

Curriculum Content Map				Subject: Art Year 11	
			Term 1 – Evaluate and Finalise	Term 2 – ESA	Term 3 – Evaluate and Finalise
	Units of Work		<p>Students will take their work from year 10 and ensure they have fully evaluated the successes and areas for improvements.</p> <p>Evaluations from year 10 will be used to develop an idea for a final piece or series of final pieces that will be completed this term. Sustained focus will be used in developing the outcomes to the highest quality.</p> <p>All work should be completed by the end of the term and ready for submission.</p>	<p>Students responding to set themes from the exam board.</p> <p>Students have a 6 week sustained research period to develop personal and independent responses to the exam board set themes.</p> <p>Students are expected to be rigorous in their exploration and confident in their ideas. Working at home on collecting photographs and primary research.</p> <p>Students will work with generalised and non-specific feedback from teacher and complete an outcome during a 10 hour supervised exam period.</p>	<p>Revisit portfolio folder and finalise presentation.</p> <p>Students will ensure all folder work is completed and that the expectations of component 1 are fully realised.</p> <p>Outcomes can be mounted or presented in other relevant ways.</p>
Cultural Transmission	Exam Board Links		<p>AO1 Develop Links to sources are revisited and refined. New sources are brought into the project where changes have been made or new materials are being used.</p> <p>AO2 Explore Techniques to be used in final piece are refined and practiced before final piece is made. Links are made between plans, artists looked at and the work produced.</p> <p>AO3 Record Presentation in folder is finalised with continual reflections made on tests. The ‘journey’ is clear with point of reflection leading to new tests. Reasons for final piece are clear and selections of materials are appropriate.</p> <p>AO4 Present Well-presented pages and sheets in folder. Confident use of materials in a range of processes linked to research.</p>	<p>AO1 Develop Refined Ideas for developing personal themes. Personally selected artist and designer links from the exam board set themes.</p> <p>AO2 Explore Try different ways of combining and trialling materials and techniques. Selections made based on personal opinions of the best methods to achieve a final piece in the exam.</p> <p>AO3 Record Folder will show a clear journey of the chosen idea. Self-reflections will be made that are entirely relevant and based on continual evaluation.</p> <p>AO4 Present All work will be creatively presented. Students will ensure their folder/sketchbook is appropriately presented for their chosen theme. Outcome of 10 hour exam will be a result of earlier tests and will show strong making and designing skills.</p>	<p>AO1 Develop Re-examining and making clear key links to artists and designers. Using evaluations to reflect on important links.</p> <p>AO2 Explore Ensure all tests are presented in folders. Ensure Reviews are presented through annotation.</p> <p>AO3 Record Ensure all work is well presented with clear links between visual work and annotation. Record evaluations and reflective thoughts on outcomes</p> <p>AO4 Present Ensure outcomes are well presented/mounted in appropriate ways. Photograph work ‘exhibited’ in the best location to meet intentions. Refine any incomplete elements and ensure the paintwork is the best it can be.</p>
	Substantive Knowledge	<i>The What!</i>	<p>In year 11 students are finalising their NEA folder and completing their Externally Set Assignment (ESA). Year 11 is therefore a really important point where all the different strands come together. Students have been developing evidence for AO1, AO2, AO3 and AO4 and in term 1 these all come together in a completed research folder and an outcome which represents the work completed. The ESA starts in the Spring term (term 2) and students work more independently to develop a new project exploring a theme set by the exam board.</p>		
	Disciplinary Knowledge	<i>The How!</i>	<p>The art course requires a high level of independence. The NEA requires that students are not given directed tasks, rather they select and explore personally chosen themes. Over term 1 students refine year 10 work into a final outcome which represents the best of the skills learnt in year 10. At the start of term 2 the ESA themes are released, and students select one of these to explore. Over 6 weeks students are expected to explore a focused set of materials and processes which link to the themes given. At the end of term 2/beginning of term 3 students sit their ESA timed period which is 10 hours. After this work cannot be modified. Term 3 allows for some time for students to complete their NEA evaluations before written exams begin.</p>		
	Sequencing (Flow)	<i>Retrieval & Extension</i>	<p>Building on substantive knowledge of the exam board assessment objectives developed in year 10 students finalise their creative portfolio.</p> <p>Selecting from the processes and materials used in year 10 students develop new work based on end of year 10 self evaluations.</p>	<p>The ESA represents a miniature NEA of an exam theme so students will draw on all the skills developed to date. Work will draw on the skills students have identified a strength in and passion for.</p>	<p>Further developing the process refining and developing a personal response.</p> <p>Building on project knowledge based on research and experimentation and how to record progress in a personal portfolio.</p>
	Summative Assessment		<p>Deep mark 1 - WWW/EBI & PR time with generic feedback given on areas for development link to exam board guidance</p> <p>Deep mark 2 – WWW/EBI & PR time with generic feedback given on areas for development link to exam board guidance</p> <p>AP1 Assessment based on the overall marks for component 1</p>	<p>Deep mark 3 – WWW/EBI & PR time generalised success criteria given with examples of past work in PowerPoints used.</p> <p>Deep mark 4 – WWW/EBI & PR time generalised success criteria given with examples of past work in PowerPoints used.</p> <p>Final ESA assessment happens in place of AP2 assessment.</p>	<p>Students work has been assessed for external submission so no in class assessments take place after the May half term.</p>
Personal Empowerment	Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i>	<ul style="list-style-type: none">• Friendliness and Civility (September)• Justice and Truthfulness (October)• Courage (November)• Generosity (December)	<ul style="list-style-type: none">• Gratitude (January)• Good Speech (February)• Good Temper (March)	<ul style="list-style-type: none">• Self-Mastery (April and May)• Compassion (June)• Good Sense (July)
	Link to Virtue		<p>Friendliness and Civility - Introduction to others who work by looking at identities in different cultures, encouraging acceptance.</p> <p>Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way.</p> <p>Problem Solving – Understanding how artists combine text and image in art works.</p> <p>Generosity – Looking at how artists develop work to respect and respond to cultural traditions of others.</p>	<p>Gratitude - Being grateful for the beauty of the natural world and its influence on the creative process.</p> <p>Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment.</p> <p>Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.</p>	<p>Self-Mastery – Understanding how to work with technical drawing and laying out pages.</p> <p>Compassion – Considering others when designing artwork that everyone will see.</p> <p>Good Sense – Working with themes that everyone can engage with to ensure products are successful.</p>
Preparation for Work	Skill	<i>Transferable skills</i>	<ul style="list-style-type: none">• Listening (September)• Leadership (October)• Problem Solving (November)• Creativity (December)	<ul style="list-style-type: none">• Staying Positive (January)• Speaking (February)• Staying Positive (March)	<ul style="list-style-type: none">• Aiming High (April and May)• Speaking (June)• Teamwork (July)
	Link to Skill		<p>Listening - To listen to each other through peer assessments and class discussions.</p> <p>Leadership - Lead on presentation of their work, then leading on their own design.</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 an outcome.</p>	<p>Staying Positive – Staying positive when learning a new and difficult skill.</p> <p>Speaking - Learning to speak about your own art and the work of others.</p> <p>Staying Positive - Staying positive when analysing your own work.</p>	<p>Aiming High – Aiming for a platinum outcome with skilled use of the materials and processes to respond to others.</p> <p>Aiming High – Aiming for a platinum outcome with written evaluations.</p> <p>Speaking – Teamwork – Explaining and supporting their menu choices. Reviewing and evaluating each other’s work. Developing ideas for outcomes and pieces.</p>
Preparation for Citizenship	SMSC & British Values	<i>Developing opinions on current issues</i>	<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>Encourage respect for other people.</p> <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</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.</p> <p>Enable students to develop their self-knowledge, self-esteem, and self-confidence;</p>
	Link to SMSC & British Values		<p>Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.</p>	<p>Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.</p>	<p>Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced</p>