

Curriculum Overview: Year 11 Art Graphics

Rationale: During the Autumn term of year 11 students will continue with the coursework (component 1) they have started in year 10, refining work and developing their work further. Students are encouraged to revisit a range of Graphics and Art techniques they have already explored in year 9 and 10, developing their accuracy and confidence through experimenting. It is important to consolidate pupils' knowledge of key art techniques, skills and uses of medias, to obtain key marks in each Assessment Objective. Students will benefit from using a range of mediums, materials and techniques to fully test potential outcomes. Students will produce a final outcome(s) for their coursework at the end of the Autumn term. Throughout their coursework students will benefit from reflecting on the journey their coursework has taken leading to the end point (final outcome), this journey must be evidenced in clear in-depth annotations. Pupils should become more familiar with these Assessment objectives as numeral marks will be awarded to highlight key areas to focus on.

In the January of Year 11, the exam board will release the externally set assignment for component 2. Students will be given a choice of tasks to base their exam sketchbook and final piece around. During this time students are reminded to use the knowledge and skills they have gained throughout their GCSE. It is important students utilise the time effectively, investigating a range of artists, experimenting with different responses using a variety of mediums and media, creating a clear plan of making for their final piece. Students will create a final piece in a 10 hour timed controlled exam. This component will take students until the end of the school year (summer term 1) to complete.

| Term / Length of Unit | Outline | Assessment | Home Learning | Resources | Knowledge/Skills End Points | Reading |
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| Autumn term | <p>Students start this term focusing on refining their body of coursework. Students need to completed work based on improvements linked to each assessment objective.</p> <p>Once refinements have been completed students need to focus on completing a Final outcome(s). Outcomes need to clearly link to the student's project and the journey leading to the outcome must be fully annotated.</p> <p>It is also important that students complete any</p> | <p>Ongoing assessment of class learning based tasks/skills:</p> <p>Pupils are to create a body of work and are to be assessed 1every 4-6 lessons, dependant on the task the student is completing.</p> <p>Verbal feedback sheets to be completed by students and recording conversations for progression Written non-specific, generic feedback given in line with GCQ regulations</p> | <p>Pupils will be set personalised tasks linked to their refinement requirements. The tasks will be linked to student's portfolio work and aid in developing student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks.</p> | <p>PowerPoints worksheets & exemplar work available</p> <p>General Art and Graphics resources.</p> | <ul style="list-style-type: none"> • Reflect on prior learning and make informed decisions to refine & develop coursework • to record intentions with visual plan and annotations using key definitions & terminology of assessment objectives • How to plan out completing a final outcome • how to create a final outcome based on intentions • Successful Material/technique | <ul style="list-style-type: none"> • Understanding key terms based on skills, techniques and processes and their meanings. • Modelling of analysis and evaluation of own, peers and artists work. • Identifying relevant and useful information from different |

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| | <p>additional portfolio-based tasks, and sketchbook work. (AO4) during this time.</p> | | | | <p>use and linked to practical and theory key words/terminology</p> <ul style="list-style-type: none"> • How to independently develop outcomes and responses based off first-hand experience with materials <p>End point: Completion of coursework and final outcome.</p> | <p>sources</p> |
| <p>Spring term</p> | <p>This year, 2021 – 2022, student will not be required to sit the ESA (externally set assessment - exam) therefore students will have the opportunity to start a new project which will be in line with the expectations and structure of the ESA. We will refer to this body of work as project 2.</p> <p>Students are to begin exploring into their chosen theme. Through investigations and research linked to topics associated to the theme. (AO1) Students</p> | <p>Ongoing assessment of class learning based tasks/skills: Verbal feedback sheets to be completed by students and recording conversations for progression Written non-specific, generic feedback given in line with GCQ regulations</p> | <p>Pupils will be set personalised tasks linked to their theme choice & personal requirements. The tasks will be linked to student’s exam work and aid in developing student’s abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks.</p> | <p>PowerPoints worksheets & exemplar work available</p> <p>General Art and Graphics resources.</p> | <ul style="list-style-type: none"> • Understand and identify the themes set for the exam • key definitions & terminology of assessment objectives • Successful Material/technique use and linked to practical and theory key words/terminology • How to independently develop outcomes and responses based off contextual or first | <ul style="list-style-type: none"> • Understanding key terms based on skills, techniques and processes and their meanings. • Modelling of analysis and evaluation of own, peers and artists work. • Identifying relevant and useful |

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| | <p>are to then explore primary observational studies of objects linked to their chosen theme using varied media (AO2 & 3) Students are to explore a variety outcomes (2D/3D) focusing on inspiration from their themes, work is to independently lead including the use of materials (AO2 & 3). Students are to explore developing their own designs/final ideas ready to create a final outcome inspired by their project and investigative studies into individually chosen topic's, these ideas are to be developed through continual research and experimentation with material to ensure their final outcome has been planned out. (AO3 & 4)</p> | | | | <p>-hand influences.</p> <ul style="list-style-type: none"> • Understand and identify how to develop a project independently inspired by own journey, • Using analytical and reflective skills to be decisive as to how work will develop. | <p>information from different</p> |
| <p>Summer Term</p> | <p>Students start this term focusing on refining their body of work (project 2). Students need to complete work based on improvements linked to each assessment objective.</p> <p>Once refinements have been</p> | <p>Ongoing assessment of class learning based tasks/skills:</p> <p>Pupils are to create a body of work and are to be assessed 3every 4-6 lessons, dependant on the task the student is</p> | <p>Pupils will be set personalised tasks linked to their refinement requirements. The tasks will be linked to student's portfolio work and aid in developing student's abilities regarding the assessment</p> | <p>PowerPoints worksheets & exemplar work available</p> <p>General Art and Graphics resources.</p> | <ul style="list-style-type: none"> • Reflect on prior learning and make informed decisions to refine & develop coursework • to record intentions with visual plan and annotations using key definitions & | <ul style="list-style-type: none"> • Understanding key terms based on skills, techniques and processes and their meanings. • Modelling of |

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| | <p>completed students need to focus on completing a Final outcome(s). Outcomes need to clearly link to the student's project and the journey leading to the outcome must be fully annotated.</p> | <p>completing. Verbal feedback sheets to be completed by students and recording conversations for progression Written non-specific, generic feedback given in line with GCQ regulations</p> | <p>objectives, these include research tasks, drawings tasks & process and skills tasks.</p> | | <p>terminology of assessment objectives</p> <ul style="list-style-type: none"> • How to plan out completing a final outcome • how to create a final outcome based on intentions • Understand and identify how to develop a project independently inspired by own journey, • Using analytical and reflective skills to be decisive as to how work will develop. • | <p>analysis and evaluation of own, peers and artists work.</p> <ul style="list-style-type: none"> • Identifying relevant and useful information from different information from different |
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