

OCL KS3 Art Curriculum: Long Term Plan

Year 7 Brief Overview

Year 7: Experience, observe, understand. **The formal elements** - Developing art language to tell stories

‘Learn the rules like a pro, so you can break them like an artist.’ Pablo Picasso



In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding. This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2d (and 3D) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.

Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Through studying initially more familiar, then increasingly less familiar and more complex works of art and artists*, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.

*Artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages.

TERM	AUTUMN 1 & 2	SPRING 1 & 2	SUMMER 1 & 2
Unit	T1 Formal elements: Line, tone and texture T2 Formal elements: Texture, Shape and Colour	Formal elements: Colour, pattern, composition	T1 Formal elements: Form, perspective (3D elements) T2 Formal elements: Form: simple relief
Core Concepts	Foundations of Art #1 Artists tell stories #2 Artists follow (and break) rules	Foundations of Art #1 Artists tell stories #2 Artists follow (and break) rules #3 Artists play with ideas, materials and failure	Foundations of Art #1 Artists tell stories #2 Artists follow (and break) rules #3 Artists play with ideas, materials and failure
Relevant End Points	Developing practice with formal elements-specifically Mark making , Line , Tone , Texture , Shape , Colour Learning to recognise a narrative(stories) in familiar artworks Learning rules by practising accuracy, control and fluency	Developing practice with Colour , Pattern , Composition Learning to recognise a narrative(stories) in less familiar artworks Learning rules by practising accuracy, control and fluency Learning to explore and use new materials and processes	Developing practice with Form , Perspective Learning to recognise a narrative(stories) in less familiar artworks Learning rules by practising accuracy, control and fluency Learning to explore and use new materials and processes
	Formal elements: exploration of practice and application Line a line that joins up is used to create a shape	Formal elements: exploration of practice and application Colour - Colour wheel - primary/secondary (tertiary) - Colour Theory - tint, hue, saturation	Form Forms are 3D – they have height, width and depth

Core Substantive Knowledge (<i>what</i>)	- lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger Tone - tone makes objects appear 3d by creating volume Texture - Texture is the way the surface on an object feels to the touch (actual/physical) OR looks as it may feel (implied/visual) - Texture is made through mark making Shape - Shapes are created by enclosing a space with a line - Shapes are 2d – they have height and width - Shapes are geometric or organic (or somewhere in between!) Colour - Colour wheel - primary/secondary - Colour Theory - tint, hue, saturation		- Temperature, contrast - warm, cool Pattern A pattern sequence can be: - Symmetrical - Geometric - Regular A pattern can be observed through repeated colour, line, shape etc Composition - Composition uses formal elements (the basic ingredients) - Composition is the arrangement of those elements - Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern - Composition uses rules	- In 2D works, the illusion of 3d form is conveyed through the use of tone, highlights and shadows OR can be conveyed through the use of perspective Perspective - Perspective represents 3d objects or spaces in 2d creating an illusion of depth Formal elements: exploration of practice and application - Linear perspective – uses lines which move closer together as they recede to meet at a vanishing point. Vertical lines remain vertical 3D Maquettes (card) - Clay – handbuilding – joining techniques	
	Materiality: properties and application of materials (drawing, printmaking, (Horizons-digital application)) Drawing - dry media – Pencil, coloured pencil, charcoal, graphite Digital - photography Printmaking - Monoprinting	Materiality: properties and application of materials (painting and printmaking) Drawing/painting - Wet media - Ink – pen and ink/brush and ink - Paint – watercolour/tempera Digital - Photography Printmaking - Collagraph	Materiality: properties and application of materials (drawing, painting and printmaking) Drawing - Dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite Digital - Photography Printmaking - Polyblock	Materiality: properties and application of materials (drawing, printmaking, (Horizons-digital application)) Drawing - dry media – Pencil, coloured pencil, charcoal, graphite Digital - photography Printmaking - Monoprinting	Materiality: properties and application of materials (painting and printmaking) Drawing/painting - Wet media - Ink – pen and ink/brush and ink - Paint – watercolour/tempera Digital - Photography (Printmaking) - Collagraph
Core Disciplinary Knowledge (<i>knowing how to create, analyse & refine</i>)	Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: familiar to unfamiliar, developing narrative through use of formal elements) Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context)		Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: cultural starting point, developing narrative through use of formal elements) Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context) Learning to explore and experiment with tools and materials, problem solving when things go wrong		Artists tell stories - developing own narrative through use of formal elements) Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context) Learning to explore and experiment with tools and materials, problem solving when things go wrong
	Material properties and application (how different processes and materials produce different outcomes e.g. transfer of materials to different surfaces and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how different paints work in different ways and how this is reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how repetition of imagery is produced and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how things are made to look 3D and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how things are joined together and how these are reflected in the outcome dependent on the skill used)

Year 8 Brief Overview

Year 8: Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference



‘The thing that's important to know is that you never know. You're always sort of feeling your way.’ Diane Arbus

This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the ‘rules’ of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions. Students will be able to identify key elements and characteristics in Art from different genres and cultures exploring traditions, processes and meanings, which will allow them to explore ideas in their own work thinking about how differences in culture and heritage can influence the maker and the viewer. Students will learn how to apply the skills they learn to different types of work, to ‘play’ with purpose and consider how to creatively develop independent and personal ideas working in response to similar starting points. Students will investigate their responsibilities around sustainability and environment. Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.

TERM	AUTUMN 1 & 2	SPRING 1 & 2	SUMMER 1 & 2
Unit	Culture, symbols, stories	The world and me	Making sense
Core Concepts	Identity: Histories are told in different cultures through the art that is made using signs and symbols that represent specific things #4 Art has its own language #3 Artists play with ideas, materials and failure #1 Artists tell stories #6 Artists ask questions	Identity: We have a place in the world and that comes with rights and responsibilities #6 Artists ask questions #4 Art has its own language #5 Art engages in different ways	Identity: belonging and difference #6 Artists ask questions #5 Art engages in different ways #4 Art has its own language
Relevant End Points	Developing practice with formal elements-specifically Line , Tone , Shape , Colour , Composition and 2D relief making (printmaking).	Developing practice with Colour , Pattern , Composition Drawing , Painting and making.	Developing practice with Drawing , Painting , Colour , 3D and digital making.
Core Substantive Knowledge (what they know)	Formal elements: exploration of practice and application Line - a line that joins up is used to create a shape - lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger Tone - tone makes objects appear 3d by creating volume Shape - Shapes have a language Colour - Colour wheel - primary/secondary - Colour Theory - tint, hue, saturation - Psychology of colour – colour has different meaning in different places. Colour has a powerful influence on human behaviour Composition	Formal elements: exploration of practice and application Colour - Psychology of colour – colour has different meaning in different places. Colour has a powerful influence on human behaviour Pattern A pattern sequence can be: - Symmetrical - Asymmetrical - Geometric - Organic - Regular - Irregular A pattern can be observed through repeated colour, line, shape etc Composition - Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern Composition uses (or breaks) rules	Formal elements: exploration of practice and application Line - a line that joins up is used to create a shape - lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger Colour - Psychology of colour – colour has different meaning in different places. Colour has a powerful influence on human behaviour Composition - Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern

	Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern Composition uses (or breaks) rules				
	Materiality: properties and application of materials (drawing, collage) , (Horizons-digital application)) Drawing/Painting - Dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite – line/tone Collage - Mixed media Papier colle	Materiality: properties and application of materials (drawing/2d relief/3d Making,(printmaking)) 2D relief/3D - Maquettes (card) - Clay – handbuilding – joining techniques - Clay – surface decoration techniques Printmaking drypoint	Materiality: properties and application of materials (drawing, painting) Drawing/Painting - Dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite – line/tone/contour/continuous/gestural mark making/representational(observational)/thumbnail sketches - Wet media - Ink – pen and ink/brush and ink - Paint Watercolour/tempera	Materiality: properties and application of materials (drawing, painting, digital) Drawing/Painting - Dry media – Pencil, coloured pencil - Paint gouache/acrylic Digital - Photography - Video - Manipulation of imagery 3D/sculpture wire	
Core Disciplinary Knowledge <i>(knowing how to create, analyse & refine)</i>	Learning to decode familiar symbols, signs and elements so that we can learn to decode work from other cultures and times Learning to explore and experiment with tools and materials, problem solving when things go wrong Artists tell stories (explore works of Art from different artists, interpretation of Artists’ work: cultural starting point , developing narrative through use of formal elements) Learning to ask questions about work and ideas so that we can make decisions with purpose		Learning to ask questions about work and ideas so that we can make decisions with purpose Learning to decode familiar symbols, signs and elements so that we can learn to decode work from other cultures and times Learning to engage all of our senses in making work so that we can express ourselves and make with purpose		Learning to ask questions about work and ideas so that we can make decisions with purpose Learning to engage all of our senses in making work so that we can express ourselves and make with purpose Learning to decode familiar symbols, signs and elements so that we can learn to decode work from other cultures and times
	Material properties and application (how different processes and materials produce different outcomes e.g. how different materials work with different tools in different ways and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. transfer of materials to different surfaces and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how different materials work with different tools in different ways and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how media can be mixed and collaged and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how things are made to look 3D and how these are reflected in the outcome dependent on the skill used)

Year 9 Brief Overview

Year 9: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world



‘Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.’ Marcus Aurelius

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences. Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived. Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.

TERM	AUTUMN 1 & 2	SPRING 1 & 2	SUMMER 1 & 2
Unit	Value in unequal measure	Context is everything	A sense of place
Core Concepts	The Big questions #6 Artists ask questions #7 Art has value in unequal measure	The Big questions #8 Art is not fixed in meaning-context is everything #7 Art has value in unequal measure #6 Artists ask questions	The Big questions #9 Art is powerful #8 Art is not fixed in meaning-context is everything
	Developing practice with formal elements-specifically Mark making , Line , Tone , Composition	Developing practice with Colour , Pattern , Composition	Developing practice with Form , Perspective
Relevant End Points	Learning to ask questions about histories and ideas that have gone before Learning to question what gives work its value	Learning to understand how context changes what we know , think and feel about a work Learning to question what gives work its value Learning to ask questions about histories and ideas that have gone before	Learning how art can change perception of the world Learning to understand how context changes what we know, think and feel about a work
Core Substantive Knowledge	Formal elements: exploration of practice and application Mark making Different mark making techniques are used for different purposes. The marks we make have a direct impact on the way the artwork is read Line - lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger Tone - tone makes objects appear 3d by creating volume - tone is an important tool in producing contrast within a work, creating a sense of opposition and tension between different elements or placing focus on particular parts of a composition Composition - Composition uses formal elements(the basic ingredients) - Composition is the arrangement of those elements	Formal elements: exploration of practice and application Colour - Colour combinations - analogous(harmonious)/complementary - Temperature, contrast - warm, cool Pattern A pattern sequence can be: - Symmetrical - Asymmetrical - Geometric - Organic - Regular - Irregular Composition - Composition uses formal elements(the basic ingredients) - Composition is the arrangement of those elements - Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern - Composition uses (and breaks)rules	Formal elements: exploration of practice and application Form - Forms are 3D – they have height, width and depth - In 2D works, the illusion of 3d form is conveyed through the use of tone, highlights and shadows OR can be conveyed through the use of perspective Perspective Perspective represents 3d objects or spaces in 2d creating an illusion of depth 3D - Maquettes (card) - Other media – handbuilding – joining techniques

	Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern Composition uses (and breaks)rules					
	Materiality: properties and application of materials (drawing, printmaking , (Horizons-digital application)) Drawing - dry media – Pencil, coloured pencil, charcoal, graphite Digital - photography Printmaking lino(stencil screen printing)		Materiality: properties and application of materials (drawing, painting and printmaking, digital) Drawing/painting - dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite - Wet media - Ink – pen and ink/brush and ink Collage - Mixed media - montage Digital - photography - manipulation Printmaking - monoprinting(2 colour)	Materiality: properties and application of materials (drawing and maquette making, 3D hand building) Drawing - dry media – Pencil, coloured pencil, charcoal, graphite Digital - photography 3D - Maquettes (card) (clay)		
Core Disciplinary Knowledge (knowing how to create, analyse & refine)	Learning to ask questions about histories and ideas that have gone before Learning to question what gives work its value		Learning to understand how context changes what we know, think and feel about a work Learning to question what gives work its value Learning to ask questions about histories and ideas that have gone before		Learning how art can change perception of the world Learning to understand how context changes what we know, think and feel about a work or idea	
	Material properties and application (how different processes and materials produce different outcomes e.g. mark making is used for different purposes and how this is reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. transfer of materials to different surfaces and how this is reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how media can be mixed and collaged and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how media can be mixed and collaged and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how things are made to look 3D and how these are reflected in the outcome dependent on the skill used)	Material properties and application (how different processes and materials produce different outcomes e.g. how things are joined together and how this is reflected in the outcome dependent on the skill used)

OCL KS4 Art Curriculum: Long Term Plan

Year 10 Brief Overview

Year 10: Develop, Refine, Record.

Chosen Theme: Personal Interpretation and Creative Exploration.



‘That’s what I’m interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.’ - Julie Mehretu.

The beginning of the GCSE pathway aims to build on the thinking, exploring, recording and making investigated earlier. The introduction to the GCSE pathway builds upon earlier learning experiences of thinking, exploring, recording and making. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and to re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.

- Students will develop an understanding of contextual references and apply critical thinking to achieve **Assessment Objective 1** by studying a diverse range of artists, designers and craftspeople, comparing genres and making connections between their own work and that of others. Students will learn to interpret and communicate through visual language.
- Students will strengthen their technical skills through working with a range of processes and materials to achieve **Assessment Objective 2**, exploring a variety of 2D and 3D disciplines. Over time, students will begin to specialise in their preferred media and approaches, considering purpose and intention.
- Students will develop and refine drawing and recording skills for **Assessment Objective 3** by learning to present ideas in a sketchbook, journal, or other appropriate means, while evaluating and improving their methods and considering audience.
- Students will continue to refine and review work to develop relevant outcomes to access **Assessment Objective 4** through guided sessions building towards an independent and personal response over time.

The work will be relevant to the title selected in the academy ([Art, Craft and Design](#), [Fine Art](#), [Graphic Communication](#), [Textile Design](#), [Three-Dimensional Design](#), [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Unit	Develop: Investigate & Explore		Refine: Developing & Connecting		Record: Experimenting & Resolving	
Relevant End Points & Core Concepts	Relevant End Points: Developing practice with formal elements using accuracy and expression to develop own narrative.					
	• Learning to decode the narrative in artworks and make connections between ideas using visual vocabulary. • Learning that art can represent more than one narrative/meaning at the same time.	• Learning to decode the narrative in artworks and make connections between ideas using visual vocabulary. • Learning to independently explore and use new materials and processes.	• Learning to ask questions about histories and ideas that have gone before. • Learning to question what gives work its value.	• Learning to develop a personal response. • Learning how art can change perception of the world. • Learning that context shapes how we understand, interpret and respond to new ideas.	• Learning to decode the narrative in artworks and make connections between ideas using visual vocabulary. • Learning to independently explore and use new materials and processes.	• Refining new and resolving ideas – personal response. • Learning to explore and push the boundaries by practising accuracy, control and develop ideas with purpose.
Core Substantive Knowledge <i>(what they know)</i>	• Knowledge of artists, designers and/or craftspeople, including styles, techniques and context. • Understanding the formal elements and visual language (colour, line, tone, texture, form and composition). • Awareness of materials, processes and techniques across 2D and 3D media (Horizons-digital app). • Understanding of genres, movements and how they influence each other.		• Knowledge of artists, designers and/or craftspeople, including styles, techniques and context. • Understanding the formal elements and visual language (colour, line, tone, texture, form and composition). • Knowledge of how ideas are developed through research, experimentation and outcomes. • Understanding of genres, movements and how they influence each other.		• Knowledge of artists, designers and/or craftspeople, including styles, techniques and context. • Understanding the formal elements and visual language (colour, line, tone, texture, form and composition). • Awareness of materials, processes and techniques across 2D and 3D media (Horizons – digital app). • Knowledge of how ideas are developed through research, experimentation and outcomes.	

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Unit	Develop: Investigate & Explore		Refine: Developing & Connecting		Record: Experimenting & Resolving	
			Knowledge of how meaning is communicated through symbolism and personal response.		Knowledge of how meaning is communicated through symbolism and personal response.	
Core Procedural Knowledge <i>(how they know/apply)</i>	- Explore and control a range of media and processes to achieve purposeful outcomes. - Learn how different materials behave and how to use them effectively to achieve specific effects and intentions. - Select and apply media, materials and techniques to create informed transcriptions. - To generate ideas and build on them through ongoing experimentation and making informed decisions. - Present and annotate work clearly using subject-specific vocabulary. - Write structured annotations using subject-specific vocabulary to describe and explain ideas.		- Analyse and interpret artists' work, presenting findings clearly in research pages. - Analyse and respond to artists' work to inform and improve creative decisions. - To refine their work overtime, improving quality, clarity and purpose. - Write structured annotations using subject-specific vocabulary to describe and explain ideas. - Use research to inform and guide creative decisions and idea development. - Draw on research and prior experimentation to inform artist responses.		- Develop responses through a sequence of experimentation, exploration and refinement. - Produce development pages that explore and expand ideas into meaningful outcomes. - Apply techniques, processes and decisions developed throughout the project to produce refined outcomes. - Plan and create mock final pieces that demonstrate control, intention and skill. - Draw on research and prior experimentation to inform and resolve final responses. - Refine and realise ideas into coherent final artworks that reflect the development journey.	
Core Declarative Knowledge <i>(knowing that)</i>	- Knowledge of a range of artists, designers and craftspeople, including their styles, themes and contexts. - Understanding of visual language (line, tone, colour, texture, form, composition and scale). - Knowledge of materials, techniques and processes across 2D and 3D media. - Knowledge of the purpose of annotation in explaining ideas using subject-specific vocabulary. - Understanding of how context influences meaning and interpretation in art. - Knowledge that artworks can communicate multiple meanings and narratives.		- Knowledge of what artist research is, including how context, themes and techniques inform work. - Understanding of materials and processes, and how they create specific effects in outcomes. - Knowledge of the purpose of annotation in clearly communicating ideas using subject-specific vocabulary. - Understanding that artists' ideas, styles and techniques influence and guide creative decisions. - Knowledge of how artist understanding supports the development and refinement of personal work.		- Knowledge of what artist research is, including how context, themes and techniques inform work. - Understanding of materials and processes, and how they create specific effects in outcomes. - Knowledge of the purpose of annotation in clearly communicating ideas using subject-specific vocabulary. - Understanding that artists' ideas, styles and techniques influence and guide creative decisions. - Knowledge of how artist understanding supports the development and refinement of personal work. - Understanding that effective prep pages record intentions, experimentation and decision-making.	
Core Disciplinary Knowledge <i>(knowing how to create, analyse & refine)</i>	- Knowledge that media and processes can be used to achieve different artistic outcomes. - Understanding how materials behave and how they create specific effects and intentions. - Knowing that ideas can be developed through experimentation and informed decision-making. - Understanding that refining work improves quality, clarity and purpose over time. - Understanding that artists' ideas, styles and techniques influence and guide creative decisions.		- Analysing and interpreting artists' work. - Developing ideas through investigation and experimentation. - Selecting and using materials with purpose. - Applying techniques to create and refine outcomes. - Using visual language intentionally to communicate meaning.		- Analysing and interpreting artists' work. - Developing ideas through investigation and experimentation. - Selecting and using materials with purpose. - Applying techniques to create and refine outcomes. - Using visual language intentionally to communicate meaning. - Evaluating and reflecting to improve work. - Making connections between artists, contexts and personal ideas.	
	Material properties and application: Understanding how the properties of materials and processes influence outcomes, including how techniques such as mark making is used for different purposes and how this is reflected in the outcome (dependent on the skill used).		Material properties and application: Understanding how the properties of materials and processes influence outcomes, different processes and materials produce different outcomes e.g. how media can be mixed and collaged/ how media can be combined and used for different purposes and how this is reflected in the outcome (dependent on the skill used).		Material properties and application: Understanding how the properties of materials and processes produce different outcomes e.g. how different surfaces affect how materials work and how these are reflected in the outcome dependent on the skill used.	

Year 11 Brief Overview

Year 11: Refine, Resolve, Realise.

Chosen Theme: Personal Portfolio and ESA Exam Paper (Released in January).



'I saw the angel in the marble, and I carved until I set him free.' – Michelangelo.

The Year 11 Autumn term builds on prior learning in thinking, exploring, recording and making, with a focused emphasis on the development of the personal portfolio and the introduction of exam preparation. The purpose is to consolidate and extend students' understanding of techniques, skills, knowledge and key concepts, enabling them to refine, select and develop their strongest work with increasing independence. Students revisit and strengthen earlier ideas, demonstrating greater control, confidence and clarity in their personal journey. Alongside this, students begin to engage with the requirements of the externally set assignment (ESA), developing the skills needed to manage sustained, independent work from initial research through to final outcome. This phase supports students in making informed decisions, refining outcomes and preparing for the demands of the 10-hour examination.

- Students will demonstrate a secure understanding of contextual references and apply critical thinking to achieve **Assessment Objective 1** by studying a diverse range of artists, designers and craftspeople, comparing genres and making connections between their own work and that of others relevant to their chosen starting points and personal journey.
- Students will work with increasing independence to apply technical skills across a range of processes and materials to meet **Assessment Objective 2**, selecting appropriate methods from 2D and 3D disciplines to support their personal response. Students will have chosen to specialise in their preferred media and approaches, considering purpose and intention.
- Students will demonstrate fluency and control in drawing and recording skills for **Assessment Objective 3** by learning to present ideas in a sketchbook, or other appropriate means, while evaluating and improving their methods and considering their intentions.
- Students will produce meaningful and resolved outcomes for **Assessment Objective 4**, developing a personal and informed response.
- Students will prepare for the externally set assignment, demonstrating independence and confidence in completing a sustained project from initial ideas through to a final outcome within the 10-hour examination.

The work will be relevant to the title selected in the academy ([Art, Craft and Design](#), [Fine Art](#), [Graphic Communication](#), [Textile Design](#), [Three-Dimensional Design](#), [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio and externally set assignment submission.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Unit	Refine, Resolve, Realise: Consolidation of coursework		Investigate, Develop, Record: ESA Exam Paper		ESA Exam Sessions Held
Relevant End Points & Core Concepts	Relevant End Points: Developing practice with formal elements using accuracy and expression to develop own narrative.				Independent personal response to starting point on exam paper in 10-hour exam.
	• Learning to ask questions about histories and ideas that have gone before. • Learning to develop a personal response. • Learning to question what gives work its value.	• Learning how art can change perception of the world. • Learning that context shapes how we understand, interpret and respond to new ideas.	• Learning to decode the narrative in artworks and make connections between ideas using visual vocabulary. • Learning to independently explore and use new materials and processes.	• Learning to ask questions about histories and ideas that have gone before. • Learning that context shapes how we understand, interpret and respond to new ideas.	
Core Substantive Knowledge <i>(what they know)</i>	• Knowledge of artists, designers and/or craftspeople, including styles, techniques and context. • Understanding the formal elements and visual language (colour, line, tone, texture, form and composition). • Knowledge of how ideas are developed through research, experimentation and outcomes. • Understanding of genres, movements and how they influence each other. • Knowledge of how meaning is communicated through symbolism and personal response.		• Knowledge of artists, designers and/or craftspeople, including styles, techniques and context. • Understanding the formal elements and visual language (colour, line, tone, texture, form and composition). • Awareness of materials, processes and techniques across 2D and 3D media. • Understanding of genres, movements and how they influence each other.		• Knowledge of how informed choices of artists, materials and ideas underpin the development of a coherent starting point and personal response.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Unit	Refine, Resolve, Realise: Consolidation of coursework		Investigate, Develop, Record: ESA Exam Paper		ESA Exam Sessions Held
Core Procedural Knowledge (how they know/apply)	- Analyse and interpret artists' work, presenting findings clearly in research pages. - Analyse and respond to artists' work to inform and improve creative decisions. - To refine their work overtime, improving quality, clarity and purpose. - Write structured annotations using subject-specific vocabulary to describe and explain ideas. - Use research to inform and guide creative decisions and idea development. - Draw on research and prior experimentation to inform artist responses. - Present and annotate work clearly using subject-specific vocabulary.		- Explore and control a range of media and processes to achieve purposeful outcomes. - Learn how different materials behave and how to use them effectively to achieve specific effects and intentions. - Select and apply media, materials and techniques to create informed transcriptions. - To generate ideas and build on them through ongoing experimentation and making informed decisions. - Present and annotate work clearly using subject-specific vocabulary. - Write structured annotations using subject-specific vocabulary to describe and explain ideas.		
Core Declarative Knowledge (knowing that)	- Knowledge of what artist research is, including how context, themes and techniques inform work. - Understanding of materials and processes, and how they create specific effects in outcomes. - Knowledge of the purpose of annotation in clearly communicating ideas using subject-specific vocabulary. - Understanding that artists' ideas, styles and techniques influence and guide creative decisions. - Knowledge of how artist understanding supports the development and refinement of personal work.		- Knowledge of a range of artists, designers and craftspeople, including their styles, themes and contexts. - Understanding of visual language (line, tone, colour, texture, form, composition and scale). - Knowledge of materials, techniques and processes across 2D and 3D media. - Knowledge of the purpose of annotation in explaining ideas using subject-specific vocabulary. - Understanding of how context influences meaning and interpretation in art. - Knowledge that artworks can communicate multiple meanings and narratives.		
Core Disciplinary Knowledge (knowing how to create, analyse & refine)	- Analysing and interpreting artists' work. - Developing ideas through investigation and experimentation. - Selecting and using materials with purpose. - Applying techniques to create and refine outcomes. - Using visual language intentionally to communicate meaning		- Knowledge that media and processes can be used to achieve different artistic outcomes. - Understanding how materials behave and how they create specific effects and intentions. - Knowing that ideas can be developed through experimentation and informed decision-making. - Understanding that refining work improves quality, clarity and purpose over time. - Understanding that artists' ideas, styles and techniques influence and guide creative decisions.		
	Material properties and application: Understanding how the properties of materials and produce different outcomes, e.g. how media can be combined and used for different purposes and how these are reflected in the outcome (dependent on the skill used).		Material properties and application: Understanding how the properties of materials and produce different outcomes, e.g. how media can be combined and used for different starting points and how these are reflected in the outcome (dependent on the skill used).		