


Year: 11 Subject: ART	Curriculum Intent: Year 11 will reflect on and refine work, 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 both in and out of class, exploring their knowledge of previous projects and expanding on what they think art is. They will take time to consider the way art can be presented to engage with audiences. The use of testing and annotation is developed to show a greater understanding of the way in which themes are investigated.						
	Term 1 <i>Reflect and refine</i>		Term 2 <i>Exam preparation</i>		Term 3 <i>Exam</i>		
Sequence of Delivery	AO1 FOCUS ARTIST RESEARCH	AO3 FOCUS IDEA DEVELOPMENT	PAPER INTRODUCED TIMELINE	BOARD TWO BREAKDOWN	EXAM		
	Recap and breakdown of AO1/ peer and exam board examples Identification in books Artist focus HW AO1 Reflect and refine (<i>an expectation each week</i>)	Peer examples showing idea range, development and link to theme Presenting ideas through sketches HW Continue idea reflection including annotation	Expectations, timeline, marking discussed through peer and exam board examples Mind map themes interested in HW Pick one to go into depth/ rough	Expectations of board two inc. ideas and what they intend to do following developed artist responses HW Refine recording of responses leading to ideas	Appropriate seating plan for classes Students to discuss requirements of two days Final piece production Boards in school first day and submitted second		
	AO1 FOCUS ARTIST RESEARCH	AO3 FOCUS ANNOTATION	EXPECTATIONS OF EXAM PREP	ANNOTATION	CREATIVE STATEMENT		
	Continued identification of AO1 through artist research considering link to project and clarity	Review honest comments made on ideas and link to theme/ artists	What is expected on board one with focus on AO1 Peer and exam board examples shown alongside marking HW Find suitable artist and make notes on connection to theme	Key words, opinion and use of language/ sentence starters on both boards including subject specific language HW Refine use of descriptive language used	Based on component one and two Exam board expectation Guidance given on content inc. what was studied, what influenced the work and an opinion		
	AO1 FOCUS ARTIST RESEARCH	AO4 FOCUS JOURNEY	ARTIST STUDIED AND RESPONSES	IDEAS FOR FINAL PIECE	CREATIVE STATEMENT		
	Continued identification of AO1 through artist research/ deconstructions considering link to project and clarity	Flow of the project/s within sketch-books Moving work, removal of work if necessary exploring how it improves flow	Two quality responses based on artist Select media and scale/ piece to go onto board one HW Take 10 primary photos relevant to theme	Peer and exam board examples shared Links to theme/ artist Roughness of presentation	Based on component one and two Completed Peer examples given		
AO1 FOCUS THEME INVESTIGATION	AO4 FOCUS FINAL PIECES	EVIDENCE OF ARTIST STUDIED	FINAL PIECE EXPECTATIONS				
Greater depth in meaning of theme and understanding of content	Complete final pieces relevant to project/s submitted	Evidence produced for artist research	Examples of final pieces shown including marking and link to boards				

	through stages of research Exam board examples	Reflect on and review quality of media use HW Continue to review AO1/2/3 in sketchbooks	HW Two quality responses based on theme	Links to ideas being developed and visual/text explanations HW Ensure link is clearly seen with ideas and		
	AO1 FOCUS ANNOTATION	AO4 FOCUS FINAL PIECES	BOARD ONE EXPECTATIONS AND SET OUT	BOARD ONE AND TWO BREAKDOWN		
	What is written and how Language use, sentence starters, opinion HW Check language used throughout	Complete final pieces relevant to project/s submitted Reflect on and review quality artist link HW Continue to review AO1/2/3 in sketchbooks	Recap of board expectations with peer and marking examples HW creative statement introduced and rough notes made	Recap of expectations for both boards HW Boards taken home for continued work over half term		
	AO2/3 FOCUS PPE EXAM	AO4 FOCUS FINAL PIECES	BOARD ONE PRODUCTION			
	Quality response inspired by investigation into theme/ artist Media exploration and testing	Continue to work on final pieces with a focus on theme link HW Continue to review AO1/2/3	Board one expectations as it is compiled Peer examples continued to be shared HW Further investigation and refinement of theme			
	AO2 FOCUS ANNOTATION	AO4 FOCUS FINAL PIECES		INTERVENTION Students in school to work on boards and prep final pieces		
	Language of testing including opinion and inference HW Continue refinement of AO1 and 2	Complete final pieces Submission of sketchbook, loose work and final pieces				
Key knowledge	Reflecting critically on past work focusing to identify gaps in AO1 (specifically) and AO2 The identification and effectiveness of artist links, processes, and visual journey Presenting a clear visual journey and written links between tests, ideas and the work of artists studied including annotation on relevant details and opinion	How to present work to show a clear visual journey Sequential development of ideas/ the journey towards an outcome Consider a greater use of descriptive, subject specific language that offers a range of key words and phrases associated with the projects' themes Effective presentation of ideas for a final piece inc.	Content of exam paper and process Mark scheme based on component two Analytical understanding of previous component two prep via peer and exam board examples/ marking Use of key vocabulary, primary photography, secondary sources of information to establish new knowledge of the theme studied.	Provide a clear link between responses produced and artists covered including media, materials, style, techniques Research presentation including scale, colour, focal points, composition of responses Appropriate selection of wet and dry media Exploring media and materials through testing	How to present work to show a clear visual journey Sequential development of ideas/ the journey towards an outcome Consider a greater use of descriptive, subject specific language that offers a range of key words and phrases associated with the projects' themes	

	<p>Reflect on the effectiveness of testing, analytical and critical understanding, subject specific language to look deeper into the work of an artist and the theme covered (e.g. culture)</p> <p>Consider the quality of presentation skills</p> <p>Presentation of work to show a clear visual journey</p> <p>Research presentation including scale, colour, focal points, composition of outcome</p> <p>Exploring media and materials through testing</p> <p>Including application, texture, vibrancy and link to artist</p>	<p>composition on page, use of annotation, subject specific language</p> <p>Understanding of final piece purpose and marking (AO4)</p> <p>Process of developing ideas inc. testing, sketches, annotation</p> <p>Presentation/ refinement of work creating a personal response to Culture/ Personal expression projects using medias tested and links to artists covered</p>	<p>Presentation of work to show a clear visual journey (peer examples)</p> <p>Research presentation including scale, colour, focal points, composition of outcome</p> <p>Appropriate selection of wet and dry media</p> <p>Exploring media and materials through testing</p> <p>Including application, texture, vibrancy, and link to artist</p> <p>Artist research including style, techniques, inspiration, and student opinion (analytical and critical understanding) relevant to theme</p> <p>Development of student responses inspired by artists' work, style, media use, link to theme chosen from exam paper</p>	<p>Including application, texture, vibrancy and link to artist</p> <p>A clear understanding of what the final piece will be, its link to the theme/ artist and the process in which it will be made.</p>	<p>Effective presentation of ideas for a final piece inc. composition on page, use of annotation, subject specific language</p> <p>Understanding of final piece purpose and marking (AO4 GCSE exam)</p> <p>Process of developing ideas inc. testing, sketches, annotation</p> <p>Presentation/ refinement of work creating a personal response to the chosen theme projects using medias tested and links to artists covered</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>						
Assessment	<p>COMPONENT ONE PORTFOLIO</p> <p>AO1 Critical understanding Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative making Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.</p>	<p>COMPONENT ONE PORTFOLIO</p> <p>AO1 Critical understanding</p> <p>AO3 Reflective recording Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Personal presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>COMPONENT TWO EXAM</p> <p>AO1 Critical understanding</p> <p>AO2 Creative making</p>	<p>COMPONENT TWO EXAM</p> <p>AO1 Critical understanding</p> <p>AO2 Creative making</p>	<p>COMPONENT TWO EXAM</p> <p>AO2 Creative making</p> <p>AO3 Reflective recording</p> <p>AO4 Personal presentation</p>	

