

CIE 9479 A Level Art and Design – The British School Kathmandu. 2 Year Curriculum overview

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

Street Food & Market Life They will explore these themes through a variety of media and from primary processes, including printing, digital editing and photographic processes. Once the students have completed 4 boards of investigations, processes, thoughts and ideas, they can investigate artistic styles and processes.	thinking and analysis of process and narrative, which is digested and synthesised into a range of personal works. Mock exam	Initial mood boards for exam questions will be posted on TBS pinterest VLE 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.	and research material to be explored. 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.	of ways depending on the subject e.g: An illustrated study that integrates the practical work with the written analysis A sculpture that is photographed and presented together with the related written analysis 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.	- 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) 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.
Artists/Movements: Tradition & Culture: Ian Murphy, Steve McCurry The City: John Ruskin, MInty Salisbury, Laura Oldfield ford	Artists/Movements: 12 x Artist Styles and analysis showing understanding of content, mood, process and historical context.	Artists/Movements: 6 x Artist Styles and analysis showing understanding of content, mood, process and historical context.	Artists/Movements: independent research on primary artists, exhibitions and crafts.	Artists/Movements: 12 x Artist Styles and analysis showing understanding of content, mood, process and historical context.	Artists/Movements: 12 x Artist Styles and analysis showing understanding of content, mood, process and historical context.

Self-Portraiture: Guy Denning, Leon Kossoff, Street Food & Market Life: Tjalf Sparnaay				Primary visits to galleries, exhibitions and events.	Primary interview with an artist, designer or craftsperson.
Domains	Domains	Domains	Domains	Domains	Domains
Knowledge, Making	Knowledge, Making	Knowledge, Making	Knowledge, Making	Knowledge, Making	Knowledge, Making
skills, Evaluation, Idea	skills, Evaluation, Idea	skills, Evaluation, Idea	skills, Evaluation, Idea	skills, Evaluation, Idea	skills, Evaluation, Idea
generation	generation	generation	generation	generation	generation
Concepts:	Concepts:	Concepts:	Concepts:	Concepts:	Concepts:
Observational drawing,	Observational drawing,	Independent research,	Independent research,	Independent research,	Independent research,
Digital manipulation,	Digital manipulation,	Holistic Synthesis,	Holistic Synthesis,	Holistic Synthesis,	Holistic Synthesis,
Painting processes,	Painting processes,	Retrieval and	Retrieval and	Retrieval and	Retrieval and
media and medium,	media and medium,	Reflection of process,	Reflection of process,	Reflection of process,	Reflection of process,
Colour theory, Mixed	Colour theory, Mixed	materials and media	materials and media	materials and media	materials and media
media, Collage,	media, Collage,	studied	studied	studied	studied
Grounds and Texture,	Grounds and Texture,				
3D construction and	3D construction and				
form.	form.				

Assessment in Art and Design is ongoing throughout the year and will focus on the ability and command of the formal elements: line, shape, tone, texture, colour and composition, with multiple opportunities to demonstrate progression of skills. Students are required to demonstrate creative and critical advancement as well as to make independent connections with the work and process of other artists. In addition to teacher assessment, there will be opportunities for self-evaluation, peer and group assessment at regular intervals.

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:
All work assessed					
against A level					

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

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

Speaking & Listening-	Speaking & Listening-	Speaking & Listening-	Speaking & Listening-	Speaking & Listening-	Speaking & Listening-			
Self/Peer/ Group	Self/Peer/ Group	Self/Peer/ Group	Self/Peer/ Group	Self/Peer/ Group	Self/Peer/ Group			
evaluation, Literacy	evaluation, Literacy	evaluation, Literacy	evaluation, Literacy	evaluation and critique	evaluation and critique			
Foci and critique	Foci and critique	Foci and critique	Foci and critique	Written: Artist analysis,	Written: Artist analysis,			
Written: Artist analysis,	Written: Artist analysis,	Written: Artist analysis,	Written: Artist analysis,	sentence and	sentence and			
sentence and	sentence and	sentence and	sentence and	paragraph structure,	paragraph structure,			
paragraph structure,	paragraph structure,	paragraph structure,	paragraph structure,	Reflection and	Reflection and			
Reflection and	Reflection and	Reflection and	Reflection and	Evaluation	Evaluation			
Evaluation	Evaluation	Evaluation	Evaluation	Reading- Articles,	Reading- Articles,			
Reading Key words,	Reading Key words,	Reading Key words,	Reading Key words,	Exhibition reviews,	Exhibition reviews,			
Key vocabulary, Starter	Key vocabulary, Starter	Key vocabulary, Starter	Key vocabulary, Starter	Artist interview, Key	Artist interview, Key			
sentences, Analysing	sentences, Analysing	sentences, Analysing	sentences, Analysing	words, Key vocabulary,	words, Key vocabulary,			
symbols and meanings,	symbols and meanings,	symbols and meanings,	symbols and meanings,	Starter sentences,	Starter sentences,			
Literacy foci	Literacy foci	Literacy foci	Literacy foci	Analysing symbols and	Analysing symbols and			
Visual literacy: line,	Visual literacy: line,	Visual literacy: line,	Visual literacy: line,	meanings, Literacy foci	meanings, Literacy foci			
shape, colour, form,	shape, colour, form,	shape, colour, form,	shape, colour, form,	Visual literacy: formal	Visual literacy: formal			
motion, texture,	motion, texture,	motion, texture,	motion, texture,	elements	elements			
pattern, direction,	pattern, direction,	pattern, direction,	pattern, direction,					
orientation, scale,	orientation, scale,	orientation, scale,	orientation, scale,					
angle, space, and	angle, space, and	angle, space, and	angle, space, and					
proportion	proportion	proportion	proportion					
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Regular reading is necessary to cultivate your own imaginative vision by drawing on the rich tapestry of Art and History that surrounds us in Asia, and to seek out ways of learning more about the Western tradition too.

The TBS library houses numerous Art related books, and your reading lists suggest forty-two titles where you might like to begin. **AS Art and Design**reading list and A2 Art and Design reading list

| Cross curricular: |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Students are |
| encouraged to make |
| interdisciplinary links |

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