



CIE [9479](#) A Level Art and Design – The British School Kathmandu. 2 Year Curriculum overview

Year 12 Term 1 Aug-Oct	Year 12 Term 2 Oct-Dec	Year 12 Term 3 Jan-April	Year 12 Term 4 April-July	Year 13 Term 1&2 Aug-Dec	Year 13 Term 3 Jan-April
Component 2 Tradition & Culture The City Self-Portraiture Street Food & Market Life	Component 2 Tradition & Culture The City Self-Portraiture Street Food & Market Life	Component 1 External Exam	Component 1 External Exam Next Steps transition - June OPF and summer assignment	Component 3 Personal investigation	Component 3 Personal investigation Written Analysis
Students undertake a series of observation drawings on 2 of the themes: Tradition & Culture The City Self-Portraiture	Students will look at scale, composition and narrative whilst undertaking a series of large scale, mixed media work. This series demonstrates critical	The Externally Set Task follows the same process as the coursework. However, the project is chosen from a starting point taken from an examination paper issued by CIE.	Students identify a theme informed by an aspect of art and design, photography or craft for the investigation and set out a specific brief (OPF) which clarifies the content, direction	Students start to investigate their theme using primary studies and a range of mediums. The Personal Investigation may be presented in a number	Students should present the two elements in such a way that they form a cohesive and integrated submission. The written analysis must be between 1000

<p>Street Food & Market Life</p> <p>They will explore these themes through a variety of media and from primary processes, including printing, digital editing and photographic processes.</p> <p>Once the students have completed 4 boards of investigations, processes, thoughts and ideas, they can investigate artistic styles and processes.</p>	<p>thinking and analysis of process and narrative, which is digested and synthesised into a range of personal works.</p> <p>Mock exam</p>	<p>Initial mood boards for exam questions will be posted on TBS pinterest VLE</p> <p>All preparatory work is undertaken during lesson time and Extracurricular. The final piece for this project is created under examination conditions during a 15 hour controlled period.</p>	<p>and research material to be explored.</p> <p>Visits to local galleries, studios or buildings, or contact with local artists, designers or craftspeople must form at least part of the research and be documented in the OPF.</p>	<p>of ways depending on the subject e.g:</p> <p><i>An illustrated study that integrates the practical work with the written analysis</i></p> <p><i>A sculpture that is photographed and presented together with the related written analysis</i></p> <p><i>A focused investigation of cultural significance, such as comparing the work of two artists or techniques where the practical work is influenced by the style of one or both of the artists.</i></p>	<p>- 1500 words and must also use specialist vocabulary relevant to the investigation be written in continuous prose (but can be integrated with the practical work)</p> <p>All sources must be identified and attributed in a bibliography be legible, with correct use of grammar and spelling be presented in a coherent manner and in a format that is relevant to the theme include relevant examples of what is being discussed.</p>
<p>Artists/Movements: <i>Tradition & Culture:</i> Ian Murphy, Steve McCurry <i>The City:</i> John Ruskin, MInty Salisbury, Laura Oldfield ford</p>	<p>Artists/Movements: 12 x Artist Styles and analysis showing understanding of content, mood, process and historical context.</p>	<p>Artists/Movements: 6 x Artist Styles and analysis showing understanding of content, mood, process and historical context.</p>	<p>Artists/Movements: independent research on primary artists, exhibitions and crafts.</p>	<p>Artists/Movements: 12 x Artist Styles and analysis showing understanding of content, mood, process and historical context.</p>	<p>Artists/Movements: 12 x Artist Styles and analysis showing understanding of content, mood, process and historical context.</p>

<p>Assessment Objectives 1-4 CIE syllabus.</p> <p>Primary photography Observation drawing Monochrome drawing Continuous line drawing Linocut and print Cyanotype Collage and mixed media Digital manipulation Artist research</p>	<p>Assessment Objectives 1-4 CIE syllabus.</p> <p>A01: Recording observations from first and second-hand studies. A02: Exploring and selecting appropriate media, materials and techniques. A03: Developing his ideas through investigation of relevant artists and to show critical understanding; A04: Presenting a personal and coherent response for his final outcome.</p>	<p>Assessment Objectives 1-4 CIE syllabus.</p> <p>A01: Recording observations from first and second-hand studies. A02: Exploring and selecting appropriate media, materials and techniques. A03: Developing his ideas through investigation of relevant artists and to show critical understanding; A04: Presenting a personal and coherent response for his final outcome.</p>	<p>Assessment Objectives 1-4 CIE syllabus.</p> <p>A01: Recording observations from first and second-hand studies. A02: Exploring and selecting appropriate media, materials and techniques. A03: Developing his ideas through investigation of relevant artists and to show critical understanding; A04: Presenting a personal and coherent response for his final outcome.</p>	<p>Assessment Objectives 1-4 CIE syllabus.</p> <p>AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Assessment Objectives 1-4 CIE syllabus.</p> <p>AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
---	---	---	---	---	---

Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs
<p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements.</p> <p>Confidence: Researching artistic style, media and processes</p> <p>Compassion: Understanding of movement, styles and context</p> <p>Community: Discussion of work, peer and group written feedback.</p> <p>Challenge: Mastery of realism, formal elements including colour theory, Mixing and blending of colour within a composition and an artistic style(s).</p>	<p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements.</p> <p>Confidence: Researching artistic style, media and processes</p> <p>Compassion: Understanding of movement, styles and context</p> <p>Community: Discussion of work, peer and group written feedback.</p> <p>Challenge: Mastery of realism, formal elements including colour theory, Mixing and blending of colour within a composition and an artistic style(s).</p>	<p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements.</p> <p>Confidence: Researching artistic style, media and processes</p> <p>Compassion: Understanding of movement, styles and context</p> <p>Community: Discussion of work, peer and group written feedback.</p> <p>Challenge: Mastery of realism, formal elements including colour theory, Mixing and blending of colour within a composition and an artistic style(s).</p>	<p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements.</p> <p>Confidence: Researching artistic style, media and processes</p> <p>Compassion: Understanding of movement, styles and context</p> <p>Community: Discussion of work, peer and group written feedback.</p> <p>Challenge: Mastery of realism, formal elements including colour theory, Mixing and blending of colour within a composition and an artistic style(s).</p>	<p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements.</p> <p>Confidence: Researching artistic style, media and processes</p> <p>Compassion: Understanding of movement, styles and context</p> <p>Community: Discussion of work, peer and group written feedback.</p> <p>Challenge: Mastery of realism, formal elements including colour theory, Mixing and blending of colour within a composition and an artistic style(s).</p>	<p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements.</p> <p>Confidence: Researching artistic style, media and processes</p> <p>Compassion: Understanding of movement, styles and context</p> <p>Community: Discussion of work, peer and group written feedback.</p> <p>Challenge: Mastery of realism, formal elements including colour theory, Mixing and blending of colour within a composition and an artistic style(s).</p>
Literacy Opportunities:	Literacy Opportunities:	Literacy Opportunities:	Literacy Opportunities:	Literacy Opportunities:	Literacy Opportunities:

<p>as part of their personal investigations in addition to:</p> <p>Mathematics – Proportion, Measurement and Scale</p> <p>Psychology: Symbolism, meaning, narrative.</p> <p>Media – Representation of image in media, Photoshop and digital manipulation, Compositional rules.</p> <p>DEI - Class, social culture, Politics, Gender, Race etc</p>	<p>as part of their personal investigations in addition to:</p> <p>Mathematics – Proportion, Measurement and Scale</p> <p>Psychology: Symbolism, meaning, narrative.</p> <p>Media – Representation of image in media, Photoshop and digital manipulation, Compositional rules.</p> <p>DEI - Class, social culture, Politics, Gender, Race etc</p>	<p>as part of their personal investigations in addition to:</p> <p>Mathematics – Proportion, Measurement and Scale</p> <p>Psychology: Symbolism, meaning, narrative.</p> <p>Media – Representation of image in media, Photoshop and digital manipulation, Compositional rules.</p> <p>DEI - Class, social culture, Politics, Gender, Race etc</p>	<p>as part of their personal investigations in addition to:</p> <p>Mathematics – Proportion, Measurement and Scale</p> <p>Psychology: Symbolism, meaning, narrative.</p> <p>Media – Representation of image in media, Photoshop and digital manipulation, Compositional rules.</p> <p>DEI - Class, social culture, Politics, Gender, Race etc</p>	<p>as part of their personal investigations in addition to:</p> <p>Mathematics – Proportion, Measurement and Scale</p> <p>Psychology: Symbolism, meaning, narrative.</p> <p>Media – Representation of image in media, Photoshop and digital manipulation, Compositional rules.</p> <p>DEI - Class, social culture, Politics, Gender, Race etc</p>	<p>as part of their personal investigations in addition to:</p> <p>Mathematics – Proportion, Measurement and Scale</p> <p>Psychology: Symbolism, meaning, narrative.</p> <p>Media – Representation of image in media, Photoshop and digital manipulation, Compositional rules.</p> <p>DEI - Class, social culture, Politics, Gender, Race etc</p>
---	---	---	---	---	---