Art Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross- curricular, Careers)	Curriculum links
		Autun	nn Term 1			
'Identity' (Portraiture) -Realism 30%	within Edexel Examination guidelines. Primary observational	Independent learning, Time management, Creativity. Lateral thinking. Use of multi media (acrylic, watercolour, poster paint, colouring pencils etc) Literacy Independent learning, Time management, Creativity. Use of multi media (acrylic, watercolour, poster paint, colouring pencils etc) Independent learning, Time management, Creativity. Lateral thinking. Literacy	Formative assessment with individual students. Class critique. Formative feedback Portfolio assessments Summative assessments (Final pieces)	 Own style from 20th Century portrait artist (A4) Written annotation Henri Matisse 	 History Geography Maths English Literature Sharing and 	Assessment Objectives AO1 Develop ideas through investigations, demonstrating critical understanding of sources
	<u>Development</u>	Independent learning, Time management				

la 16			1		
Self-portrait in the style of Henri Matisse Fauvism (A3)					
Self-portrait in the style of					
your 20th Century artist (A3)					
'Split face' (two different expressions) self-portrait in					
black and white tonal using pencil (A3)					
	Arrham	Town 2			
<u> </u>	Autun	nn Term 2	I		ı
Refinement ('Split Face')	Constant the constant	Formative assessment with individual students.	Artist copy 1. Pablo	Personal	GCSE Assessment
	Use of historical printing		 Pablo Picasso 'Weeping 	• Social	Objectives
style printing including	presses. Literacy	Class critique.	woman'	Moral Cultural	AO1 Develop ideas
	,	ciass circique.	<i>Written</i> annotation- Picasso	Cultural	through investigations,
Identity Final piece –(Realism)- A2 'Split Face'			'Weeping Woman' A4	Charles and	demonstrating critical understanding
1 x A2 painted Hot & Cold		Formative feedback		 Sharing and empathising. 	of sources
colours, 'Split Face' self- portrait.	Palette and colour theory	Portfolio		Compassion, sympathy	AO2 Refine work by exploring
<u>Cubism sculpture</u>		assessments		ImaginativePassionAppreciation of art	ideas, selecting and experimenting with
Artist copy	Cultural reference to the Spanish civil war (1936-			Generosity/Respect of	appropriate media, materials
Pablo Picasso 'Weeping woman'	1939) and the 'weeping woman'			differences Exchange of ideas	materials, techniques and processes.
Picasso 'Weeping Woman' A4				Resilient	AO3 Record ideas, observations
Written annotation	Literacy			'Weeping Woman'	and insights relevant to intentions as
Primary observations Initial drawings		Summative		*Cross Curriculum	work progresses
Self-portrait - 3 x line	<u>Planning</u>	assessments (Final pieces)		HistoryGeography	<u>AO4</u> Present a
drawings on tracing paper, Technic	Technical drawing / measuring Numeracy			MathsEnglishLiterature	personal and meaningful response that
3 x line drawings on paper - self-portrait (A3)	Colour referencing guide		Colour guide		realises intentions and demonstrates
I x overlay drawing in colour.	Construction plans		for sculpture. (A3)		understanding of visual language
Colour guide for	Construction Assembly of parts		1 x diagram of various sections.		J8-
sculpture. (A3)	Assembly of parts		sections.		

	1 4:				Diago			 1
	1 x diagram of v				Piece guide for			
	sections. Piece				sculpture. (A3)			
	sculpture. (A3)							
			Numeracy – diagrams/					
	Plan, paint, cut	out and	plans					
	assemble	outuna						
	assemble							
	Final 3D sculpt	turo						
	Final 3D Sculpt	ture.						
			Sprin	g Term 1				
	An externally s		Higher level thinking.	Formative				GCSE
Examination	title is released	on 1st Feb	Lateral thinking will gain	assessment with	Artist studies:	• (Generosity/	Assessment
Preparation			higher marks.	individual students.	own artist	•	Respect of	Objectives
(Feb)-30%	Students can ch	hoose their			based on		differences	
(1 60)-30%	own artists / te	chniques/	Written comparisons		theme (A4)			AO1
	styles etc linked	1	and analysis of Great		(,,,,			
	given title, with		Masters work – gallery		Written			Develop ideas
	from their teac		visits are encouraged for	Class critique	annotation	<u>Ca</u>	Ditai tuitui e	through
			inspiration.	ciass circique.	annotation			_
	• Com	bination all	mspiration.			o I	Personal	investigations,
								demonstrating
			Making <i>Comparisons</i>			0	Social	critical
	SKIIIS		and <i>Connections</i> are					understanding
		n the topic	essential.					of sources
	title.			Formative feedback		0	Moral	
			Research of techniques					AO2
			and styles to be			0	Cultural	Refine work by
	Edexe	el	emulated.					exploring
		nination				0	Architecture	ideas,
	·	elines.		Portfolio			ti ci ii c c c c c c c c	selecting and
	gaiac		Sketches, annotation	assessments				experimenting
	a Duima		,			_		with
	• Prima	•	Study into the lives and				Designer,	appropriate
			influences on the artist's					media,
	draw	ings	work.			_		materials,
			WOLK.				Designer	
		pendent						techniques
	creat	ive studies	Gallery visits.		L	0	Graphic	and processes.
					Developments .		Designer	
			First initial drawings		based on			<u>AO3</u>
	 Galler 	ries,	linked to the chosen		theme (A3)	o 1	domon	Record ideas,
	works	shops etc	artist and theme.			(ucsigner,	observations
		·	artist and theme.					and insights
						o I	Fine artist,	relevant to
	Δrtist	t studies:	<u>Development</u>					intentions as
		artist based				0	Art gallery	work
	on Th							progresses
	OII III	ICITIE	Develop ideas to include	Summative		· '		-
	ĺ		style/techniques/content	assessments				AO4
			or influences of chosen	(Final pieces)		_		Present a
	• Idea		artists	, ,			tudents are	personal and
	devel	lopment	สา เเอเอ				couraged to	meaningful
							lude Ursuline	response that
			Refinements			value	es in their final	realises
	 Refin 	ement				pi	ieces-where	intentions and
			Independent learning at				possible.	
			galleries linking back to					demonstrates
			artists that inspire them.					understanding
	 Final 	artwork –	Develop new techniques					of visual
	full ar	nnotation	and use these new-found					language
		ıghout						
			skills to inform their					
			current work.					
	l							
		otating,						
		paring and						
	evalu	ıating.						
			Sprin	g Term 2				

	c .:				Ī			
Examination	Continue	d	Exam preparation and	Formative		*	Capital culture	
Preparation			final piece.	assessment with	Refinements			GCSE
(Feb)-30%				individual students.	based on	0	Personal	Assessment
, ,			Experimental pieces and		theme	0	Social	Objectives
	•	Combination all	multiple refinement				Moral	,
		previously learnt	pieces linked to chosen			0		A01
		skills and working	artists are being			0	Cultural	401
				Class critique.		*Ca	reers	Davidan idana
		title.	p. 5 a a 5 c a .	ciass critique.		Ca	16613	Develop ideas
			As students hone their					through
			skills, they will develop			0	Advertising	investigations,
							and marketing,	
		Edexel	confidence in a chosen					critical
		Examination	style to take forward to a			0	Art director.	understanding
		guidelines.	more complex final	Formative feedback				of sources
		0	piece.			0	Architecture	
	•	Primary						AO2
		observational				0	Product	Refine work by
			Barratanana			O		exploring
		drawings	<u>Development</u>	Portfolio			Designer,	ideas,
				assessments				
	•	Independent		ussessiilellits		0	Graphic	selecting and
		creative studies	Develop ideas to include			Ī	Designer	experimenting
			style/techniques/content			Ī		with
			or influences of chosen			0	Fashion	appropriate
	•	Galleries,	artists			Ī	designer,	media,
		workshops etc	artists					materials,
						0	Fine artist,	techniques
			<u>Refinements</u>				•	and processes.
		Autick chiefice.				0	Art gallery	
	•	Artist studies:	Independent learning at			O	curator	<u>AO3</u>
		own artist based	galleries linking back to					Record ideas,
		on Theme	artists that inspire them.					observations
						0	0 ,	and insights
			Develop new techniques				Animator	_
	•	Idea	and use these new-found					relevant to
		development	skills to inform their			0	Film, & TV	intentions as
		-	current work.				including	work
				Summative			broadcast	progresses
		Refinement		assessments			production	
		Keimement	<u>Planning</u>	(Final pieces)				<u>AO4</u>
						0	Photographer	Present a
								personal and
								meaningful
	•	Final artwork –			Annotations		riacographici	response that
		full annotation			on 'Planning'			realises
		throughout	Literacy annotations		and			intentions and
		•	Literacy uninotations		'Connections'			demonstrates
								understanding
					pages.			
	•	Annotating,						of visual
		comparing and						language
		evaluating.						
						Ī		
						Ī		

	ı		1	1	1	 				
		Summ	er Term 1		_					
Examination Preparation Final GCSE exam -10% (May)	<u>Final piece</u> (Painting / drawing/ sculpture/ Installation)		Summative assessments (Final pieces)	Planning for final piece — marking out board Art work can be assembled outside of the 10-hour exam time.	 Sharing and empathising. Compassion, sympathy Imaginative Passion Appreciation of art Generosity/ Respect of differences Exchange of ideas Students are encouraged to include Ursuline values in their final pieces-where possible. 	GCSE Assessment Objectives AO1 Develop ideas through investigations, demonstrating critical understanding of sources AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques				
	Displaying of final pieces by students for marking/moderating and exhibition in June. Students can continue with their coursework (unit 1) during this 2-week period. All Year 10 & Year 11 sketchbooks must be handed in at the same time -deadline dates are given.		Summative assessments (Year 10 & Year 11 coursework)		 Art gallery curator Joyful – appreciation of a new style of art *Capital culture Personal Social Moral Cultural 	and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language				
Summer Term 2										
	GCSE internal marking/moderating. External moderating by		GCSE internal marking/moderating. External moderating			Marked in accordance to AO1 AO2				
	Edexcel.		by Edexcel.			AO3 AO4				