



Wanstead High School

Education with Character

Art and Design Curriculum Content 2024/25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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Art and Design Year 7

Pupils receive 2 lessons of Art and Design each fortnight.

The importance of Art and Design in the curriculum enables pupils to develop their creativity and ideas, and increase proficiency in their execution. Pupils will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art and Design inspires pupils to develop Education with Character by taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art are...

- 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
- to learn about history of art, craft, design and architecture, including periods, styles and major movements

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils in Year 7 will be introduced to the Formal Elements.</p> <p>Pupils are taught a range of foundational skills and concepts.</p> <p>They learn about different drawing tools and techniques</p> <p>Line-drawing</p> <p>Cross-hatching</p> <p>Blending/Shading</p> <p>Drawing simple objects and still-life</p>	<p>Autumn Term 1</p>	<p>Key Vocabulary:</p> <p>Tone</p> <p>Texture</p> <p>Line</p> <p>Depth</p> <p>Space</p> <p>Colour</p> <p>Form</p> <p>Shap</p>	<p>Pupils have a planned learning journey with clear end points in reaching their outcomes.</p> <p>This includes providing additional support for those who need it and more complex challenges for those who demand it.</p> <p>We aim to provide all Year 7 pupils with an Inclusive Curriculum, “learning without limits” exposing pupils to ambitious material, increasing the cognitive demands and supporting all pupils through appropriate scaffolding, support and discussion. This includes:</p> <p>-Incorporating Artists from different backgrounds, cultures and identities.</p> <p>Offering pupils, a wide range of materials to explore both 2D/3D, allowing pupils to experiment and discover their own artistic voice.</p> <p>Online-Learning-Google Class: This enables all pupils to access relevant information remotely allowing pupils to take greater responsibility and independence for their own learning.</p>
<p>Pupils will then focus on Colour Theory.</p> <ul style="list-style-type: none"> • Creating Colour wheels, exploring different colour schemes • Complementary/harmonious colours. 2D Painting/Colour-mixing. 	<p>Autumn Term 2</p>	<p>Oracy is built into every lesson. Questioning and enquiry are built in classroom discussions, designed to home critical thinking skills. Asking pupils to write about their art-</p>	<p>Encourage pupils to experiment with different colour combinations and variations to develop their own unique interpretations.</p> <p>Enables pupils to create smooth transitions between colours-challenging their fine motor skills.</p>

<p>Pupils will then begin learning about Texture from still-life or natural objects.</p> <ul style="list-style-type: none"> • Experiment whilst drawing and creating texture through different media and materials • 2D-Drawing, painting, collage 	<p>Spring Term 1 and 2</p>	<p>making is also used regularly to engage in literacy.</p>	<p>Using unconventional objects, exploring abstract or conceptual interpretations of still life.</p> <p>Introduce pupils to a wider range of examples and historical context, allowing pupils to think critically and express their own perspectives through their artwork and appreciation.</p>
<p>Creative-thinking and problem-solving:</p> <ul style="list-style-type: none"> • Pupils develop their own ideas through brainstorming and planning. • 2D/3D drawing, painting, collage • Creating a personalised butterfly pattern wheel in response to the artists' work • Reflect and review on their creative process 	<p>Summer Term 1 and 2</p>		<p>By the end of term, we expect our pupils to have learnt how to reflect critically on their own and others' work by developing good habits and using a model of questioning aimed at both the teacher and their own learning.</p> <p>Invite guest speakers/workshops to enhance pupil understanding and share their experiences and insights.</p>

<p>How are pupils informally and formally assessed?</p>	<p>Most assessments in the art classroom are conducted informally such as noting which pupils are engaged and which are not. Ongoing dialogic conversations about work in progress is one of the most common ways we assess pupils' progress. This is also noted through the Departments assessment templates where assessment occurs through self, peer and teacher feedback.</p> <p>Formal assessments will take place at the end of each termly project by means of an exam style assessment.</p>
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<p>Developing Independent and Home Learning Skills</p>	<p><i>ILA's (Independent Learning Assignments) are set termly. This is an extended homework spanning 3-4 weeks where pupils are given a brief to respond, which is scaffolded into a weekly sequence of objectives until the final realisation.</i></p> <p><i>Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work</i></p>
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<p>Useful e-Learning Resources (e.g., web links)</p>	<p>There are a number of useful links to support pupils: YouTube, Pinterest and Artsy, where you can learn, tutorial, demo, as well as stay up to date with current exhibitions and shows. We also encourage pupils where possible to practise on digital platforms such as Photoshop, Adobe illustrator and Procreate to further enhance their skills.</p>
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<p>Equipment for lessons</p>	<p>All pupils are expected to bring basic equipment to lessons. For example; A pencil, pen, rubber and sharpener. The Art and Design Technology Department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase via the school.</p>
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<p>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year. Popular clubs like "Discovering Photography" are very popular amongst Key Stage 3 pupils. External Art workshops, artist in residencies and National Poster Competitions are promoted.</p>
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<p>Careers curriculum</p>	<p>There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media.</p> <p>Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate pupils.</p>
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Within the class-room we aim to develop pupils with transferable skills they can take out into the world:

- Problem Solving
- Observation Skills
- Discipline
- Organisational Skills
- Self-Expression
- Self-Appreciation
- Courage

Head of Department and email contact

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Head of Department
Art, Design and Technology

Art and Design Year 8

Pupils receive 2 lessons of Art and Design each fortnight.

The importance of Art and Design in the curriculum enables pupils to develop their creativity and ideas, and increase proficiency in their execution. Pupils will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art and Design inspires pupils to develop Education with Character by taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art are...

- 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
- to learn about history of art, craft, design and architecture, including periods, styles and major movements

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils in Year 8 will be introduced to Portraiture:</p> <p>Pupils in Year 8 will be working on their “Identity Project” through-out the Year.</p> <p>Pupils will begin primarily focusing on how to draw realistic facial features.</p> <p>-Eyes -Nose -Mouth</p> <p>2D- Drawing, tone and shading</p> <p>IT Provision-demonstration</p> <p>Video</p>	<p>Autumn</p> <p>Term 1 and 2</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Proportion • Tone • Texture • Line • Depth • Space • Colour • Form • Shape <p>Recommended reading</p> <p>List:</p> <p>Playing to the Gallery by Grayson Perry. “Helping Contemporary Art in Its Struggle to Be Understood.”</p>	<p>Pupils will be striving for accuracy and capturing the likeness of the subject. This will require careful observation, attention to detail and the ability to depict facial features with expression.</p> <p>Pupils will go beyond mere representations, but attempt to capture the emotions, personality and inner essence of their subject features.</p>
<p>Pupils will be introduced to a range of contemporary and cultural artists from whom they can select a number of styles and techniques to use in their own adaptation of their portrait.</p> <p>Skills: 2D-Drawing, painting, collage.</p> <p>Artists: Picasso, Chuck Close, Lichtenstein, Basquiat, Yladom-Boakye, etc.</p>	<p>Spring</p> <p>Term 1 and 2</p>	<p>Oracy is built into every lesson, in classroom discussions and questions designed to hone critical thinking skills.</p>	<p>The ambition can be found in pupils bringing their own artistic style and interpretation to their own personal portrait.</p> <p>This will involve experimenting with unconventional techniques, pushing the limits of their abilities and creating portraits that are fresh, thought provoking and impactful.</p> <p>The ambition lies in pushing our pupils to improve and develop a high level of technical proficiency.</p>

<p>Pupils develop ideas through investigations, demonstrating critical understanding of artists/movements.</p> <p>Artist's connections- Picasso, Chuck Close, Lichtenstein, Basquiat, Yladom-Boakye, etc.</p> <p>Pupils begin to refine outcomes /quarters with attention to detail.</p> <p>2D drawing, painting, collage, ink, fine-liners.</p>	<p>Summer Term 1 and 2</p>	<p>Asking pupils to write about their art-making is also used regularly to engage in literacy.</p>	<p>Greater ambition will be how pupils create a connection between their work and that of their artists that is both visually captivating and personally meaningful.</p>
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<p>How are pupils informally and formally assessed?</p>	<p>Most assessments in the art classroom are conducted informally such as noting which pupils are engaged and which are not. Ongoing dialogic conversations about work in progress is one of the most common ways teachers assess pupils' progress. This is also noted through the Departments assessment templates recording self, peer and teacher feedback.</p> <p>Formal assessments will take place at the end of each termly project by means of an exam style assessment.</p>
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<p>Developing Independent and Home Learning Skills</p>	<p><i>ILA's (Independent Learning Assignments) are set termly. This is an extended homework spanning 3-4 weeks where pupils are given a brief to respond, which is scaffolded into a weekly sequence of objectives until the final realisation.</i></p> <p><i>Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</i></p>
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<p>Useful e-Learning Resources (e.g., web links)</p>	<p>There are a number of useful links to support pupils: YouTube, Pinterest and Artsy, where you can learn, tutorial, demo, as well as stay up to date with current exhibitions and shows. We also encourage pupils where possible to practise on digital platforms such as Photoshop, Adobe illustrator and Procreate to name but a few programmes.</p>
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<p>Equipment for lessons</p>	<p>All pupils are expected to bring basic equipment to lessons. For example; A pencil, pen, rubber and sharpener. The Art and Design Technology Department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase via the school.</p>
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<p>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year. Year 8 pupils are widely encouraged to visit Art Galleries/Exhibitions.</p>
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<p>Careers curriculum</p>	<p>There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media.</p> <p>Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate pupils. Within the class-room we aim to develop pupils with transferable skills they can take out into the world:</p> <ul style="list-style-type: none"> • Problem Solving • Observation Skills • Discipline • Organisational Skills • Self-Expression • Self-Appreciation • Courage
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<p>Head of Department and email contact</p>	<p>Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology</p>
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Art and Design Year 9

Pupils receive 2 number of lessons of Art and Design each fortnight.

The importance of Art & Design in the curriculum enables students to develop their creativity and ideas, and increase proficiency in their execution...They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art & Design inspires pupils to develop Education with Character by...Taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art Subject are...

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

to learn about history of art, craft, design and architecture, including periods, styles and major movements

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Students will develop and create their personal hybrid symmetrical building collages. They will develop their recording and observation skills, concentrating on proportion, tone, line and detail. They will modify and adapt their outcome incorporating elements of Hundertwasser.</p> <p>Artist: Hundertwasser 2D-Drawing and Painting</p>	<p>Termly</p>	<p>Key Words:</p> <ul style="list-style-type: none"> • Tone; • Texture; • Line; • Depth; • Space; • Colour; • Form; • Shape <p>Reading List: Art, craft and design. Author. Title. Publisher. Hobbs, J (2014). Sketch your World. Apple Press. Marr, A (2013). A Short Book About Drawing.</p>	<p>The Dept. sets high expectations on all learners regardless of ability. Provide an Inclusive Curriculum/all students have equal access. All students get to personalise their work through their own individual journey incorporating their own cultural narrative.</p>
<p>Anime: Students will create and develop their own personalised anime character. Learn and develop the steps of creating an anime character:</p> <ul style="list-style-type: none"> • Drawing an anime head or face • Sketching an anime body from stick man to general shapes • Refine shapes into a body form • Add anime clothes • https://www.wikihow.com/Draw-an-Anime-Character 	<p>Termly</p>	<p>Oracy is built into every lesson, in classroom discussions and questions designed to home critical thinking skills.</p>	<p>Art aims to encourage self-expression and creativity, build confidence as well as a sense of individual identity.</p>

<p>Anime/Manga: Contextual resources/Inclusive of gender & race.</p> <p>2D: Drawing and Painting.</p>			
<p>Anime Background:</p> <p>Students will produce a mixed media outcome inspired by their anime character, working in a range of different processes and techniques.</p> <p>Differentiated Background methods to explore:</p> <p>https://youtu.be/YWLPWFpvJA</p> <p>https://youtu.be/XRrKohWdpeQ</p> <p>https://youtu.be/R3fRwrZhiMg</p> <p>Further space backgrounds available/differentiated.</p> <p>Students encouraged to embellish their background:</p> <p>2D/3D-Using media/Collage/mod-Roc</p>	<p>Termly</p>		<p>To enable students to learn how to reflect critically on their own and others' work. They learn to think and act as artists, makers and designers working creatively and intelligently.</p>

<p>How are pupils informally and formally assessed?</p>	<p>Most assessments in the art classroom are conducted informally such as noting which students are engaged and which are not. Ongoing dialogic conversations about work in progress is one of the most common ways teachers assess student progress. This is also noted through the depts. assessment templates recording self, peer and teacher feedback.</p> <p>Formal assessments will take place at the end of each termly project by means of an exam style assessment.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>ILA's (Independent Learning Assignments) are set termly. This is an extended homework spanning 3-4 weeks where students are given a brief to respond, which is scaffolded into a weekly sequence of objectives until the final realisation.</p> <p>Google Classroom/working from home, allows students greater autonomy as well as contributing to lessons or submitting work</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>There are a number of useful links to support students: YouTube, Pinterest and Artsy, where you can learn, tutorial, demo, as well as stay up to date with current exhibitions and shows. We also encourage students where possible to practice on digital platforms such as Photoshop, Adobe illustrator and Procreate to name but a few programmes.</p>
<p>Equipment for lessons</p>	<p>All students are expected to bring to lessons basic equipment, E.g., Pencil, pen, rubber and sharpener. The Art dept, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase on the school's ParentPay system.</p>
<p>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year.</p> <p>In school we run a Year 9 GCSE taster workshop club for students, providing them with an out of context, engaging and creative experience.</p>
<p>Careers curriculum</p>	<p>There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media.</p> <p>Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate students. Within the class-room we aim to develop students with transferable skills they can take out into the world:</p>

- Problem Solving
- Observation Skills
- Discipline
- Organizational Skills
- Self-Expression
- Self-Appreciation
- Courage

**Head of Department and
email contact**

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Head of Department
Art, Design and Technology

GCSE Art and Design - Year 10 and 11

Pupils receive 6 lessons of Art and Design each fortnight.

The importance of Art and Design in the curriculum enables pupils to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art and Design inspires pupils to develop Education with Character by taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

- Skills developed in Art are...
- 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
- to learn about history of art, craft, design and architecture, including periods, styles and major movements

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils introduced to an exemplar portfolio outlining the full assessment criteria and objectives.</p> <p>NEA Topic one: Identity/Portraiture</p> <p>Artist: Michael Hensley</p>	<p>Autumn Term NEA September 4th - (on-going) up till the 1st January (Year11).</p> <p>How it's assessed</p> <p>No time limits</p> <p>60%</p>	<p>Oracy is built into every lesson, in classroom discussions and questions designed to home critical thinking skills.</p>	<p>All pupils get to personalise their work through their own individual journey incorporating their own cultural narrative. This includes pupils performing a wider level of research, investigation and exploration of contextual sources.</p>
<p>NEA Topic One, cont.:</p> <p>Pupils continue with extended unit developing their portrait work.</p> <p>Artists: Jimmy Alonso, Monreal</p>	<p>As it's entirely NEA (Non-Exam Assessment) pupils continue working through the unit which commenced in Sept. (Year10) through to the 1st January. (Year11).</p>	<p>Line, Tone, Form, Colour, Pattern, Composition, Mood, Media. The following sentences are examples of who you might like to write about your artwork.</p>	<p>Pupils will go beyond the curriculum in this topic by using Art as a vehicle to redefine the conventions of "still-life" and re-adapt the way they see and analyse the world around them through purposeful and sustained development of ideas, drawing and painting. Examples of this include:</p> <ul style="list-style-type: none"> ▪ set challenging goals/tackling more complex composition subject matter ▪ Study and analyse master artists to learn new approaches to apply in their studies ▪ Experiment with different mediums and techniques, enables pupils to expand their repertoire and discover new ways to express themselves in their still-life studies.

<p>NEA Topic Three Year11 (Sept): Pupils introduced to the theme of Architecture, modern, contemporary and Classical styles. Artist: Antonio Gaudi Dan Mountford</p>	<p>From 1st Jan. (External Assignment) Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>	<p>Pupils are expected to record their insights relevant to their intentions/annotations as their work progresses. Emphasis on subject keywords/terminology</p>	<p>Pupils can engage in complex and comprehensive design projects that require them to consider various aspects of architecture:</p> <ul style="list-style-type: none"> - Sustainability - Address real-world challenges - Incorporate innovative solutions - Aesthetics <p>Pupils will be expected to respond to their chosen starting point applying knowledge and understanding of the assessment objectives.</p> <p>These are divided into equal bands elevating from:</p> <ul style="list-style-type: none"> - Just - Adequate - Clear - Convincing <p>They will lead their own independent enquiry/chosen question facilitated by their subject teacher. Here are some examples to be ambitious in their approach:</p> <ul style="list-style-type: none"> - Experiment with different media and techniques. - Take risks and be innovative with your ideas - Develop a personal style - Explore meaningful concepts - Show growth and progression - Research and contextualise your work - Seek feedback and critique. <p>Pupils will also be supported by high quality examples/level 9 past, previous portfolios to guide them and share in good practice.</p>
<p>Pupils will develop and tailor their ideas from the checklist: Create a mind map/brainstorm Record ideas which are appropriate (20 photographs) Record through a variety of drawing styles your favourite 4 photographs. Produce an Artist research, written/visual analysis, translations sheet (A1), minimum 2 artists Produce two personal outcomes in the style of your two artists (from own photographs) Develop your two outcomes by modifying and adapting, refining your work as it progresses. Produce a series of experimental processes and techniques: Mono-print, poli-print, etching, ink and bleach, batik, continuous line/marker pen, dark-room photograms, collage, 2D/3D drawing/painting.</p>	<p>Spring Term (Externally Set-Assignment) How it's assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE 		

<p>How are pupils informally and formally assessed?</p>	<p>What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</p>

Useful e-Learning Resources (e.g., web links)	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Equipment for lessons	All pupils are expected to bring basic equipment to lessons. For example; A pencil, pen, rubber and sharpener. The Art and Design Technology Department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase via the school.
Enrichment activities	An annual trip to a gallery/museum or location trip/enrichment is arranged each year. A prospective residential trip to Paris/Barcelona is also arranged to inform contextual and cultural understanding. Workshops and outside residencies are also planned to develop pupils' skills and processes.
Careers curriculum	There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media. Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate pupils. Within the class-room we aim to develop pupils with transferable skills they can take out into the world: <ul style="list-style-type: none"> • Problem Solving • Observation Skills • Discipline • Organisational Skills • Self-Expression • Self-Appreciation • Courage
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology

A Level Art & Design (Fine Art) - Year 12 and 13

SUBJECT: Art and Design	CURRICULUM TEAM LEADER: A. Yiacoumi	
QUALIFICATION: A Level	LENGTH: 2 years	EXAM BOARD: AQA

ENTRY REQUIREMENTS:

Grade 5 in Art or Graphics.

Commitment to the subject is extremely important. Self-motivation and an enquiring mind are crucial to success in this subject.

ASSESSMENT AND AREAS OF STUDY:

Year 12

In Year 12, you will have the opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way.

You will produce a portfolio of work for component 1; marked and assessed by your teacher and in component 2 (February onwards) you will produce a personal portfolio in response to one of five exciting starting points which combined will count towards your UCAS Predicted Grade.

A Level Assessment

At A Level for component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A Level marks. In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A Level marks. These will be marked and moderated by the AQA Exam Board.

Practical Courses

Year 12 and Year 13 are both practical courses in which you will learn by doing, enabling you to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish. Fine Art is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas for your other subjects.

Progression Fine art

Year 12 and Year 13 A Level builds on the skills, knowledge and understanding developed through study at GCSE. At the end of the A Level course you will have the skills, knowledge and understanding needed for higher education.

- Drawing
- Painting
- Mixed-media (including collage and assemblage)
- Sculpture
- Ceramics
- Installation
- Printmaking
- Moving image (animation, film and video)

CAREER OPPORTUNITIES:

There are many careers in Art, Craft and Design. Most of them require further study at an art school, college or university.

At present most pupils wishing to take Art, Craft or Design will go on to do a one-year foundation course at an art college of further education before applying to degree courses in more specialised areas of Art and Design.

You may wish to study A Level Art, for its own sake, perhaps to form the basis of future interest or as part of a range of other subjects, or you might wish to go into a job where it is useful to have experience in art or where you will need to use some of the skills developed during this course. These might include careers in such fields as media, advertising, marketing, design, architecture and publishing. Success in A Level Art requires determination and dedication in whichever path you choose. It can be a very rewarding beginning.