

The UCGS standard: Art and Design

Year group	UCGS standard
12 & 13	Courses based on these specifications must require students to develop the skills to: •record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information •explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements •use knowledge and understanding of the work of others to develop and extend thinking and inform own work •generate and explore potential lines of enquiry using appropriate media and techniques •apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations •organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms. Students can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Component 1 Personal Investigation Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by: •clarifying the focus of the investigation •demonstrating critical understanding of contextual and other sources •substantiating decisions leading to the development and refinement of ideas •recording ideas, observations and insights relevant to intentions by reflecting critically on practical work •making meaningful connections between, visual, written and other elements. The written material must: •be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. •include specialist vocabulary appropriate to the subject matter •include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit •be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Component 2 Externally set assignment Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Preparatory period – from 1 February Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Supervised time – 15 hours. Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first 3 hours of the

	supervised time must be consecutive. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.
11	Students should be introduced to a variety of learning experiences, which encourage the development of skills through use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions. Students should be able to; • demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly • effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work • record and use perceptive insights and observations with well-considered influences on ideas • demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas
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8	The national curriculum for art and design aims to ensure that all pupils: • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. Pupils should be taught: • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media, including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • to become proficient in drawing, painting, sculpture and other art, craft and design techniques • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
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