

















# 2021-22 CURRICULUM MAP FOR ART YEAR 11

<p><b>HALF TERM 1:</b> <b>PORTFOLIO - DEVELOPMENT &amp; PLANNING FOR FINAL.</b> <i>During this term students will</i></p> <ul style="list-style-type: none"> <li>Understand the timescales and expectations for the last stage of the coursework project.</li> <li>Look at 'How to refine.' Review their portfolio and self-evaluate. Identify areas that need to be completed, focus on adding more detail, refining linework and working back into any pieces that need it.</li> <li>Review the techniques used so far in their project and consider ways to develop ideas even further thinking about ways to complement the style of their inspirational artists. E.g. – if a student had looked at the work of M.C Escher they might do printmaking or repeat patterns.</li> <li>Be reminded how computer editing programmes and photography can be used to develop work. They will be taught skills using photoshop, Microsoft office and online editing programmes such as 'Be Funky'</li> <li>Know what a good final design should have. They should be shown a range of final response pieces including 2D and 3D examples. They should be explained to about the mock exam and realistically think about their own abilities, time constraints, materials etc.</li> <li>Be shown the planning process. Students will begin to produce 3 plans for their final design. These should be annotated with notes explaining their ideas.</li> </ul>		<p>Review the marking criteria and read the bands thinking about which apply to their own work and how the language differs in the higher/lower bands.</p> <p>Reading advice worksheets and guides from websites such as 'The student art guide.' about what a final response is and how it should successfully conclude a project.</p>
<p><b>HALF TERM 2:</b> <b>PORTFOLIO – FINAL PIECE (MOCK EXAM)</b> <i>During this term students will</i></p> <ul style="list-style-type: none"> <li>Be taught creative composition techniques such as mirrored designs, frames, layers, shaped pieces etc. and then review any plans started.</li> <li>Complete all 3 plans making sure they have a good variation of ideas but a strong sense of which one works most successfully for their project. They should select which they will use and annotate why.</li> <li>Review the media and techniques used so far in sketchbooks and consider which ones would work on their final designs.</li> <li>Confidently plan and practice these techniques so they are well prepared and organized for the exam.</li> <li>Develop an understanding of the pace, organization and time management skills needed for the exam.</li> <li>Act upon advice / feedback given on final piece and refine any areas that need work.</li> <li>Review sketchbook and complete any work outstanding. Portfolios should be completed so they can apply themselves fully to the exam project next term.4</li> </ul>		<p>Notes/annotations on their work. Create a 'list of things to do' focusing on areas for refinement.</p>
		<p>Students are encouraged to assess and critique their work in pairs and small groups to identify areas of their sketchbook that require refining or improving.</p> <p>Think, pair share activities about what makes a good final response.</p>
		<p>ENGLISH / SCIENCE / FOOD TECH – Writing a plan, method, set of instructions keeping to time limits. IT – Computer editing and creative software.</p>
		<p>Read band 4 of the marking criteria which focuses on the final response. Reading advice worksheets and guides from websites such as 'The student art guide.' About what a final response is and how it should successfully conclude the project.</p>
		<p>Notes / annotations on their work. Time management plan - Creating a plan or list of things to do for the exam to structure their time. Higher ability students encouraged to write a project evaluation or conclusion at the end of their portfolio.</p>
		<p>Post exam review with teacher to talk through their piece and assess their exam technique. Group critique session on final designs.</p>
		<p>TECH / SCIENCE – What a plan with notes should look like and include. ENGLISH – Review / evaluation.</p>



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<p><b>HALF TERM 3:</b> <b>EXAM PROJECT - INITIAL RESEARCH &amp; STUDIES.</b> <i>During this term students will begin their GCSE Art set task issued by the exam board. To begin all students will:</i></p> <ul style="list-style-type: none"> <li>• Read exam paper. Be explained to the process and structure of their exam project, rules, expectations, and timescales.</li> <li>• Learn the advantages &amp; disadvantages of working on boards or in a sketchbook by reviewing previous projects and they should be advised which is the best route for them.</li> <li>• Examine a selection of 5 titles set by the exam board and consider key words, ideas and artists that could be linked with each topic.</li> <li>• Select the most appropriate title and begin researching and investigating producing notes and collecting images.</li> <li>• Understand the importance of working from primary sources and be encouraged to take their own photographs.</li> <li>• Produce a collage / mood board for their title by collecting secondary sources (internet, books, magazines etc.)</li> <li>• Be shown creative ideas for layout and presentation.</li> <li>• Produce an illustrated mind map / title page for their selected title which creates a creative, interesting start to their project.</li> <li>• Experiment with a range of tonal media such as pencil, biro, fine line pens and mixed media techniques to produce a selection of drawings from their collage or own photography.</li> <li>• Use media such as pencil crayon, felt, paints, pastels etc and mixed media techniques to produce a selection of drawings from their collage or own photography.</li> <li>• Combine their ideas to create a mixed media piece, developing their ideas and producing something 'new'. Some may use collage /photography / computer manipulation to help with this initially and then work from this.</li> </ul>		<p>Students will need to read the OCR exam paper (set task) and understand what it is required.</p> <p>Students will read the set task marking criteria and consider what each band asks for and the levels of expectation.</p> <p>For their initial research they should read books, magazines, and browse the internet to read about artists and art movements that could inspire their work.</p>
		<p>Although not a course requirement students will be encouraged and taught to write annotations around their work and evaluate their choice of media, technique etc.</p> <p>Students will be asked to write a short introduction draft for their project outlining their ideas, inspiration and intended outcome. This will be adapted as their project develops.</p>
		<p>Students will be encouraged to discuss their ideas with their peers and work in topic groups to share and present their initial ideas. They will also share their ideas with their teacher in the form of one to one tutorials.</p>
		<p><b>IT</b> - Internet research, design and presentation of mood boards. Editing programmes such as Photoshop.</p> <p><b>PHOTOGRAPHY</b> - Taking photographs as primary resources. *Students will be encouraged to use resources from all areas of school depending on their project title. E.g. If their title was the human body they may find it useful to use science text books and examine anatomy.</p>
<p><b>HALF TERM 4:</b> <b>EXAM PROJECT – INSPIRATION &amp;DEVELOPMENT.</b> <i>During this half term students will focus on AO1, 2 &amp; 3. All students will:</i></p> <ul style="list-style-type: none"> <li>• Investigate the work of AT LEAST ONE, preferably 2/3 artists, art movements or cultural/social influences by collecting images and examples that inspire them and key information.</li> <li>• Produce a research page for each which must include a title, collected images, information, and critical analysis on the work of the artist</li> </ul>		<p>Students will need to read about their first choice of artist, movement, or cultural/social influence. They should look at a wide range of sources including biographies, art reviews, newspaper articles to gain a good understanding of their choice.</p>
		<p>Students will write about their chosen influence and evaluate and give their own opinions. They may want to describe how they are using this to develop their own work.</p>



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<ul style="list-style-type: none"> <li>• Create a reproduction of one of their pieces focusing on recreating their style / techniques through media of choice.</li> <li>• Use this work as inspiration to develop their own pieces from this. This could be in the form of developed reproduction pieces or combining an aspect (style, pattern, technique etc.) of the artist with an idea of their own. However, they may want to use a certain technique to do this such as printmaking.</li> <li>• Combine their ideas to create a mixed media pieces, developing their ideas and producing something 'new'. Some may use collage / photography / computer manipulation to help with this initially and then draw from this.</li> <li>• Be introduced to techniques that would complement the style of their inspirational artists. E.g. - if a student had looked at the work of M.C.Escher they might do printmaking or repeat patterns.</li> <li>• Be given ideas of how to weave in additional artists/movements to add to this development process.</li> <li>• Receive one to one tutorials to receive targeted tasks and feedback about their project and ideas.</li> <li>• Be shown a range of final response pieces including 2D and 3D examples. They should be explained to about the 10hour exam and realistically think about their own abilities, time constraints, materials etc.</li> <li>• Begin to produce 3 plans with notes for their final design.</li> </ul>		<p>Students will be encouraged to discuss their ideas with their peers and work in topic groups to share and present their source of inspiration.</p>
		<p>IT - computer editing and internet research.</p> <p>ALL SUBJECTS - Depending if there is a certain area, movement or issue they may want to use to use to develop their work.</p> <p><i>For example, if the social issue they looked at was 'racism' they might ask history if they have any resources on slavery or the BLM movement. If their cultural movement was 'Day of the dead' they may find it useful to visit RS or geography staff to gain a wider understanding of the topic.</i></p>
<p><b>HALF TERM 5:</b> <b>SET TASK - CREATING FINAL RESPONSE IN 10HR EXAM.</b> <i>During this half term students will complete their planning and then produce their final response in the exam.</i></p> <ul style="list-style-type: none"> <li>• Complete all 3 plans and select which they will use.</li> <li>• Review the media and techniques used so far in sketchbooks and consider which ones would work best.</li> <li>• Confidently plan and practice these techniques so they are well prepared and organized for the exam.</li> <li>• Review their experiences in the mock exam and re-consider the pace, organization and time management skills needed for the exam.</li> <li>• Act upon advice / feedback given on final piece and prepare their final sketch ready for the exam.</li> </ul> <p><b>Students to take part in 2-day (10 hour) exam in the art rooms. Exam piece and ALL prep work is to be collected in at the end of the exam and students have no further contact with this. All WORK will then be marked by art staff using the GCSE marking criteria and internally moderated in early May. ALL MARKS TO BE SENT OFF TO OCR EXAM BOARD BY 15<sup>TH</sup> MAY. Work to then be moderated by external exam board moderator in early June.</b></p>		<p>Re – reading art exam paper to review the exam conditions and looking at band 4 of the marking criteria which focuses on the final response. Reading exam advice and tips worksheets and advice from websites such as 'The student art guide.'</p>
		<p>Notes / annotations on their work. Reviewing mock exam and creating a plan / list of things to do for the exam to structure their time.</p>
		<p>Students will share their plan and ideas with their teacher in brief meetings during the week prior to the exam. They will also be encouraged to share their mock exam experiences with their peers to identify areas that went well or they could change.</p>
		<p>ALL SUBJECTS - EXAM PLANNING. Exploring how they structure their time in other exams, techniques for time management and planning.</p>