

**Year 11 – GCSE Art**

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| <b>Curriculum intent</b> | <p>The Y11 art curriculum aims and encourages students to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers. Students gain a wider understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>The art curriculum is designed and sequenced to enable students to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. It develops creativity, historical knowledge, critical understanding through investigative, analytical, experimental, practical, technical and expressive skills, which builds from Y7-Y11.</p> |   |   |  |   |                 |
| <b>Term</b>              | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b> |
| <b>Knowledge</b>         | <p>Students will gather source materials to create a visual mood board, a mind map and the works of three chosen artists. Students will produce artist's studies and take primary photographs linking to and inspired by their selected artist.</p>   | <p>Students will have flexibility with the media used dependent upon their artist selected. A range of media and processes are to be used to develop ideas. Pencil, charcoal, fine-liner pen, pastels and painting techniques will be introduced.</p> <p>A personal response will be developed following sketchbook work and experimentation to conclude their project.</p> | <p>Students will be given the exam booklet with a selection of questions. Students will research the question titles and select one to base their project around (Component 2) - set by the exam board.</p> <p>A bank of images, including the work of artists will be made available to use as starting points. The preparation period will begin: during this time learners will work independently to develop sketchbook work and use a range of processes in 2 and or 3 dimensions.</p> | <p>Students will continue with their preparation for the exam and it is also to be continued at home but brought in each lesson for staff guidance and areas for review and improvements to be given.</p> <p>Students will prepare two or three final outcome ideas showing clearly their thought processes and include annotations to support their final idea.</p> <p>During the exam, which has an allocation of 10 hours, students will produce a personal response to the question set in this time period. Students will not be able to add or amend this piece outside of the allocated 10 hours. The 10 hours will take place over two consecutive days late April/early May.</p> <p>Students will be well prepared and equipped for this as they will follow the same structure they have completed all their other projects.</p> | <p>Students will use the first two weeks of term three to complete any incomplete or missing pieces from their coursework ready for final assessment by staff and for moderation by the exam board.</p> <p>During this term, leading up to the mid-term break, the exam question response will be marked by staff and cross marked by staff from local art departments ready for exam board moderation.</p> <p>For the rest of the term art lessons will become revision lessons. Students will need to arrive with revision resources.</p> | <b>NA</b>       |
| <b>Skills</b>            | Students will develop the skills of:  | Students will develop the skills of:  | Students will develop the skills of:  | Students will develop the skills of: <ul style="list-style-type: none"> <li>Exam practice</li> </ul>   | Students will develop the skills of:  | <b>NA</b>       |

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|                    | <ul style="list-style-type: none"> <li>• Mind-map</li> <li>• Mood-board</li> <li>• Artist Research</li> <li>• Photography</li> </ul>   | <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Tonal drawing</li> <li>• Painting techniques</li> <li>• Oil pastels</li> <li>• Photography</li> <li>• Sewing</li> <li>• Embroidery</li> </ul> | <ul style="list-style-type: none"> <li>• Research</li> <li>• Media experiments</li> <li>• Photography</li> <li>• Mind-map</li> <li>• Mood-board</li> <li>• Sewing</li> <li>• Embroidery</li> </ul> | <ul style="list-style-type: none"> <li>• Creating a final personal response</li> <li>• Working to a set time limit</li> </ul>   | <ul style="list-style-type: none"> <li>• Exam practice</li> <li>• Revision</li> </ul>  |  |
| <b>Assessments</b> | <p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• On-going progress is recorded based on sketchbook work and other supportive drawings, designs and models. Students have four lessons of art a fortnight. They are formally assessed according to the exam board assessment objectives: 'Developing Ideas', 'Using resources media and materials', 'Recording Ideas and observations' and 'Making a personal Response'.</li> <li>• Formative assessment is given in every lesson. All Schemes will be delivered following the GCSE structure including all four assessment objectives.</li> </ul>   |   |  | <p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• Term Three is dedicated to the externally set task (this is worth 40% of the marks for the course, component two). The 10-hour (over two days) exam will be completed end of April or beginning of May.</li> <li>• All Coursework/port-folio/sketchbooks (component 1) are marked throughout the course and finally holistically at moderation (60% allocation).</li> <li>• Exam project (component 2) is marked by Art Staff and presented for moderation by the exam board (40% allocation).</li> </ul> |  |  |
| <b>Curiosity</b>   | <ul style="list-style-type: none"> <li>• Students could visit an art gallery to experience real life artwork; observing and connecting with the artists' messages and thoughts.</li> <li>• Students can attend afterschool sessions to get extra support from their teachers with their sketchbook.</li> </ul> <p>Students could visit the following websites:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.tate.org.uk/art">https://www.tate.org.uk/art</a> - Tate website where you can find artist information, interviews, a glossary and advice</li> <li>• <a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a> - A great resource for finding contemporary artists</li> <li>• <a href="https://www.thisiscolossal.com/">https://www.thisiscolossal.com/</a> - A website where students can find articles on current art to help with research</li> <li>• <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a> - The National Portrait gallery – useful for students who are interested in creating portraits</li> </ul> |   |  |   | <p>Students could visit the following website:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a> AQA course information</li> <li>• <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a> High quality examples of GCSE art work.</li> </ul> |  |

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|  | <p>Extra-Curricular events:</p> <ul style="list-style-type: none"><li>• Visit to ASFC arts department</li></ul> |  |
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