

## Art and Design Year 11

|                   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1         | Summer 2         |
|-------------------|---|---|---|--|------------------|------------------|
| <b>Topics</b>     | <p><u>GCSE Portfolio Assessment Objective 3</u><br/>Record and Respond to given theme</p> <p><u>Create</u><br/>Visual research including primary source materials<br/>Drawing using a wide range of media from observation and images</p> <p>Tribal<br/>Birds and Insects<br/>Interesting Character</p> | <p><u>GCSE Portfolio Assessment Objective 1, 2 and 4</u></p> <p><u>Create</u><br/>Develop and refine ideas, techniques and processes.<br/>Make links to artists, craftspeople and designers<br/>Complete a final outcome based on all the assessment objectives</p> <p>Tribal<br/>Birds and Insects<br/>Interesting Character</p> | <p>OCR GCSE Art and Design: Fine Art Externally Set Task</p> <p>Assessment Objective 1-3<br/>Record and Respond to chosen theme<br/>Develop and refine ideas, techniques and processes.<br/>Make links to artists, craftspeople and designers</p> | <p>OCR GCSE Art and Design: Fine Art Externally Set Task</p> <p>Assessment Objective 4<br/>Final outcome created in an exam based on all the preparation from assessment objectives 1-3</p>                        | Course completed | Course completed |
| <b>Assessment</b> | <p>GCSE Fine Art: Assessment Portfolio</p> <p>Assessment Objective 3 (total 30 marks)</p>   | <p>GCSE Fine Art: Assessment Portfolio</p> <p>Assessment Objectives 1,2 and 4 (total 90 marks)</p> <p>TOTAL MARK -120<br/>60% of GCSE</p>   | <p>GCSE Fine Art: Assessment OCR Set Task</p> <p>Assessment Objective 3 (total 20 marks)</p>  | <p>GCSE Fine Art: Assessment OCR Set Task</p> <p>Objectives 1,2 and 4 (total 60 marks)</p> <p>TOTAL MARK -80<br/>40% of GCSE</p>   |                  |                  |
| <b>H/WK</b>       | <p>Collecting images based on the theme and presenting in sketchbook<br/>Drawing from observation using a range of media</p>  | <p>Researching and collecting images by other artists, craftspeople or designers to link to ideas<br/>Refining and developing ideas using a range of media<br/>Realising intentions to produce a final outcome</p>  | <p>Collecting images based on the chosen exam question and presenting in sketchbook<br/>Drawing from observation using a range of media</p>   | <p>Researching and collecting images by other artists, craftspeople or designers to link to ideas<br/>Refining and developing ideas using a range of media<br/>Realising intentions to produce a final outcome</p> |                  |                  |
| <b>Arts Mark</b>  | Promotes the Arts within the curriculum   | Promotes the Arts within the curriculum   | Promotes the Arts within the curriculum   | Promotes the Arts within the curriculum  |                  |                  |

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|--|---|---|---|---|--|--|
|  | Explore cultural diversity<br>Offers a diverse curriculum<br>Develop self confidence in creative thinking, problem solving and realisation of intentions<br>Engaging curriculum<br>Self-led opportunities | Explore cultural diversity<br>Offers a diverse curriculum<br>Develop self confidence in creative thinking, problem solving and realisation of intentions<br>Engaging curriculum<br>Self-led opportunities   | Explore cultural diversity<br>Offers a diverse curriculum<br>Develop self confidence in creative thinking, problem solving and realisation of intentions<br>Engaging curriculum<br>Self-led opportunities | Explore cultural diversity<br>Offers a diverse curriculum<br>Develop self confidence in creative thinking, problem solving and realisation of intentions<br>Engaging curriculum<br>Self-led opportunities |  |  |
| <b>Building on prior learning</b>  |   | Students will have acquired practical skills during Key Stage 3 and in the workshop sessions in YR10. They will apply these skills to their Portfolio and Set Task to create work independently. They will have been taught how to meet the assessment criteria; the standards expected and how to present ideas in their sketchbooks.                            |   |   |  |  |
| <b>Enrichment within the Curriculum</b>  |   | Art Trip<br>Looking at the work of famous artists, craftspeople and designers enables students to have greater contextual knowledge and informs their practical work  |   |   |  |  |
| <b>Extracurricular opportunities</b>   |   | Art trip<br>Intervention Sessions<br>Exhibitions  |   |   |  |  |
| <b>Positive impacting on personal development (SMSC)</b>                                 |   | Students work independently and collaboratively to explore themes within their course. Students research artists from a range of practices, cultures and historical contexts. This builds up tolerance and understanding of the importance of Art in a wider context. They also develop their own artistic style and preference of artistic approaches and themes |   |   |  |  |
| <b>Preparing for the next stage of education</b>   |   | Students will achieve a GCSE grade and this will support the next step into higher education. The skills and knowledge acquired will support the transition into Art and Design studies at Key Stage 5  |   |   |  |  |
| <b>Ways to support your child's learning</b>   |   | Investing in a good camera<br>Investing in 2D materials such as shading pencils and paints<br>Setting aside an hour a week to complete art-work is essential  |   |   |  |  |
| Visits and trips<br>Websites / books / papers / magazines<br>TV/Films<br>Blogs/ podcasts |   | Art gallery visits – BMAG, Ikon, Walsall Gallery<br>Watching art programmes on television can also support contextual knowledge.<br>Pinterest account – a wide variety of artists share work on this site<br>Portrait Artists of the year/BBC documentaries on IPlayer about Art or Artists can support better understanding                                      |   |   |  |  |