

# Art Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>'Identity' (Portraiture) -Realism</b> 30%</p>	<ul style="list-style-type: none"> <li>Combination all previously learnt skills and working within <b>Edexcel Examination</b> guidelines.</li> <li><b>Primary observational drawings of eyes, nose, mouth</b></li> <li>Creative self-portrait studies</li> <li><b>Artist studies:</b> Matisse, Picasso + 20th Century portrait artist,</li> <li><b>Idea development</b></li> <li><b>Refinement</b></li> <li><b>Final artwork</b> – full annotation throughout.</li> <li><b>Annotating,</b> comparing and <b>evaluating.</b></li> </ul> <p><u>Primary drawings</u></p> <ul style="list-style-type: none"> <li><b>Eyes,</b> on A3,</li> <li><b>Noses,</b> on A3,</li> <li><b>Mouths</b> on A3 - different styles, different angles, different mediums, Pencil, pen, paint Colour/ B&amp;W</li> </ul> <p><u>Artist copies</u></p> <p><b>Fauvism</b> style -<b>Henri Matisse</b> (A4)</p> <p>Own style from <b>20<sup>th</sup> Century portrait artist</b> (A4)</p> <p>Written annotation</p> <p><u>Development</u></p>	<p>Independent learning, Time management, Creativity. Lateral thinking.</p> <p>Use of multi media (acrylic, watercolour, poster paint, colouring pencils etc)</p> <p>Literacy Independent learning, Time management,</p> <p>Time management, Creativity.</p> <p>Use of multi media (acrylic, watercolour, poster paint, colouring pencils etc)</p> <p>Independent learning, Time management, Creativity.</p> <p>Lateral thinking.</p> <p>Literacy</p> <p>Creativity.</p> <p>Independent learning, Time management</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p><b>Portfolio assessments</b></p> <p>Summative assessments (Final pieces)</p>	<p><b>Artist copies</b></p> <ol style="list-style-type: none"> <li>Fauvism style - <b>Henri Matisse</b> (A4)</li> <li>Own style from <b>20<sup>th</sup> Century portrait artist</b> (A4)</li> </ol> <p>Written annotation</p> <ol style="list-style-type: none"> <li><b>Henri Matisse</b> (A4)</li> <li>Own style from <b>20<sup>th</sup> Century portrait artist</b> (A4)</li> </ol>	<p>Students will be made aware of links to the <b>Catholic Social teaching</b> *through art tutorials. <b>Capital culture*</b> will be evident in the connections made with everyday living and students will be made aware of the pathways to <b>careers*</b> in the <b>creative sectors.</b></p> <p>Many of the themes covered also have <b>cross curriculum*</b> connections</p> <p><b>*Cross Curriculum</b></p> <ul style="list-style-type: none"> <li><b>History</b></li> <li><b>Geography</b></li> <li><b>Maths</b></li> <li><b>English Literature</b></li> </ul> <ul style="list-style-type: none"> <li><b>Sharing and empathising.</b></li> <li><b>Compassion, sympathy</b></li> <li><b>Imaginative Passion</b></li> </ul> <p>Appreciation of art</p> <ul style="list-style-type: none"> <li><b>Generosity/ Respect of differences</b></li> </ul> <p>Exchange of ideas</p>	<p><b>GCSE Assessment Objectives</b></p> <p><b>AO1</b></p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p><b>AO2</b></p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p><b>AO3</b></p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p><b>AO4</b></p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>

<p><b>Self-portrait</b> in the style of <b>Henri Matisse Fauvism</b> (A3)</p> <p><b>Self-portrait</b> in the style of your <b>20th Century artist</b> (A3)</p> <p><b>'Split face'</b> (two different expressions) self-portrait in black and white tonal using pencil (A3)</p>						
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**Autumn Term 2**

<p><b>Refinement ('Split Face')</b></p> <p>Curwen prints –<b>Dry point prints</b> created at Curwen Education Centre – <b>early style printing</b> including Chine- Colle technique.</p> <p style="text-align: center;"><b>Identity</b></p> <p><b>Final piece –(Realism)- A2 'Split Face'</b></p> <p>1 x A2 painted <b>Hot &amp; Cold</b> colours, <b>'Split Face'</b> self-portrait.</p> <p style="text-align: center;"><b>Cubism sculpture</b></p> <p><b>Artist copy</b></p> <p>Pablo Picasso <b>'Weeping woman'</b></p> <p>Picasso 'Weeping Woman' A4</p> <p><i>Written annotation</i></p> <p><b>Primary observations</b></p> <p>Initial drawings</p> <p>Self-portrait - 3 x line drawings on tracing paper, different angles on A3</p> <p>3 x line drawings on paper - self-portrait (A3)</p> <p>1 x overlay drawing in colour.</p> <p><b>Colour guide for sculpture.</b> (A3)</p>	<p><b>Literacy</b></p> <p>Creativity.</p> <p>Use of historical printing presses.</p> <p><b>Literacy</b></p> <p>Class critique.</p> <p>Formative feedback</p> <p><b>Portfolio assessments</b></p> <p>Social / historical history</p> <p>Cultural reference to the Spanish civil war (1936-1939) and the 'weeping woman'</p> <p><b>Literacy</b></p> <p><b>Planning</b></p> <p>Technical drawing / measuring <b>Numeracy</b></p> <p>Colour referencing guide</p> <p>Construction plans</p> <p><b>Construction</b></p> <p>Assembly of parts</p>	<p>Formative assessment with individual students.</p> <p>Formative feedback</p> <p>Summative assessments (Final pieces)</p>	<p><b>Artist copy</b></p> <p>1. Pablo Picasso <b>'Weeping woman'</b></p> <p><i>Written annotation- Picasso 'Weeping Woman' A4</i></p> <p><b>Colour guide for sculpture.</b> (A3)</p> <p>1 x diagram of various sections.</p>	<ul style="list-style-type: none"> <li>• <b>Personal</b></li> <li>• <b>Social</b></li> <li>• <b>Moral</b></li> <li>• <b>Cultural</b></li> <li>• <b>Sharing and empathising.</b></li> <li>• <b>Compassion, sympathy</b></li> <li>• <b>Imaginative</b></li> <li>• <b>Passion</b></li> </ul> <p><i>Appreciation of art</i></p> <ul style="list-style-type: none"> <li>• <b>Generosity/</b></li> <li>• <b>Respect of differences</b></li> </ul> <p><i>Exchange of ideas</i></p> <p><b>Courageous and Resilient 'Weeping Woman'</b></p> <p><b>*Cross Curriculum</b></p> <ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ <b>Geography</b></li> <li>○ <b>Maths</b></li> <li>○ <b>English Literature</b></li> </ul>	<p><b>GCSE Assessment Objectives</b></p> <p><b>AO1</b></p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p><b>AO2</b></p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p><b>AO3</b></p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p><b>AO4</b></p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>	
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	1 x diagram of various sections. <b>Piece guide for sculpture.</b> (A3)  Plan, paint, cut out and assemble  <b>Final 3D sculpture.</b>	<b>Numeracy</b> – diagrams/plans		<b>Piece guide for sculpture.</b> (A3)		
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**Spring Term 1**

<b>Examination Preparation</b> (Feb)-30%	<p>An <b>externally set Exam title</b> is released on <b>1<sup>st</sup> Feb</b></p> <p>Students can choose their own artists / techniques/ styles etc linked to the given title, with guidance from their teacher.</p> <ul style="list-style-type: none"> <li>Combination all previously learnt skills and working within the topic title.</li> </ul> <p><b>Edexcel Examination</b> guidelines.</p> <ul style="list-style-type: none"> <li><b>Primary observational drawings</b></li> <li>Independent creative studies</li> <li>Galleries, workshops etc</li> <li><b>Artist studies:</b> own artist based on Theme</li> <li><b>Idea development</b></li> <li><b>Refinement</b></li> <li><b>Final artwork</b> – full annotation throughout</li> <li><b>Annotating, comparing and evaluating.</b></li> </ul>	<p>Higher level thinking. <b>Lateral thinking will gain higher marks.</b></p> <p><b>Written comparisons and analysis</b> of Great Masters work – <i>gallery visits are encouraged for inspiration.</i></p> <p>Making <b>Comparisons</b> and <b>Connections</b> are essential.</p> <p><b>Research of techniques and styles</b> to be emulated.</p> <p><b>Sketches, annotation</b></p> <p>Study into the lives and influences on the artist's work.</p> <p><b>Gallery visits.</b></p> <p>First initial drawings linked to the chosen artist and theme.</p> <p style="text-align: center;"><b>Development</b></p> <p>Develop ideas to include style/techniques/content or influences of chosen artists</p> <p style="text-align: center;"><b>Refinements</b></p> <p>Independent learning at galleries linking back to artists that inspire them. Develop new techniques and use these new-found skills to inform their current work.</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p><b>Portfolio assessments</b></p> <p>Summative assessments (<i>Final pieces</i>)</p>	<p><b>Artist studies:</b> own artist based on theme (A4)</p> <p><i>Written annotation</i></p> <p><b>Developments</b> based on theme (A3)</p>	<ul style="list-style-type: none"> <li><b>Generosity/ Respect of differences</b></li> </ul> <p><u>Capital culture</u></p> <ul style="list-style-type: none"> <li>Personal</li> <li>Social</li> <li>Moral</li> <li>Cultural</li> <li>Architecture</li> <li>Product Designer,</li> <li>Interior Designer</li> <li>Graphic Designer</li> <li>Fashion designer,</li> <li>Fine artist,</li> <li>Art gallery curator</li> </ul> <p><b>Students are encouraged to include Ursuline values in their final pieces-where possible.</b></p>	<p><b>GCSE Assessment Objectives</b></p> <p><b>AO1</b></p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p><b>AO2</b></p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p><b>AO3</b></p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p><b>AO4</b></p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>
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**Spring Term 2**

<p><b>Examination Preparation (Feb)-30%</b></p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>Combination all previously learnt skills and working within the topic title.</li> </ul> <p><b>Edexcel Examination</b> guidelines.</p> <ul style="list-style-type: none"> <li><b>Primary observational drawings</b></li> <li>Independent creative studies</li> <li>Galleries, workshops etc</li> <li><b>Artist studies:</b> own artist based on Theme</li> <li><b>Idea development</b></li> <li><b>Refinement</b></li> <li><b>Final artwork</b> – full annotation throughout</li> <li><b>Annotating, comparing and evaluating.</b></li> </ul>	<p><b>Exam preparation and final piece.</b></p> <p>Experimental pieces and multiple refinement pieces linked to chosen artists are being produced.</p> <p>As students hone their skills, they will develop confidence in a chosen style to take forward to a more complex final piece.</p> <p><b>Development</b></p> <p>Develop ideas to include style/techniques/content or influences of chosen artists</p> <p><b>Refinements</b></p> <p>Independent learning at galleries linking back to artists that inspire them. Develop new techniques and use these new-found skills to inform their current work.</p> <p><b>Planning</b></p> <p><i>Literacy annotations</i></p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p><b>Portfolio assessments</b></p> <p>Summative assessments (<i>Final pieces</i>)</p>	<p><b>Refinements</b> based on theme</p> <p>Annotations on <b>'Planning'</b> and <b>'Connections'</b> pages.</p>	<p><b>*Capital culture</b></p> <ul style="list-style-type: none"> <li>Personal</li> <li>Social</li> <li>Moral</li> <li>Cultural</li> </ul> <p><b>*Careers</b></p> <ul style="list-style-type: none"> <li>Advertising and marketing,</li> <li>Art director.</li> <li>Architecture</li> <li>Product Designer,</li> <li>Graphic Designer</li> <li>Fashion designer,</li> <li>Fine artist,</li> <li>Art gallery curator</li> <li>Digital Artist / Animator</li> <li>Film, &amp; TV including broadcast production</li> <li>Photographer &amp; videographer</li> </ul>	<p><b>GCSE Assessment Objectives</b></p> <p><b>AO1</b></p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p><b>AO2</b></p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p><b>AO3</b></p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p><b>AO4</b></p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>
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Summer Term 1						
Examination Preparation	<p><b>Final GCSE exam -10% (May)</b></p> <p><b>Final piece</b> <i>(Painting / drawing/ sculpture/ Installation)</i></p> <p><b>Displaying of final pieces</b> <i>by students for marking/moderating and exhibition in June.</i></p> <p><i>Students can continue with their coursework (unit 1) during this 2-week period. All Year 10 &amp; Year 11 sketchbooks must be handed in at the same time -deadline dates are given.</i></p>	<p><b>10-hour examination.</b></p> <p>Students create their final piece based on their exam preparation studies</p> <p><i>(Exam Preparation sketchbook must be handed in at this point)</i></p> <p>Literacy</p>	<p>Summative assessments <i>(Final pieces)</i></p> <p>Summative assessments <i>(Year 10 &amp; Year 11 coursework)</i></p>	<p>Planning for final piece – marking out board</p> <p>Art work can be assembled outside of the 10-hour exam time.</p>	<ul style="list-style-type: none"> <li>● <b>Sharing and empathising.</b></li> <li>● <b>Compassion, sympathy</b></li> <li>● <b>Imaginative</b></li> <li>● <b>Passion</b></li> </ul> <p>Appreciation of art</p> <ul style="list-style-type: none"> <li>● <b>Generosity/</b></li> <li>● <b>Respect of differences</b></li> </ul> <p>Exchange of ideas</p> <p><b>Students are encouraged to include Ursuline values in their final pieces-where possible.</b></p> <ul style="list-style-type: none"> <li>○ <b>Art gallery curator</b></li> </ul> <p>Joyful – appreciation of a new style of art</p> <p>*<a href="#">Capital culture</a></p> <ul style="list-style-type: none"> <li>○ <b>Personal</b></li> <li>○ <b>Social</b></li> <li>○ <b>Moral</b></li> <li>○ <b>Cultural</b></li> </ul>	<p><b>GCSE Assessment Objectives</b></p> <p><b>AO1</b></p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p><b>AO2</b></p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p><b>AO3</b></p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p><b>AO4</b></p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>
Summer Term 2						
	<p><i>GCSE internal marking/moderating.</i></p> <p><b>External moderating by Edexcel.</b></p>		<p><i>GCSE internal marking/moderating.</i></p> <p><b>External moderating by Edexcel.</b></p>			<p>Marked in accordance to</p> <p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p> <p><b>AO4</b></p>