

## Visual Arts - additional guidance external standards

### Level One

Subject Name	Level	AS Number
Visual Arts	1	90916 (1.4)
<p>This standard often includes the use of specialised processes, procedures and equipment including digital software and printmaking/sculptural facilities that may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"><li>• research and planning drawings, colour studies and pictorial options for development.</li><li>• annotations and explanations of thematic approaches including personal symbolic, metaphorical or narrative ideas.</li><li>• sequencing of evidence to show development, clarification and extension of personal ideas.</li><li>• accessible processes such as drawing, painting, stencil, collage, transfer, monoprint, marquetry, assemblage, etc.</li></ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete two full panels of work, teachers should focus on the quality of available evidence and level of clarification and extension of pictorial, thematic and technical ideas.</p>		

### Level Two

Subject Name	Level	AS Number
Visual Arts - Design	2	91320 (2.4)
<p>This standard typically includes the use of specialised processes, procedures and equipment such as computer software and high-end printers which may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"><li>• research, conceptual ideas, and developmental options for development.</li><li>• annotations and explanations of design approaches related to the brief and the characteristics and constraints of each design context (logo, letterhead, DPS, packaging, website, illustration, typography, etc.).</li><li>• sequencing of evidence to show clarification, extension and regeneration of a personal approach.</li></ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete two full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas.</p>		

<b>Subject Name</b>	<b>Level</b>	<b>AS Number</b>
<b>Visual Arts –Painting</b>	<b>2</b>	<b>91321(2.4)</b>
<p>This standard involves the ongoing development of pictorial and technical ideas with support and guidance from teachers. Access to this support and guidance may have been limited during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to support and guidance continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"> <li>• research and planning drawings, compositional ideas, colour studies, and other pictorial, technical or stylistic options for development.</li> <li>• annotations and explanations of thematic approaches including personal symbolic, metaphorical or narrative ideas.</li> <li>• sequencing of evidence to show development, clarification, and regeneration of personal ideas.</li> </ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete two full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas.</p>		

<b>Subject Name</b>	<b>Level</b>	<b>AS Number</b>
<b>Visual Arts - Photography</b>	<b>2</b>	<b>91322 (2.4)</b>
<p>This standard typically includes the use of specialised processes, procedures and equipment such as computer software and high-end printers which may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"> <li>• research, conceptual ideas, and developmental options for development.</li> <li>• annotations and explanations of photography technical and pictorial approaches such as contrast, depth of field, motion blur, rule of thirds, sequencing, juxtaposition etc.</li> <li>• annotations and explanations of personal thematic and conceptual ideas such as narrative, metaphor, symbolism, satire, culture, abstraction, etc.</li> <li>• sequencing of evidence to show clarification, extension and regeneration of a personal approach.</li> </ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete two full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas.</p>		

<b>Subject Name</b>	<b>Level</b>	<b>AS Number</b>
<b>Visual Arts - Printmaking</b>	<b>2</b>	<b>91323 (2.4)</b>
<p>This standard typically includes the use of specialised processes, procedures and equipment such as screen-printing or etching presses which may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"> <li>• research and planning drawings, colour studies and pictorial options for development.</li> <li>• annotations and explanations of thematic approaches including personal symbolic, metaphorical or narrative ideas.</li> <li>• sequencing of evidence to show clarification, extension and regeneration of a personal approach.</li> <li>• handprinted processes such as stamps, stencils, collage, transfer, monoprint, graffiti, frottage, and collagraphy.</li> </ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete two full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas.</p>		

<b>Subject Name</b>	<b>Level</b>	<b>AS Number</b>
<b>Visual Arts - Sculpture</b>	<b>2</b>	<b>91324 (2.4)</b>
<p>This standard often includes the use of specialised processes, procedures and equipment including digital software and workshop facilities (welding, casting etc.). This specialist equipment may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"> <li>• research and planning drawings, sketches, maquettes, developmental options, and visualisations.</li> <li>• annotations and explanations of formal or conceptual intentions such material qualities, structural considerations, tension/compression, narrative, symbolism, satire, etc.</li> <li>• sequencing of evidence to show development, clarification and regeneration of a personal approach.</li> <li>• accessible modes such as readymades, assemblage, installation, or performance.</li> <li>• accessible processes such as cutting, stitching, sewing, gluing, or binding.</li> <li>• accessible materials such as wire, string, card, wood, cloth, or found objects.</li> </ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete two full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas.</p>		

### Level Three

Subject Name	Level	AS Number
Visual Arts - Design	3	91455
<p>This standard typically includes the use of specialised processes, procedures and equipment such as computer software and high-end printers which may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"><li>• research, conceptual ideas, and developmental options for development.</li><li>• annotations and explanations of design approaches related to the brief and the characteristics and constraints of each design context (logo, letterhead, DPS, packaging, website, illustration, typography, etc.).</li><li>• sequencing of evidence to show clarification, extension and regeneration of a personal approach.</li></ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete three full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas. Teachers and candidates are strongly advised to include conceptual and working drawings in the finished folio.</p>		

Subject Name	Level	AS Number
Visual Arts –Painting	3	91456
<p>This standard involves the ongoing development of pictorial and technical ideas with support and guidance from teachers. Access to this support and guidance may have been limited during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to support and guidance continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"><li>• research and planning drawings, compositional ideas, colour studies, and other pictorial, technical or stylistic options for development.</li><li>• annotations and explanations of thematic approaches including personal symbolic, metaphorical or narrative ideas.</li><li>• sequencing of evidence to show development, clarification, and regeneration of personal ideas.</li></ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete three full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas. Teachers and candidates are strongly advised to include evidence of thinking and conceptual development in the finished folio.</p>		

<b>Subject Name</b>	<b>Level</b>	<b>AS Number</b>
<b>Visual Arts - Photography</b>	<b>3</b>	<b>91457</b>
<p>This standard typically includes the use of specialised processes, procedures and equipment such as computer software and high-end printers which may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"> <li>• research, conceptual ideas, and developmental options for development.</li> <li>• annotations and explanations of photography technical and pictorial approaches such as contrast, depth of field, motion blur, rule of thirds, sequencing, juxtaposition etc.</li> <li>• annotations and explanations of personal thematic and conceptual ideas such as narrative, metaphor, symbolism, satire, culture, abstraction, etc.</li> <li>• sequencing of evidence to show clarification, extension and regeneration of a personal approach.</li> </ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete three full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas. Teachers and candidates are strongly advised to include conceptual and process-driven work on the finished folio.</p>		

<b>Subject Name</b>	<b>Level</b>	<b>AS Number</b>
<b>Visual Arts - Printmaking</b>	<b>3</b>	<b>91458</b>
<p>This standard typically includes the use of specialised processes, procedures and equipment such as screen-printing or etching presses which may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p>Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul style="list-style-type: none"> <li>• research and planning drawings, colour studies and pictorial options for development.</li> <li>• annotations and explanations of thematic approaches including personal symbolic, metaphorical or narrative ideas.</li> <li>• sequencing of evidence to show clarification, extension and regeneration of a personal approach.</li> <li>• handprinted processes such as stamps, stencils, collage, transfer, monoprint, graffito, frottage, and collagraphy.</li> </ul> <p>Where access issues due to lockdown in 2020 has resulted in students being unable to complete three full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas. Teachers and candidates are strongly advised to include conceptual and process-driven work on the finished folio.</p>		

Subject Name	Level	AS Number
<b>Visual Arts - Sculpture</b>	<b>3</b>	<b>91459</b>
<p data-bbox="193 224 1394 403">This standard often includes the use of specialised processes, procedures and equipment including digital software and workshop facilities (welding, casting etc.). This specialist equipment may not have been accessible to students during lockdown in 2020. Previous advice is that students should focus on research and planning with final assessment deferred till students have returned to the classroom.</p> <p data-bbox="193 436 1394 548">Additional advice is that where access to specialist equipment continues to be an issue, assessment could take into account wider aspects of the developmental process rather than focus exclusively on final outcomes. These include:</p> <ul data-bbox="239 582 1394 918" style="list-style-type: none"> <li>• research and planning drawings, sketches, maquettes, developmental options, and visualisations.</li> <li>• annotations and explanations of formal or conceptual intentions such material qualities, structural considerations, tension/compression, narrative, symbolism, satire, etc.</li> <li>• sequencing of evidence to show development, clarification and regeneration of a personal approach.</li> <li>• accessible modes such as readymades, assemblage, installation, or performance.</li> <li>• accessible processes such as cutting, stitching, sewing, gluing, or binding.</li> <li>• accessible materials such as wire, string, card, wood, cloth, or found objects.</li> </ul> <p data-bbox="193 952 1394 1081">Where access issues due to lockdown in 2020 has resulted in students being unable to complete three full panels of work, teachers should focus on the quality of available evidence and level of clarification and regeneration of pictorial, thematic and technical ideas. Teachers and candidates are strongly advised to include conceptual and process-driven work on the finished folio.</p>		