

# Year 11 Art



	Content /Topic	Reference	Essential Knowledge	Assessment	Rationale
<b>YEAR 11</b>					
<b>HT1</b>	Students will complete a series of lessons/pieces including:	1C To develop ideas through sustained and focused investigations, informed by contextual & other sources demonstrating analytical & critical understanding  2C Experiment with & select appropriate resources, media, materials, techniques & processes reviewing and refining their ideas as their work develops  3C Record observations, experiences, ideas, and insights in visual	Students will <b>choose</b> a theme from a past paper to research their <b>own artists and will produce a body of work inspired by their choices.</b>	The chosen theme response will be assessed as an entire unit of work and formally assessed through the kS4 journey.  <b>Formative-</b> <ul style="list-style-type: none"> <li>• One to One discussion</li> <li>• Observation of skill application</li> <li>• Use of questioning to assess understanding</li> </ul> Open, closed, higher order, Hinge, and process <ul style="list-style-type: none"> <li>• Demonstration to students and from students</li> <li>• Peer discussion</li> <li>• Peer Teach</li> <li>• Observation of skills and work in process</li> </ul> Each key piece of work will be assessed as it requires students to bring together their knowledge  <b>Summative Assessment</b> of total completed pages. Pages marked holistically against summative Assessment objectives.	The personal choice of artist teaches students how to research, ask questions about their choices and point out connections they see between cultural references.  This will allow them to develop further the deeper understanding and connections with the cultural context they are researching.  Exploring new techniques and media will allow students to demonstrate knowledge, skills and understanding in response to their chosen theme. This builds upon knowledge developed in Year 9 and 10 when they explored techniques and media in the Identity project
	Collage of theme ideas		Students will learn that Indepth research into a range of culturally diverse artists and contexts will allow them to take ownership of their choices and knowledge		
	Mind map		<b>Students will learn that their choice of artist will allow them to gain a deeper appreciation of both art and art used in cultural contexts.</b>		
	Artist Research 1 x 3 pages		Students will learn to apply Drawing and painting skills introduced throughout the course.		
	Artist Research 2 x 3 pages				
<b>HT2</b>	Photographs x 2 pages				
	Photoshop x 2 pages				

	<p>3 X Drawing Pages from own photographs</p> <p>3 X Experimental Drawings</p> <p>Initial ideas/Development x 3 pages</p> <p>A4 Practice piece and Final outcome</p>	<p>and other forms appropriate to intentions. They should be able to reflect in their work and progress</p> <p>4C Present a personal, coherent, and informed response, realizing intentions, and articulating and explaining connections with the work of others.</p>	<p>Essential knowledge Reading to provide greater breadth and Understanding: Artists use analytical drawing techniques to explore and record their subject matter. Designers also often use analytical drawing to investigate the visual qualities of their sources of inspiration.</p> <p><a href="#">Why do analytical drawing? - Analytical drawing - GCSE Art and Design Revision - BBC Bitesize</a></p> <p>Students will learn how to self-manage work by following a comprehensive timed work schedule to produce portfolio work.</p> <p>Students will be shown how ideas can be further explored and refined through the exploration of techniques.</p> <p>Students will learn how to record observations, experiences and ideas in a way that allows them to respond to their chosen starting point with confidence and skill.</p> <p>Students will be shown how to use research skills to develop their own personal ideas towards a large</p>	<p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work and their grade. Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p>	<p>Making appropriate connections with the work of others explored throughout KS4 to date when producing a personal response to the chosen theme will allow students to produce an outcome that is unique and skilful</p>
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			<p>outcome that combines the new theme and that of Cityscapes.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: <a href="#">Recording observations - Recording and observing - GCSE Art and Design Revision - BBC Bitesize</a></p> <p>Students will learn that their response to this theme should be independent, and that personal research is encouraged so that students can demonstrate a skilful/sophisticated/unique response to themes.</p> <p>Students will learn to develop time management and self-targeting skills by following a work schedule that directs them through the visual/ Art approach to completing work.</p> <p>Students will learn that they must make appropriate connections with the work of others when producing a personal response</p>		
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<p><b>HT3</b></p>	<p>Students will develop knowledge in preparation for</p> <p>Examined response to a given brief</p> <p>Students will demonstrate the following:</p> <p>Outcomes:</p> <p>Title Page</p>	<p>1C To develop ideas through sustained and focused investigations, informed by contextual &amp; other sources demonstrating analytical &amp; critical understanding</p> <p>2C Experiment with &amp; select appropriate resources, media, materials, techniques &amp; processes reviewing and refining their ideas as their work develops</p>	<p>Students will choose a starting point.</p> <p>Students will continue to choose their own artists to research and producing work inspired by these.</p> <p>They will apply knowledge gained throughout terms 1 &amp; 2 to research their own artists and will learn how to produce a body of work inspired by their choices.</p>	<p>The chosen theme response will be assessed as an entire unit of work and formally assessed through the kS4 journey.</p> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• One to One discussion</li> <li>• Observation of skill application</li> <li>• Use of questioning to assess understanding</li> </ul> <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> <li>• Demonstration to students and from students</li> <li>• Peer discussion</li> <li>• Peer Teach</li> <li>• Observation of skills and work in process</li> </ul>	<p>This knowledge and application is delivered at this point as students have developed the essential knowledge and can apply it to the given brief confidently. It builds upon and applies all learning from the key stage</p>
<p><b>HT4</b></p>	<p>Collage of theme ideas</p> <p>Mind map</p> <p>Artist Research 1 x 3 pages</p> <p>Artist Research 2 x 3 pages</p> <p>Photographs x 2 pages</p> <p>Photoshop x 2 pages</p> <p>3 X Drawing Pages from own photographs</p>	<p>3C Record observations, experiences, ideas, and insights in visual and other forms appropriate to intentions. They should be able reflect in their work and progress</p> <p>4C Present a personal, coherent, and informed response, realizing intentions, and articulating and explaining</p>	<p>Students will develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence.</p> <p>Students will learn to apply Drawing and painting skills introduced throughout the key stage</p> <p>Students will learn how to self-manage work by following a comprehensive timed work schedule to produce portfolio work.</p>	<p>Each key piece of work will be assessed as it requires students to bring together their knowledge</p> <p><b>Summative Assessment:</b> of total completed pages. Pages marked holistically against Summative Assessment objectives.</p> <p>Written feedback is given and opportunities for students to improve their work before the timed final exam.</p> <p>Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p> <p>Assessment using Summative assessment objectives.</p>	

	<p>3 X Experimental Drawings</p> <p>Initial ideas/Development x 3 pages</p> <p>A4 Practice piece</p> <p>Final outcome</p>	<p>connections with the work of others.</p>	<p>Students will learn how ideas can be further explored and refined through the exploration of techniques.</p> <p>Students will learn how to record observations, experiences and ideas in a way that allows them to respond to their chosen starting point with confidence and skill.</p> <p>Students will be shown how to use research skills to develop their own personal ideas towards a large outcome that combines the new theme and that of Cityscapes.</p> <p>Students will learn that their response to this theme should be independent, and that personal research is encouraged so that students can demonstrate a skilful/sophisticated/unique response to themes.</p> <p>Students will learn to develop time management and self-targeting skills by following a work schedule that directs them through the visual/ Art approach to completing work.</p>	<p>Individual teacher marking and formal moderation within the department is used when assessing the outcomes produced.</p> <p>All skills and knowledge gained throughout the course so far will be consolidated through completion of activities that 'bring together all knowledge.'</p>	
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			<p>Students will learn that they must make appropriate connections with the work of others when producing a personal response</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: To effectively present your project you need to show how you have developed ideas, refined your work, recorded your process and created a personal and meaningful response</p> <p><a href="#">What to include - Presenting your personal intentions and response - GCSE Art and Design Revision - BBC Bitesize</a></p> <p>Students will prepare a timed a 10 Hour piece that will exemplify all skills acquired throughout the course.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: <a href="#">Personal response - Presenting your personal intentions and response - GCSE Art and Design Revision - BBC Bitesize</a></p>		
<b>YEAR 12</b>					
<b>HT1</b>	<p>Students will research the artist Martin Pallottini and produce a collage of selected images of the artist's work</p> <p>Students will produce an A3 copy</p>	<p>1. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and</p>	<p>Year 12 starts with an introduction to the A' Level course and examples of A' Level pathways and work produced by previous students.</p> <p>Essential knowledge Reading to provide greater breadth and understanding: <a href="#">Famous Portrait Paintings - Looking at the Most</a></p>	<p>Assessment will be both formative and summative through the kS5 journey.</p> <p><b>Formative-</b></p> <ul style="list-style-type: none"> <li>• One to One discussion</li> <li>• Observation of skill application</li> <li>• Use of questioning to assess understanding</li> </ul>	<p>The studying of Advanced level art and Design will allow students to study and develop and apply knowledge, skills and understanding through a range of rich and varied contexts.</p>

<p>of Martin Pallottini's portrait work</p> <p>Students will produce a series of experimental portraits using photography techniques</p> <p>Students will practice and develop tonal recording skills using tonal pencils, blending tools and putty rubbers</p> <p>Students will produce a series of drawing studies that demonstrate an understanding of the pencil and tonal techniques used by the artist Martin Pallottini</p> <p>Students will produce a display of their artwork using a range of sketchbook presentation techniques</p>	<p>critical understanding</p> <p>2. Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops</p> <p>3. Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>4. Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p><a href="http://artincontext.org">Famous Art Portraits (artincontext.org)</a></p> <p>Students are taught that throughout this course they will study context that is culturally diverse and relevant to their own lives. They are taught that the work produced will be challenging in nature and will also ensure that students develop the necessary advanced art skills</p> <p>Students are introduced to a range of processes and techniques through a series of mini workshops that will further develop the practical skills previously gained throughout the GCSE course.</p> <p>Students are taught to explore culturally diverse concepts or themes for themselves and will be introduced to the work of artists who have explored similar themes</p> <p>During this term students will explore and experiment with traditional materials, processes, and resources such as etching and printmaking.</p> <p>Students will be introduced to the techniques and work of Martin Pallottini a portrait artist who produces creative pencil studies.</p> <p>Students will be introduced to the sculptures of Michelangelo an historical artist and painter who is considered an expert in portraying</p>	<p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> <li>• Demonstration to students and from students</li> <li>• Peer discussion</li> <li>• Peer Teach</li> <li>• Observation of skills and work in process</li> </ul> <p><b>All skills and knowledge will be consolidated through completion of a series of small outcomes.</b></p> <p><b>Summative Assessment</b> of total completed pages. Pages marked holistically using A' Level framework.</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p>	<p>Students will develop an interest and enthusiasm for, and enjoyment of art, craft, and design</p> <p>A series of mini workshops will allow students to explore further the art techniques that they will have used throughout GCSE Art and will also introduce them to new techniques that they may choose to develop further</p> <p>The production of a portfolio and subsequent personal outcomes is an essential element of the course. To be able to produce this portfolio students are introduced to the key elements and techniques throughout the term and subsequent year.</p> <p>The introduction of new processes and techniques will allow students to demonstrate ambitious skills in the context of Fine Art.</p> <p>This will also introduce them to the ambitious content, language, and expectations of the course.</p> <p>The theme of portraits is introduced so that students understand the difficulties</p>
<p>HT2</p>				
<p>HT3</p>				

			<p>human form, drawing from life and studying anatomy</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: <a href="#">Michelangelo Sculptures - Explore the Famous Michelangelo Works (artincontext.org)</a></p> <p>Essential knowledge Reading to provide greater breadth and Understanding: <a href="#">Renaissance Facts - A Brief Overview of Renaissance History (artincontext.org)</a></p> <p>Students will be introduced to the recording skills and techniques required to successfully use tonal pencils, blending tools and putty rubbers to apply highlights within drawings.</p> <p>Students will produce an artist copy that demonstrates a similar response and an understanding of, and the application of formal elements used by Martin Pallottini or Michelangelo such as colour, line, tone, texture, shape, and form.</p> <p>Students will be taught how to develop practical and theoretical knowledge of the techniques used within the Advanced Level course.</p> <p>Students will be introduced to the techniques required to photograph a successful portrait image that can be used as a reference image.</p>		<p>and complexities of the techniques and skills required to record using photography and drawing skills.</p> <p>Recording their own portrait images will allow students to develop intellectual, imaginative, creative, and intuitive capabilities when photographing a portrait.</p> <p>The introduction to advanced and alternate presentation techniques will help students to understand how the creative presentation of work adds to the overall quality of the work and the personal response intended by the student.</p>
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<b>HT4</b>	<p>Students are introduced to the Personal Investigation of the year 13 course.</p> <p>Students will choose a personal theme/focus to research.</p>	<p>1. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and</p>	<p>Students start this term being introduced to the first element of the A' Level course. This work will require students to produce a personal investigation/response to a theme of their choice. The outcomes produced will be a Practical portfolio (Element 1) and an extended written related study (Element 2).</p>	<p>Assessment will be both formative and summative through the kS5 journey.</p> <p><b>Formative-</b></p> <ul style="list-style-type: none"> <li>• One to One discussion</li> <li>• Observation of skill application</li> <li>• Use of questioning to assess understanding</li> </ul> <p>Open, closed, higher order, Hinge, and process</p>	<p>Throughout this term students will produce work in the form of a Personal investigation which consists of a (Practical portfolio and Related study).</p> <p>The work produced whilst researching this theme will allow students to further</p>

<p>HT5</p>	<p>Students will produce a minimum of two comprehensive artist research</p> <p>Students will produce a range of recorded images that will then be used to draw from</p> <p>Students will develop and explore new techniques producing pages of research that will be submitted for assessment</p> <p>Students will produce a written related study (minimum of 1000 words) of extended written response</p>	<p>critical understanding</p> <p>2. Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops</p> <p>3. Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>4. Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Students will be taught how to identify a theme that will allow them to produce a focused investigation of work and an individual exploration of personal skills and creative direction.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: <a href="http://artincontext.org">Difference Between Art and Craft - A Look at Art Versus Craft (artincontext.org)</a></p> <p>Students are taught that the theme should include the study of cultural, historical and contemporary visual art practice to ensure a personal response that encourages awareness, empathy and appreciation of difference, diversity and the views of others.</p> <p>Themes will be decided through personal research, class discussion and individual tutorials</p> <p>Students will be taught this element of the course will allow them to build a personal and continually evolving body of practical work.</p> <p>They will be shown examples of both written and visual responses to be used as inspiration for beginning their theme.</p> <p>Students will produce work based on their initial research of their chosen theme. They will be taught how to produce a focused investigation in response to their starting point.</p>	<ul style="list-style-type: none"> <li>• Demonstration to students and from students</li> <li>• Peer discussion</li> <li>• Peer Teach</li> <li>• Observation of skills and work in process</li> </ul> <p><b>Summative Assessment</b> of total completed pages. Pages marked holistically using A' Level framework.</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p><b>All skills and knowledge will be consolidated through completion of a series of developmental pieces a final outcome and a written response.</b></p> <p>The culmination of all work produced will be assessed via the discrete evidence provided by learners of Summative Assessment objectives and criteria.</p>	<p>develop skills established throughout year 12.</p> <p>By researching a personal theme learners will demonstrate an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate</p> <p>The personal investigation element of the course gives students the opportunity to fully develop and explore their chosen specialism(s) whilst expanding their knowledge, understanding and skills in their specialist area.</p> <p>This will allow students to develop a deeper understanding of their chosen specialism and the ability to critically evaluate their own work and the work of others.</p> <p>Work produced will be linked to career aspirations within Art and Design so that students can demonstrate skills acquired in order to follow their chosen progression route through to Further or Higher Education or the workplace</p>
<p>HT6</p>					

		<p>Students will be taught how to produce work independently whilst also following a work schedule and meeting deadlines.</p> <p>Students will research two artists/designers using the research skills that they are developing.</p> <p>Students will learn how to explore ideas and techniques with new materials.</p> <p>Using newly acquired sketchbook presentation techniques that are used within A' Level the students will present all research linked to their chosen artist/designer.</p> <p>Students will learn how to present a creative title page as an introduction to their theme. They will use mixed media, collage and lettering/fonts.</p> <p>Students will learn how to experiment with the layout and presentation of work and research so that they can showcase their investigative and art skills.</p> <p>Students will learn how to collate/produce work that will form a portfolio of artwork in relation to their chosen theme.</p> <p>Students will be taught how to demonstrate an understanding of their chosen theme by producing Artist research and analysis.</p>		<p>The exploration and research of their chosen theme will allow students to acquire experience of new techniques and the development of skills, knowledge and understanding in a range of media.</p> <p>This research and personal involvement will allow students to use these techniques to produce Artwork inspired by the theme and artists chosen.</p> <p>The production of work will allow the students to demonstrate specialization and skills in particular materials, media, or processes that will allow for an appropriate depth of study as a culmination of the A' Level course.</p>
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<p>Students will continue to produce a comprehensive related study of extended written response in relation to their chosen theme:</p> <p>Introduction Chapter 1 Artist 1 Chapter 2 Artist 2 Chapter 3 Compare and Contrast Conclusion</p> <p>Students will produce Illustrations that will be included in the presentation of the written element</p> <p>The production of a completed portfolio of work in response to their chosen theme</p>		<p>All work will be carefully presented for final assessment alongside the written element.</p> <p><b>Written Element:</b> Students will begin to draft Chapters 1 and 2 of the Main essay content.</p> <p>Students will be taught how to analyse in detail specific artworks from their chosen artist designer in relation to their personal theme. They will research specific information on the artists personal life so that they have a greater understanding of the meanings of Social/Cultural and Historical contexts.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: <a href="#">Why Is Art Important? - A Holistic Investigation into the Importance of Art (artincontext.org)</a></p> <p>Students will be taught how to add a personal insight into the subject of their choice. Gallery visits are encouraged at this point so that students can experience art first-hand.</p> <p>Students will be taught that: Writing needs to be legible, with accurate use of spelling, grammar, and punctuation.</p> <p>All works of art should be clearly identified</p>		<p>will allow students to reflect on the development of skills and knowledge acquired throughout the course in relation to their CHOSEN theme.</p> <p>The written response should be fluent and comprehensive using the advanced language and terminology of Art &amp; Design, Photography, and Textiles. This will allow students to demonstrate a greater understanding of their Chosen theme.</p>
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HT3	Component 02 is the Externally set task.		<p>All references need to be recorded using the Dewey system</p> <p>Students will be taught that a 'Compare and Contrast' framework is essential when writing about similarities and differences between artists.</p> <p>Students will be introduced to a bank of 'linking words' that should be used specifically for extended writing. For Example: However, In Other words, In Conclusion.</p> <p>Students will be taught to organise and collate research so that it is coherent and linked to the development of their own artwork.</p> <p>Students will conclude the written element with a comparison and evaluation of their own journey throughout the investigation.</p>		<p>The terminal exam paper is an essential requirement for successful completion of the Advanced Art &amp; Design course.</p>
HT4			<p><b>Externally Set Task</b> An early release paper is issued on 1<sup>st</sup> February which will provide several themes. Within the themes, there will be a choice of written and visual starting points.</p>		<p>All skills and knowledge gained throughout the course so far will be consolidated as students respond to a CHOSEN theme from the Terminal exam paper</p>
HT5			<p>For the remainder of the A' Level course students will choose a theme and produce a personal response in the form of a series of visual investigations and which will culminate in an outcome under a</p>		<p>Through the study of Critical and contextual research this will allow students to demonstrate a mature/sophisticated and</p>

<p>The early release paper will be issued on 1 February. It will provide students with a range of themes each with written and visual starting points, a brief, and stimuli. From these, one option must be selected by the learner on which they must base their personal response.</p> <p>Students are given a 10 -12 week time period, to prepare for the Externally set task by producing an independent body of work.</p> <p>The A' Level culminates in a timetabled supervised 15-hour session in which they will produce a final outcome that demonstrates all of the skills acquired throughout the A' Level course.</p>		<p>controlled assessment period of 15hours.</p> <p>Students will be taught how to choose a theme that will inspire and motivate a sustained personal response.</p> <p>Students will be taught how to research, plan, and develop ideas in response to their chosen themes</p> <p>Students will be taught that the culmination of the A' Level course is realised through the production of research, planning and development of ideas and an independently produced outcome</p>		<p>independent response to themes</p> <p>The production of research, planning and development of ideas and an independently produced outcome will allow students to produce a series of work that successfully combines and showcases all skills and knowledge acquired through the study of Advanced Art and Design</p> <p>This body of work will allow students to successfully demonstrate the culmination of the advanced Level Art and Design course</p>
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