**Art and Design Year 11**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **GCSE Portfolio****AO3**Respond to portfolio themeCollect images and take photographsCreate drawings from observation and images using a range of 2D materials**AO1**Explore artists, craftspeople and designers for inspirationCreate artist pages and apply techniques, materials and processes to own workDevelop skills in 2D materials | GCSE PortfolioAO2Develop, refine, change, alter ideas to work towards a final outcomeLink work to AO3 and AO1. Explore 2D and 3D outcomes to finalise and realise intentions for AO4 | GCSE PortfolioAO2Develop, refine, change, alter ideas to work towards a final outcomeLink work to AO3 and AO1. Explore 2D and 3D outcomes to finalise and realise intentions for AO4Review AO1-3 to ensure work is fully developed and working towards target grade | OCR GCSE Art and Design: Fine ArtExternally Set TaskAssessment Objective 4 created in 10 hour exam.All preparatory work is used to inform final outcome | Course completed | Course completed |
| **Topics****Assessment** | Assessment Objective 3 (total 30 marks)Assessment of work will provide a ‘working at’ grade and predicted grade based on TAFormative assessment of work is carried out regularly for students to make progress | Assessment Objective 1(total 30 marks)Assessment of work will provide a ‘working at’ grade and predicted grade based on TAFormative assessment of work is carried out regularly for students to make progress | Assessment Objective 2(total 30 marks)Assessment of work will provide a ‘working at’ grade and predicted grade based on TAFormative assessment of work is carried out regularly for students to make progress | Assessment Objective 4(total 30 marks)All portfolios and Set Tasks are moderated and standardisedA predicted grade is awardedExam boards publish results for whole course |  |  |
| **Arts Mark****H/WK** | Collecting images based on the theme and presenting in sketchbookDrawing from observation using a range of media | Researching and collecting images by other artists, craftspeople or designers to link to ideasCreating artist response pages | Creating compositions and ideas for 3D based on artists; inspiration | Final outcome sketches to ensure composition is well developed |  |  |
|  | Promotes the Arts within the curriculumExplore cultural diversityOffers a diverse curriculumDevelop self confidence in creative thinking, problem solving and realisation of intentionsEngaging curriculumSelf-led opportunities | Promotes the Arts within the curriculumExplore cultural diversityOffers a diverse curriculumDevelop self confidence in creative thinking, problem solving and realisation of intentionsEngaging curriculumSelf-led opportunities | Promotes the Arts within the curriculumExplore cultural diversityOffers a diverse curriculumDevelop self confidence in creative thinking, problem solving and realisation of intentionsEngaging curriculumSelf-led opportunities | Promotes the Arts within the curriculumExplore cultural diversityOffers a diverse curriculumDevelop self confidence in creative thinking, problem solving and realisation of intentionsEngaging curriculumSelf-led opportunities |  |  |

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| **Building on prior learning** | 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. |
| **Enrichment within the Curriculum** | Art TripLooking at the work of famous artists, craftspeople and designers enables students to have greater contextual knowledge and informs their practical work |
| **Extracurricular opportunities** | Art tripIntervention SessionsExhibitions |
| **Positive impacting on** **personal development (SMSC)** | 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 |
| **Preparing for the next stage of education** | 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 |
| **Ways to support your child’s learning** | Investing in a good camera Investing in 2D materials such as shading pencils and paintsSetting aside an hour a week to complete art-work is essential |
| Visits and tripsWebsites / books /papers / magazinesTV/FilmsBlogs/ podcasts | Art gallery visits – BMAG, Ikon, Walsall GalleryWatching art programmes on television can also support contextual knowledge.Pinterest account – a wide variety of artists share work on this sitePortrait Artists of the year/BBC documentaries on IPlayer about Art or Artists can support better understanding |