



Year 12 Art Textiles



What have students at St. Crispin's been taught to understand and be able to do?

Textile Art can be any form of visual art related to Textiles or techniques that can be used in Textiles. This is a creative course that allows students to explore a very wide variety of items: wall hanging, textile sculptures, clothing, accessories, home furnishing even paintings that include some form of stitching or printing. There is a core program to develop skills in machine and hand sewing, surface printing and embellishment and sketchbook presentation of ideas. The course also includes visits to galleries and related workshops.

Core Knowledge

Knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of textile design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to textile design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of textile design.

Core Skills

Demonstrate skills in all of the following::

- awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern
- contrast and/or repetition in relation to the chosen area(s) of textile design
- awareness of intended audience or purpose for their chosen area(s) of textile design
- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen
- area(s) of textile design
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing
- screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction
- stitching, appliqué, patchwork, padding, quilting and embroidery



Year 12 Art Textiles continued



How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours. And in Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.

Component 1- Personal Investigation

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in the form of an essay of 1000-3000 words. (The deadline for this component is January 31st)

Component 2- Externally Set Assignment

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

Future Opportunities

A-Level Textiles provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as clothing/textile technologist, colour technologist, illustrator, Interior and spatial designer, Fashion designer, Textile designer, Conservator, Graphic designer, Printmaker, Retail buyer, Stylist or Visual merchandiser to name a few.



Year 13 Art Textiles



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Future Opportunities

A-Level Textiles provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as Clothing/textile technologist, Colour technologist, Illustrator Interior and spatial designer, Fashion designer, Textile designer, Conservator, Graphic designer, Printmaker Retail buyer, Stylist or Visual merchandiser to name a few.



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Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

Future Opportunities

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Year 12 Fine Art



What have students at St. Crispin's been taught to understand and be able to do?

Fine Art is a creative course that allows students to extend their skills in a range of experimental media, drawing and painting, print making or sculpture. The course refines both technical skills and creative thinking techniques and gives students the opportunity of working on a large scale whilst developing their personal styles. The course includes visits to galleries and related workshops.

Core Knowledge

- Knowledge and understanding of:
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art
 - historical and contemporary developments and different styles and genres
 - how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
 - continuity and change in different styles, genres and traditions relevant to fine art
 - a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.

Core Skills

- Demonstrate skills in all of the following:
- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
 - awareness of intended audience or purpose for their chosen area(s) of fine art
 - understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
 - appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography
 - understanding of pictorial space, composition, rhythm, scale and structure
 - appreciation of colour, line, tone, texture, shape and form.

How has learning been assessed?

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Year 12 Fine Art



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Future Opportunities

A-Level Fine Art provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as Advertising art director, Art therapist, Commercial art gallery manager, Community arts worker, Conservator, Exhibition designer, Fine artist, Graphic designer, Illustrator, Museum/gallery exhibitions officer, Printmaker, Animator, Arts administrator, Concept artist, Jewellery designer, Multimedia programmer, Museum/gallery curator, Special effects technician, to name a few.



Year 13 Fine Art



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Year 13 Fine Art continued



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Core Skills

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- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
 - awareness of intended audience or purpose for their chosen area(s) of fine art
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 - appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography
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Future Opportunities

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Year 12 Graphic Communications



What have students at St. Crispin's been taught to understand and be able to do?

Graphic Communication is a creative course that allows students to explore imagery and script in different contexts. Photoshop skills are developed to manipulate imagery and combine text. The course can be steered towards packaging and advertising or illustration and communication graphics. The course includes visits to galleries and related workshops.

Core Knowledge

- Knowledge and understanding of:
- relevant materials, processes, technologies and resources
 - how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of graphic communication
 - historical and contemporary developments and different styles and genres
 - how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
 - continuity and change in different styles, genres and traditions relevant to graphic communication
 - a working vocabulary and specialist terminology that is relevant to their chosen area(s) of graphic communication.

Core Skills

- Demonstrate skills in all of the following:
- understanding of meaning, function, style, scale, colour and content in relation to the chosen area(s) of graphic communication
 - awareness of intended audience or purpose for their chosen area(s) of graphic communication
 - ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphic communication
 - appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
 - appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)
 - understanding of a variety of materials and genres appropriate to their chosen area(s) of graphic communication.

How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours.

In Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.



Year 12 Graphic Communications continued



How has learning been assessed continued?

Component 1- Personal Investigation

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in the form of an essay of 1000-3000 words. (The deadline for this component is January 31st)

Component 2- Externally Set Assignment

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

Future Opportunities

A-Level Graphic Communication provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as Graphic designer, Advertising art director, Animator, Concept artist, Creative director, Illustrator, Video game designer or web developer to name a few.



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Year 13 Graphic Communications continued



How has learning been assessed continued?

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Component 2- Externally Set Assignment

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 - how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
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Year 13 Graphic Communications continued



How has learning been assessed continued?

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Component 2- Externally Set Assignment

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Future Opportunities

A-Level Graphic Communication provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as Graphic designer, Advertising art director, Animator, Concept artist, Creative director, Illustrator, Video game designer or web developer to name a few.



Year 12 Three Dimensional Design



What have students at St. Crispin's been taught to understand and be able to do?

Three Dimensional Design is a creative course that allows students to explore interior and exterior architectural form and product design. Students may communicate their ideas through drawings, model making, photography and CAD. The course includes visits to galleries and related workshops.

Core Knowledge

Understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of their chosen area(s) of three-dimensional design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to three-dimensional design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of three dimensional design.

Core Skills

Demonstrate skills in all of the following:

- appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- awareness of intended audience or purpose for their chosen area(s) of three-dimensional design
- awareness of the relationship between three-dimensional design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of three dimensional design
- the safe use of a variety of appropriate tools and equipment
- understanding of working methods, such as model-making, constructing and assembling.

How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours.

In Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.



Year 12 Three Dimensional Design continued



How has learning been assessed continued?

Component 1- Personal Investigation

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in **the form of an essay of 1000-3000 words. (The deadline for this component is January 31st).**

Component 2- Externally Set Assignment

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

Future Opportunities

A-Level Three Dimensional Design provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as product designer, architect, animator, video game designer, graphic designer, web developer or set designer to name a few.



Year 13 Three Dimensional Design



What have students at St. Crispin's been taught to understand and be able to do?

Three Dimensional Design is a creative course that allows students to explore interior and exterior architectural form and product design. Students may communicate their ideas through drawings, model making, photography and CAD. The course includes visits to galleries and related workshops.

Core Knowledge

Understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of their chosen area(s) of three-dimensional design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to three-dimensional design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of three dimensional design.

Core Skills

Demonstrate skills in all of the following:

- appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- awareness of intended audience or purpose for their chosen area(s) of three-dimensional design
- awareness of the relationship between three-dimensional design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of three dimensional design
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Year 13 Three Dimensional Design continued



How has learning been assessed continued?

Component 1- Personal Investigation

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of year 13, an in depth analysis in **the form of an essay of 1000-3000 words. (The deadline for this Component is January 31st)**

Component 2- Externally Set Assignment

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

Future Opportunities

A-Level Three Dimensional Design provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as product designer, architect, animator, video game designer, graphic designer, web developer or set designer to name a few.



Year 13 Three Dimensional Design



What have students at St. Crispin's been taught to understand and be able to do?

Three Dimensional Design is a creative course that allows students to explore interior and exterior architectural form and product design. Students may communicate their ideas through drawings, model making, photography and CAD. The course includes visits to galleries and related workshops.

Core Knowledge

Understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of their chosen area(s) of three-dimensional design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to three-dimensional design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of three dimensional design.

Core Skills

Demonstrate skills in all of the following:

- appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- awareness of intended audience or purpose for their chosen area(s) of three-dimensional design
- awareness of the relationship between three-dimensional design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of three dimensional design
- the safe use of a variety of appropriate tools and equipment
- understanding of working methods, such as model-making, constructing and assembling.

How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours.

In Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.



Year 13 Three Dimensional Design continued



How has learning been assessed continued?

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