


<p><b>Year: 11</b> <b>Subject: ART</b></p>	<p><b>Curriculum Intent:</b> Year 11 will reflect on and refine work from at least two of the projects covered, focusing on each of the GCSE assessment objectives to ensure that the quality of work is of the highest they can personally achieve. They will be expected to challenge themselves further by exploring the depth of previous projects, taking them further with annotation, more explorative testing, clear artist links and development of ideas that expands on what they understand of the theme. They will take time to consider the way art can be presented to engage with audiences including for display and marking. The use of testing and annotation is developed to show a greater understanding of the way in which themes are investigated.</p>					
	<p><b>Term 1</b> <i>Reflect and refine</i></p>		<p><b>Term 2</b> <i>Exam preparation</i></p>		<p><b>Term 3</b></p>	
<p>Sequence of Delivery</p>	<ol style="list-style-type: none"> <li>1. Consolidation of all work for Cultures and Personal Expression projects</li> <li>2. Recall expectations for each of the AOs</li> <li>3. Investigate evidence of each AO in relation to two projects</li> <li>4. Teacher/ student led reflection on coursework gaps</li> <li>5. AO1, reflect and refine artist link and visual journey</li> <li>6. AO2, reflect and refine use of appropriate testing</li> </ol>	<ol style="list-style-type: none"> <li>7. AO3, AO1, Reflect and refine quality responses based on theme and artist links</li> <li>8. AO3, Reflect and refine sequential development of ideas towards an outcome</li> <li>9. AO4, Reflect and refine personal responses based on two projects</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigation into exam paper/ Eduqas expectations</li> <li>2. Consideration for what students are confident to work with.</li> <li>3. Individual themes investigated and number refined</li> <li>4. Investigation into primary and secondary imagery</li> <li>5. Investigation into appropriate artist/s linked to theme</li> <li>6. Response inspired by artist and rough sketches</li> <li>7. AO1 consolidation of work</li> <li>8. Explore techniques and style of chosen artist through a range of media</li> </ol>	<ol style="list-style-type: none"> <li>9. Explore new scales, shape, media and materials in relation to artists chosen</li> <li>10. Exploration of the term 'drawing' to include photographs, paintings, drawings, prints, designs, three-dimensional art, maquettes, relief, mixed media etc</li> <li>11. AO2 consolidation of work</li> <li>12. Quality response exploring scales and shapes, considering whether or not a response needs to be a regular shape.</li> </ol>	<ol style="list-style-type: none"> <li>13. Use the theme/ artist investigation expanding on it to begin the process of ideas for a final piece.</li> <li>14. Presentation of a clear visual journey from AO1, to AO2 and AO3 responses towards final piece ideas.</li> <li>15. AO3 consolidation of work</li> <li>16. Art GCSE exam (component two)</li> <li>17. Reflect and refine AO1, AO2 and Ao3 work</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>
<p>Key knowledge</p>	<p>Understanding of exam board (Eduqas) expectations for each assessment objective and language used To reflect critically on past work produced to identify gaps To identify and review the effectiveness of artist</p>	<p>Consider the quality of presentation skills Presentation of work to show a clear visual journey Ensure that there is evidence of sequential development of ideas/ the journey towards an outcome</p>	<p>Knowledge and understanding of exam paper and process Understanding of key language and expectations from board Analytical understanding of previous component two prep Use of key vocabulary, primary photography,</p>	<p>To test and explore media, materials and techniques relevant to the artist chosen To reflect on the work of others and themselves through critical understanding To offer opinion and use appropriate language</p>	<p>Show through a sequential development of ideas the journey towards an outcome Provide clear visual and written links between tests, ideas and the work of artists studied</p>	

	<p>links, processes, and visual journey Provide clear visual and written links between tests, ideas and the work of artists studied Review the use of testing, analytical and critical understanding, subject specific language to look deeper into the work of an artist Consider the quality of presentation skills Presentation of work to show a clear visual journey</p>	<p>Consider a greater use of descriptive, subject specific language that offers a range of key words and phrases associated with the formal elements Reflect on, analyse and evaluate the work throughout the making process.  Consider the quality of presentation skills</p>	<p>secondary sources of information to establish new knowledge of the theme studied. Use of testing, analytical and critical understanding, subject specific language to look deeper into the work of an artist To test and explore media, materials and techniques reflecting on their effectiveness in relation to the artist chosen Provide clear visual and written links between tests, ideas and the work of artists Reflect on, analyse and evaluate the work throughout the making process. Consider the quality of presentation skills Presentation of work to show a visual journey</p>	<p>To consider the presentation of work to show a clear visual journey and process of investigation into the theme</p>	<p>Continued exploration of media through testing Use of annotation and subject specific language to present clearly reasons for using specific materials and progress of ideas. To consider the presentation of work to show a clear visual journey and process of investigation into the theme</p>	
<p>Assessment objectives are not designed to be 'taught' sequentially and appear at different stages throughout the projects. The focus on a certain AO's is used to initiate different aspects of the course and to ensure each is covered appropriately.</p>						
<p>Assessment</p>	<p><b>AO1</b> <b>Critical understanding</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> <b>Creative making</b> Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.</p>	<p><b>AO1</b> <b>Critical understanding</b> <b>AO3</b> <b>Reflective recording</b> Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4</b> <b>Personal presentation</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AO1 Critical understanding AO2 Creative making</p>	<p>AO1 Critical understanding AO2 Creative making</p>	<p>AO2 Creative making AO3 Reflective recording AO4 Personal presentation</p>	

