**Art Curriculum Progression Map Year 11**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
| **YEAR 11** | **Term 1a** | **Term 1b** | **Term 2a** | **Term 2b** | **Term 3a** | **Term 3b** |
| **Dates** | 1st September – 21st October | 1st November – 22nd December | 9th January –10th February | 20nd February – 31ST March | 17th April – 26th May | N/A |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | N/A |
| **Assessment** | Mock exams: Y11 W/B 21st November, 10 weeks in | | Exam preparation starts week commencing 9th January | | N/A | |
| **Inset** | 1S September, 2nd h September 22nd December | | 4th, 5th and 6th January | | 1st May (Bank Holiday) | |
| **Unit Title** | **Mock Exam Externally Set Assignment Completion of coursework** | | | | | |
| **Sequence** | * Students will select a question from a series of questions from previous exam papers. * 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. * 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. * 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. * Students produce art work from their artist research exploring a wide range of materials and techniques. * 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). * Students use Photoshop to edit photographs in the style of their artist and produce developmental drawings and paintings in preparation for outcomes. * Students will annotate and write about their work as it progresses. | | * Students will select a question from the exam paper. * 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. * Students will start to become more familiar with the Assessment objectives throughout this process. * 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. * 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. * Students produce art work from their artist research exploring a wide range of materials and techniques. * 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). * Students use Photoshop to edit photographs in the style of their artist and produce developmental drawings and paintings in preparation for outcomes. * Students will annotate and write about their work as it progresses. | | * Externally Set Assignment exam time is normally in this period. * Completion of ‘Sweets and Treats’ and Mock Exam projects. * Students complete all final art work and make sure annotations are completed for their prep boards including developmental work and initial drawings. | |
| **Key Building Blocks** | * Observational drawings of initial images which link to the exam question and overall theme they have selected. * Formal elements of drawing (Line, tone, colour, pattern, texture etc.) * Selecting relevant artists and designers. * Developing ideas and responding the theme. * Drawing materials and exploring different techniques and processes. * How to take a photograph and Photoshop techniques and processes * Developing ideas as preparation for producing a personal response. This will also form an additional project for student’s coursework. | | * 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. | | * Observational drawing of relevant images. * Formal elements of drawing (Line, tone, colour, pattern, texture) * Developing ideas and responding to a theme. * Drawing materials and exploring different techniques and processes. * How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes) * Producing a personal response. | |
| **Retrieval Practices** | * Applying drawing techniques and processes with accuracy. * Exploring materials and techniques. * Developing ideas. * Artist research and responding to the work of one or more artists. * Producing a Personal Response. | | * Working through the exam process using the same format as the Mock Exam. * Answering the question, making reference to relevant artists. * Selecting and using relevant materials, techniques and processes with accuracy and within context. * Exploring materials and techniques. * Responding to the work of others. * Annotating and analysing their work and the development of their ideas. * Producing a Personal Response. | | * Applying drawing techniques and processes with accuracy. * Exploring materials and techniques. * Responding to the work of one or more artists. * Producing a Personal Response. | |
| **Key Skills** | * Drawing techniques * Understanding the formal elements within art. * Exploring techniques and processes. * Using a DSLR to respond to the theme and collect and gather own images for development. * Basic Photoshop techniques. * Annotating and writing about their own work and the work of others. * Producing a Personal Response. | | * Drawing techniques * Understanding the formal elements within art. * 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. * Composition. * Stylisation. * Scale. * Structure. | | * Mark-making * Printmaking techniques. * Painting techniques and processes. * Digital working methods. * Drawing techniques. * Experimentation with colour and colour mixing. * Annotating their work and the work of others. | |
| **Literacy** | 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.  Reading articles: X 1 per term (2 per block). See departmental reading document. | | 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.  Reading articles: X 1 per term (2 per block). See departmental reading document. | | 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.  Reading articles: X 1 per term (2 per block). See departmental reading document. | |
| **Numeracy** | 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 | |
| **Formative Assessment** | 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 | |
| **Summative Assessment** | 5 hour mock exam | | 10 hour exam. | | Moderation process following departmental marking which is submitted to AQA | |
| **Social** | 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. | | | | | |
| **Moral** | 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. | | | | | |
| **Spiritual** | 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 | | | | | |
| **Cultural** | 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. | | | | | |
| **British Values** | Tolerance: becoming aware and tolerant of other cultures and social groups.  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. | | | | | |
| **Gatsby** | 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. | | | | | |