot be overstated. Regular gallery visits, trips and guest workshops allows further understanding of potential future pathways and artistic knowledge.

We want pupils to try new things, and to work outside of their comfort zone. Becoming a successful artist comes from practice and perseverance. Take a chance!

Subject Curriculum Implementation:

The delivery of Art at A Level builds on previous experience the pupils have gained during KS4, whilst developing a strong sense of independence allowing for more opportunities for pupils to produce work that is more individual, based on their own interests and feelings.
The structure of the course takes into account that students joining the subject will have had varying degrees of experience in Art. Some will have a GCSE qualification at grade 6 or above, others might have a creative based GCSE (such as Photography, Graphics or Textiles) but with little or no experience in Art. In order to effectively manage this students spend quality time at the beginning of the two year course working on core skills. These are teacher-led projects that have a specific brief, but the emphasis in each of these units is to encourage students to explore and push themselves to try new things, take chances and try techniques that they have not tried before. These include drawing, painting, Printmaking and Mixed Media and also 3D. Having these foundation skills in place then allows students to develop their personal project on their individual skills, interests and strengths. This personal project is completed from Easter of Yr 12 through to Christmas of Yr 13, allowing time and energy to be fully invested. The Personal Project makes up the bulk of the assessed work for the coursework element. Students can include work from their foundation skills in Yr 12 if desired and relevant. They begin the final exam in February of Year 13 and end with the final 15 hour exam after Easter. Greater emphasis is placed on the importance of research during the ideas development stage. This research will be dependent on the individual students' choices and inspiration.

All pupils studying Art at A Level are encouraged to gather influences and ideas from a variety of sources, visit galleries, take advantage of trips and spend quality time outside of lessons (minimum 4 hours of homework a week) to complete their work to the highest possible standard. The A level in Art is assessed on two main areas, the coursework element (60%) and exam (40%) Assessment takes place after every mini project for Yr 12. The students sketch books are critiqued and guidance given every week throughout the project and running up to each project deadline. The personal Project is marked each half term formally. This gives the students an opportunity to reflect on their work, improve any work and also gain understanding of what grade they are working at. The Personal Project sketchbooks are also critiqued every week and guidance given. It is important that students aim to always have their sketchbooks in lessons. The Personal Project is handed in for final assessment at Christmas. They will then be given a mark for their coursework and feedback as to how the work can be improved. The students then have the whole of January of the second year to improve, modify and complete the outcomes for this unit before the final grade for the coursework is awarded at the end of January prior to the commencement of the exam. The exam is sent by the exam board and is essentially a new project. The students are given a number of starting points of which they choose one. They are then given a set period of time (usually around 12 weeks) to research, plan, experiment and refine ideas prior to the final exam (15 hours) which they undertake in May.

Allocated Curriculum Time:

	Lower Sixth	**Upper Sixth**
Fortnightly lesson allocation	8	8

Course Information

Exam Board: EDUCAS
Specification: Art and Design

Lower Sixth

Term	Curriculum Foci Areas	Assessment
1	**Project 1 – Drawing** • Working in A4 sketchbook. • Investigate and experiment a wide range of drawing techniques. • Show influence from artists or art movements. • Show willingness to try new techniques and work outside of your comfort zone. Develop drawing skills through a range of media in a personal way. Project is marked on completion at October Half Term. Weekly tutorials and aim for ten experiments in a book each week.	
2	**Project 2 – Painting** • Working in A3 sketchbook. • Explore and progress with painting techniques. • Gain influence from a range of sources. • Show experimentation and development of style and creativity. • Show influence from artists or art movements. Develop skills in painting through a wide range of experimentation. Project is marked on completion at Christmas. Weekly tutorials and aim for ten experiments in a book each week.	
3	**Project 3 – Printmaking and Mixed Media** ● Continue work in A3 sketchbook ● Investigate and experiment with a wide range of printing techniques. ● Show influence of artists and art movements Develop skills in Printmaking and Mixed Media art forms. These should be experimental and show a range of media. Project is marked on completion at Feb Half Term. Weekly tutorials and aim for ten experiments in a book each week.	
4	**Project 4 – 3D** • Continue work in A3 sketchbook. • Investigate and experiment with a wide range of 3d techniques. • Show influence from artists or art movements.	

	• Show willingness to try new techniques and work outside of your comfort zone. • Produce at least 6 3D pieces outside of your book. Develop skills in 3D art forms. These should be experimental and show a range of media. Project is marked on completion at Easter Expectation of 18 pages in sketchbook and 6 3D sculptures.	
5	**Personal Investigation** ● Working in A3 sketchbook. ● This term, students will need to begin a specific action plan detailing their intentions for their Personal Project, which will be completed by Christmas of their second year. ● They will need to show consideration for how their work will be presented, which techniques they will employ from their first year etc. Planning and development of the unit will be individual to each student. There is no 'theme'. The progress of the unit will be discussed with the teacher throughout to ensure the project fits within the requirements of the assessment criteria. Aim for 8 pieces in book each week	
6	**Personal Investigation** ● Continue in A3 sketchbook. ● Explore and investigate projects which extends knowledge, technique and skills showing an awareness of media and critical and contextual understandings. ● Investigate photography and computer generated imagery as well as skills in recording ideas to develop projects. ● Students will be expected to use the summer break to visit galleries and add to their development of their project. Develop a project linking skills previously taught. Project is marked twice before the end of the summer term. Weekly tutorials and aim for 8 pieces in book each week	

Upper Sixth

Term	Curriculum Foci Areas	Assessment
1	**Personal Investigation** ● Project Development ● The whole of this term will be dedicated to the students working on the final project unit which they began in the Summer Term. Students will be encouraged as much as possible to develop ideas based on INDEPENDENT research. Ideas, creative processes and outcomes are all recorded in sketchbooks..	
2	**Personal Investigation** ● The whole of this term will be dedicated to the students working on the final project unit which they began in the Summer Term. The project is to be handed in for marking by the end of this term (Christmas). Project development and research including gallery visits to develop ideas.	
3	**Personal Investigation** ● Following on from last term, the work will be marked, and students will be given the whole of January to add and correct any issues with the project to make it ready for moderation. They will not get further opportunity to work on it after January as they will be working on the exam. Completion of project work based on feedback from the teacher.	
4	**Exam** ● The students will be given their Exam paper in the first week of February, and they will then be working on the planning and preparation of their exam from that point on.	
5	**Exam** ● Continuation of exam work, with idea development inspired by research. Exam is generally taken in this term (May) Research, development of ideas, and sketchbook work related to the exam starting point of their choosing.	
6	**Exams** ART SHOW	

Reading List

Rather than a reading list, we encourage our students to see as much Art and creativity as possible. We encourage regular gallery visits in order to obtain inspiration and ideas for their own individual work.

Galleries

- https://www.victoriagal.org.uk/
- https://www.holburne.org/
- https://www.beauxartsbath.co.uk/
- https://www.castlefineart.com/galleries/bath
- https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/
- https://arnolfini.org.uk/

Studying/Revision Information

Ongoing Studying

In order to be successful in A Level Art we encourage all students to embrace the subject, challenge themselves and not to be afraid to go wrong. Some of the best work comes from making mistakes and learning from them.

We have high expectations of our students and set deadlines that we expect to be met.
Art takes time, and we aim to use every lesson to be as productive as possible, and expect the same at home.

We organise gallery visits, trips abroad, guest workshops and talks. As students we would expect these to be taken advantage of, as well as organising individual inspirational trips and visits outside of school.

We not only ask that all students participate in the teacher led sessions, but also learn from peers. Talking about Art and ideas is hugely beneficial in pushing work forward to higher levels. We organise critiques where students are expected to talk to the class about their project work, and gain inspiration from others' thoughts and interpretation.
There is no right or wrong with Art, it is subjective, personal and always developing. We hope our students push themselves, challenge themselves and investigate their ideas in depth in order to get the most possible from the two years with us.

Revision

Formal assessments take place at the end of each Mini Project during the foundation stage in Year 12, and then at the end of the Personal Project in Year 13. This combined forms the 60% coursework grade. The Exam completes the grading with the other 40%.
We expect for deadlines to be met, time spent not only in lessons and outside of lessons being as productive as possible.

Due to the nature of a coursework subject, there are not any specific revision techniques. As a department we expect you to keep on top of your work, take advice and guidance on

board and not be afraid to challenge yourself. Take advantage of the space and equipment we have here in school, and be able to take on challenges and embrace new techniques.

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Exam Date
Personal Project	60%	The coursework component is based on the Personal Project which starts after Easter in Year 12 and is completed at Christmas. Work from the foundation stage in Yr 12 can be added if relevant to the chosen personal project. This work is completed in a variety of sketchbooks that the students have full choice in.	January
Exam	40%	The exam commences in February and consists of a paper sent by the exam board containing a set of starting points which the pupils get to choose from. Once the starting point has been chosen, they work on this project, developing ideas, research and methods appropriate to their intentions. This period lasts for 10 school weeks. Work is created in a sketchbook of the students choice. They sit a final 20 hour exam where they realise these intentions in the form of an outcome or outcomes after Easter.	May

Please see exam board websites for up to date information:
https://www.eduqas.co.uk/qualifications/art-and-design-as-a-level/

Year	Careers education in Art and Photography
12 & 13	**ALevel Art and Photography curriculum builds a strong foundation in visual literacy, critical thinking, and technical execution, opening doors to a wide range of creative and commercial industries.** A-Level Art curriculum trains students in skills highly valued by modern employers, including: ● **Visual Communication:** Presenting complex ideas clearly through imagery. ● **Project Management:** Taking an idea from initial research and mock-ups to a finished product. ● **Resilience & Evaluation:** Analysing your own work, accepting critique, and

	problem-solving when a design fails **Artists and Photographers used to inform practice and research throughout the ALevel Course.** **Gallery visits, trips and visiting Artist/Photographers.**