

Curriculum Content Map

Subject: Art Year 11

| Month | | Term 1 | Term 2 | Term 3 |
|-----------------------------|--------------------------------|---|---|---|
| Cultural Transmission | Units of Work | <p>Contained Space NEA unit</p> <p>AO1 Develop Research concept Investigate techniques</p> <p>AO2 Refine Practise techniques Experiment with media Learn new processes</p> <p>AO3 Record Write thoughts and observations in logbook Analyse the work of artists Evaluate own work</p> <p>AO4 Present A logbook, which demonstrates all AO's An outcome based on investigations and experimentations.</p> | | <p>ESA short project based on externally set title.</p> <p>AO1 Develop Research concept Investigate techniques</p> <p>AO2 Refine Practise techniques Experiment with media Learn new processes</p> <p>AO3 Record Write thoughts and observations in logbook Analyse the work of artists Evaluate own work</p> <p>AO4 Present A logbook, which demonstrates all AO's An outcome completed over 10 hours informed by personal investigations and experimentations</p> |
| | National Curriculum area – KS3 | <p>To increase their proficiency in the handling of different materials. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.</p> <p>Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.</p> | | <p>Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> |
| | Substantive Knowledge | <p>In Year 11 students can choose to further develop their NEA unit from Year 10, or begin a new NEA unit with a fresh concept to explore. Students build on their substantive knowledge through analysing the work of their chosen artists and creating visual studies which demonstrate a working knowledge of their artists' techniques. The artwork created in Year 11 will show a combination of the artists' influence and their own ideas based on their exploration, research and development of artistic techniques and disciplinary skills.</p> <p>In term 2, the ESA unit will be launched. The ESA unit is a short independent project based on a choice of titles set by the examination board. Students will follow the same structure as the NEA unit to produce a logbook that records the development of their ideas, artist research and analysis, and evaluations of their own artwork. They will refine their work in preparation for a large-scale outcome in their 10- hour examination which is set over two days.</p> | | |
| | Disciplinary knowledge | <p>Students In Year 11 will build on their disciplinary skills from Year 10 through artist research and understanding artistic techniques. They will continue to work independently on their NEA unit, researching and exploring new disciplinary skills. They will receive individual feedback which helps them to further develop their skills and think of other techniques that could work to improve their outcomes.</p> <p>The ESA unit will give students the opportunity to showcase the disciplinary skills they have learned in a short project and large scale outcome.(Not included for year 11 in 2022)</p> | | |
| | Sequencing (Flow) | <p>Continuing NEA coursework project, analysing the work of artists and evaluating own outcomes. Using analysis to develop ideas to a practical outcome. Builds on skills developed in Year 10 and builds to personal investigation for ESA in term 3.</p> | | <p>ESA short project based on externally set title.</p> <p>Develops from skills learned in NEA in Year 10 and terms 1 and 2 in developing, refining, recoding and presenting their work. Prepares students for indepenent working at A Level.</p> |
| | Summative Assessment | <p>Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of exemplar work</p> <p>Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of exemplar work</p> <p>Deep mark 3 – WWW/EBI & PR time with explicit written success criteria and examples of peers work</p> <p>AP1 - A04 - present a final outcome in the style of a chosen artist.</p> <p>Mock exam – visual study of chosen artist</p> <p>Deep mark 4 - WWW/EBI & PR time with explicit written success criteria and examples of peers work</p> <p>Deep mark 5 - WWW/EBI & PR time with explicit written success criteria and examples of peers work</p> <p>Deep mark 6 - WWW/EBI & PR time with explicit written success criteria and examples of peers work</p> | | <p>Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of exemplar work</p> <p>AP3 - practical outcome</p> <p>mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of exemplar work.</p> |
| Personal Empowerment | Virtue | <p>1. Friendliness and Civility (September)</p> <p>2. Justice and Truthfulness (October)</p> <p>3. Courage (November)</p> <p>4. Generosity (December)</p> | <p>5. Staying Positive (January)</p> <p>6. Speaking (February)</p> | <p>9. Aiming High (May)</p> <p>10. Speaking (June)</p> <p>11. Teamwork (July)</p> |
| | Link to Virtue | <p>The opportunity to reflect, think deeply and critically about an issue.</p> <p>Friendliness and Civility – Being aware of what language we use when giving feedback to our peers.</p> <p>Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way.</p> <p>Problem Solving – understanding how knowledge of the colour wheel can be used to create depth through complementary colour.</p> <p>Generosity – Looking at how you can help your peers through sharing knowledge.</p> | <p>Staying Positive – not being afraid to take risks where you might make mistakes as you can say how you might learn from them.</p> <p>Speaking - you can adapt your language, structure and gesture to engage your audience when presenting your artwork.</p> | <p>Aiming High – being able to motivate yourself to work hard an archive individual goals</p> <p>Speaking – Being able to modify the language that you use when speaking about your work and the work of your peers.</p> <p>Teamwork – being able to identify when your peers need help to achieve their goals and being prepared to offer advice.</p> |
| Preparation for Work | Skill | <p>1. Listening (September)</p> <p>2. Leadership (October)</p> <p>3. Problem Solving (November)</p> <p>4. Creativity (December)</p> | <p>5. Gratitude (January)</p> <p>6. Good speech (February)</p> | <p>9. Self mastery (May)</p> <p>10. Compassion (June)</p> <p>11. Good sense (July)</p> |
| | Link to Skill | <p>Transferable skills</p> <p>Listening - To listen to each other through peer assessments and class discussions.</p> <p>Leadership - Lead on presentation of their work and presenting your work to your peers.</p> <p>Courage - Having the courage to push yourself out of your comfort zone and try new skills</p> <p>Creativity - Showing the creative skills learned in your work to produce a final outcome.</p> | <p>Gratitude - Being thankful for the media and equipment provided for you in art.</p> <p>Good speech - speaking about your work using ar specific vocabualry</p> | <p>Self mastery – taking the lead on your own project and managing your own work and progress.</p> <p>Compassion – helping those around you who need support.</p> <p>Good Sense – using good sense when planning for achievable outcomes.</p> |
| Preparation for Citizenship | SMSC & British Values | <p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England</p> <p>Enable students to develop their self-knowledge, self-esteem and self-confidence;</p> | <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people.</p> | <p>Enable students to develop their self-knowledge, self-esteem and self-confidence; Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p> |
| | Link to SMSC & British Values | <p>Developing opinions on current issues</p> <p>Learning to speak about their own work and the work of their peers confidently and in front of their peers. Developing new skills which push you out of your comfort zone but show grit and determination.</p> | <p>Learning about art and artists from different cultures and appreciating these.</p> | <p>Students learn to work withing the restrictions and guidelines of the GCSE assessment objectives.</p> |