

# Art Curriculum Progression Map Year 11

	BLOCK 1		BLOCK 2		BLOCK 3	
YEAR 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	2 <sup>nd</sup> September – 25 <sup>th</sup> October	4 <sup>th</sup> November – 20 <sup>th</sup> December	6 <sup>th</sup> January – 14 <sup>th</sup> February	24 <sup>th</sup> February- 3 <sup>rd</sup> April	20 <sup>th</sup> April – 22 <sup>nd</sup> May	1 <sup>st</sup> June- 17 <sup>th</sup> July
<b>Weeks</b>	8 Weeks	7 Weeks	6 Weeks	6 Weeks	5 weeks	7 weeks
<b>Lessons</b>	24 Lessons	21 Lessons	18 Lessons	18 Lessons	15 lessons	21 lessons
<b>Inset</b>	2 <sup>nd</sup> September, 3 <sup>rd</sup> September and 20 <sup>th</sup> September				23 <sup>rd</sup> July, 24 <sup>th</sup> July	
<b>Unit Title</b>	<b>Mock Exam</b>		<b>Externally Set Assignment</b>		<b>Completion of coursework</b>	
<b>Sequence</b>	<ul style="list-style-type: none"> <li>Students will select a question from the previous year's exam.</li> <li>Students will start to work through the exam process in preparation for their real exam after January. Students will start to become more familiar with the Assessment objectives throughout this process.</li> <li>Students will start to research the overall question title to get a good understanding of what this means through mind maps, collages and initial drawings.</li> <li>Students will then start to research how different artists and even art movements are inspired by the theme they have selected through their exam question.</li> <li>Students produce art work from their artist research exploring a wide range of materials and techniques.</li> <li>Students take their own photographs in the style of an artist they are inspired by which also captures the exam question and theme (these look effective when they are taken in school with a DSLR camera).</li> <li>Students use Photoshop to edit photographs in the style of their artist and produce developmental drawings and paintings in preparation for outcomes.</li> <li>Students will annotate and write about their work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select a question from the exam paper.</li> <li>Students will start to work through the exam process using the same format as the mock exam, but in a lot more depth as students will have longer to prepare.</li> <li>Students will start to become more familiar with the Assessment objectives throughout this process.</li> <li>Students will start to research the overall question title to get a good understanding of what this means through mind maps, collages and initial drawings.</li> <li>Students will then start to research how different artists and even art movements are inspired by the theme they have selected through their exam question.</li> <li>Students produce art work from their artist research exploring a wide range of materials and techniques.</li> <li>Students take their own photographs in the style of an artist they are inspired by which also captures the exam question and theme (these look effective when they are taken in school with a DSLR camera).</li> <li>Students use Photoshop to edit photographs in the style of their artist and produce developmental drawings and paintings in preparation for outcomes.</li> <li>Students will annotate and write about their work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 'Land, Sea and Sky', 'Sweets and Treats' and Mock Exam projects.</li> <li>Students complete all final art work and make sure annotations are completed for their prep boards including developmental work and initial drawings.</li> </ul>			
	<ul style="list-style-type: none"> <li>Observational drawings of initial images which link to the exam question and overall theme they have selected.</li> <li>Formal elements of drawing (Line, tone, colour, pattern, texture etc.)</li> <li>Selecting relevant artists and designers.</li> <li>Developing ideas and responding the theme.</li> <li>Drawing materials and exploring different techniques and processes.</li> <li>How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes)</li> <li>Developing ideas as preparation for producing a personal response. This will also form an additional project for student's coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Students will produce an outcome during the 10 hour exam based on their research, development and the artists studied. This can be drawn out prior to the exam as long as it has been recognised on the candidate record form. After the 10 hour exam has started the students cannot go back to their prep work.</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing of relevant images.</li> <li>Formal elements of drawing (Line, tone, colour, pattern, texture)</li> <li>Developing ideas and responding to a theme.</li> <li>Drawing materials and exploring different techniques and processes.</li> <li>How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes)</li> <li>Producing a personal response.</li> </ul>			
<b>Retrieval Practices</b>	<ul style="list-style-type: none"> <li>Applying drawing techniques and processes with accuracy.</li> <li>Exploring materials and techniques.</li> <li>Developing ideas.</li> <li>Artist research and responding to the work of one or more artists.</li> <li>Producing a Personal Response.</li> </ul>	<ul style="list-style-type: none"> <li>Working through the exam process using the same format as the Mock Exam.</li> <li>Answering the question, making reference to relevant artists.</li> <li>Selecting and using relevant materials, techniques and processes with accuracy and within context.</li> <li>Exploring materials and techniques.</li> <li>Responding to the work of others.</li> <li>Annotating and analysing their work and the development of their ideas.</li> <li>Producing a Personal Response.</li> </ul>	<ul style="list-style-type: none"> <li>Applying drawing techniques and processes with accuracy.</li> <li>Exploring materials and techniques.</li> <li>Responding to the work of one or more artists.</li> <li>Producing a Personal Response.</li> </ul>			
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Drawing techniques</li> <li>Understanding the formal elements within art.</li> <li>Exploring techniques and processes.</li> <li>Using a DSLR to respond to the theme and collect and gather own images for development.</li> <li>Basic Photoshop techniques.</li> <li>Annotating and writing about their own work and the work of others.</li> <li>Producing a Personal Response.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing techniques</li> <li>Understanding the formal elements within art.</li> <li>Students will draw together different knowledge, skill and understanding from initial engagement from their starting point through to their realisation of intentions with their outcomes.</li> <li>Composition.</li> <li>Stylisation.</li> <li>Scale.</li> <li>Structure.</li> </ul>	<ul style="list-style-type: none"> <li>Mark-making</li> <li>Printmaking techniques.</li> <li>Painting techniques and processes.</li> <li>Digital working methods.</li> <li>Drawing techniques.</li> <li>Experimentation with colour and colour mixing.</li> <li>Annotating their work and the work of others.</li> </ul>			
<b>Literacy</b>	Students develop literacy skills through their annotation of their work, research into relevant Artists. Key vocabulary is used and highlighted on student Knowledge Organizers. Students will be using literacy skills throughout the developmental process. Students will develop critical understanding when annotating their work.	Students will be analysing their work as it progresses through their annotations. This should help students realise their final intentions. Annotations should feature as an integral part of the GCSE course which enables and supports students through the creative process. Students will develop critical understanding when annotating their work.	Students develop literacy skills through their annotation of their work, research into relevant Artists. Key vocabulary is used and highlighted on student Knowledge Organizers. Students will be using literacy skills throughout the developmental process. Students will develop critical understanding when annotating their work.			
<b>Numeracy</b>	Cropping images Rule of thirds Using view Finders Composition and Perspective Proportion when using tone, mixing paint and blending colours.	Composition Structure Proportion Measuring 2D and 3D Placement Repetition	Composition Structure Proportion Measuring 2D and 3D Placement Repetition			
<b>Formative Assessment</b>	Self/Peer Assessment Whole-class feedback Individual personalised checklists Tracking documents shared with students (when necessary) GCSE Assessment Objectives	Self/Peer Assessment Whole-class feedback Individual personalised checklists Tracking documents shared with students (when necessary) GCSE Assessment Objectives	Self/Peer Assessment Whole-class feedback Individual personalised checklists Tracking documents shared with students (when necessary) GCSE Assessment Objectives			
<b>Summative Assessment</b>	Preparation for mock exam through research boards for AP1. AP1 Task which will be to produce an outcome in five hours based on their research for the mock exam.	10 hour exam.	Moderation process following departmental marking which is submitted to AQA			

<b>Social</b>	Students need to work as part of a team as a classroom community when sharing ideas in class, some of the artists studied explore social issues which broaden students' knowledge of current affairs and issues. Students will also need to talk about and discuss their experiences and opinions.	Students research themes and issues which are thought provoking and challenging. In order to see this on a local scale, students will be encouraged to visit local galleries and exhibitions. Students will also see how art plays an important part in the wider world.	Students need to work as part of a team as a classroom community when sharing ideas in class, some of the artists studied explore social issues which broaden students' knowledge of current affairs and issues. Students will also need to talk about their experiences and opinions.
<b>Moral</b>	GCSE exam questions often cover relevant and current social and moral issues. Students will become aware of these when they research relevant artists and art movements which portray these issues through their artwork and designs.	Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them.	Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them.
<b>Spiritual</b>	Students get a sense of wonder and awe from exemplar work, as part of their journey in Art, students experience the ability to express themselves creatively. Students often like to research issues and artists which give them a spiritual outlet and enjoy finding quotes of positivity and spiritualism.	Resilience and independence skills are developed when workload becomes a challenge to manage. Students can express themselves imaginatively through the AP1 task when producing a Personal Response.	Resilience and independence skills are developed when workload becomes a challenge to manage. Students can express themselves imaginatively through the AP3 task when producing a Personal Response when developing their ideas.
<b>Cultural</b>	Students research artists from different cultures and we also touch on how photography and art is perceived in other cultures and how this differs from our own culture.	Students will be encouraged to visit the local community as inspiration for artwork, visit local galleries and exhibitions. Through this exploration students will understand the influences around them and the impact that it has on their art work.	Students research artists from different cultures and we also touch on how photography and art is perceived in other cultures and how this differs from our own culture.
<b>British Values</b>	Rule of Law: legal implications of taking photographs. Tolerance: becoming aware and tolerant of other cultures and social groups. Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art and photography.	Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art photography. Taking a more active interest in art will students will understand the influences and values around them and the impact that it has on their art work.	Rule of Law: legal implications of taking photographs. Tolerance: becoming aware and tolerant of other cultures and social groups. Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art and photography.
<b>Gatsby</b>	Working as a team, working to deadlines, sharing ideas, working to a brief with limits and constraints. Students will see the end result in their own exhibition at the end of year 10 and also see how art work is portrayed in museums and galleries. Develops enquiring minds.	Responding to briefs, adhering to deadlines, developing tolerance and acceptance of others are all behaviour traits which will be required in the workplace. Students actively engage in the creative process which requires a solution.	Working as a team, working to deadlines, sharing ideas, working to a brief with limits and constraints. Students will see the end result in their own exhibition at the end of year 10 and also see how art work is portrayed in museums and galleries. Students will be encouraged to take risks with their work and develop their independence, confidence and resilience.