

## Subject Curriculum Overview for Academic Year 2024/2025

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 11	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Autumn Term:</b></p> <p><i>Personal Investigation</i></p> <p>Students will complete a portfolio comprising two projects, constituting 60% of their GCSE Grade.</p> <p><b>Unit 1</b> – Architecture evolution, will commence from the beginning of Year 10 (September – April)</p> <p><b>Unit 2</b> – Personal Investigation, will commence in April and conclude in December of Year 11</p>	<p><b>End point:</b> Students will produce an A2 outcome integrating techniques acquired from the study of their contextual links throughout the project. This artwork will showcase a personal and meaningful evolution of ideas, reinforced by the content in their sketchbooks.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyse sample of GCSE projects provided by the examination board</li> <li>• Examine GCSE sketchbooks spanning grades 1-9</li> <li>• Learn how to develop the skills to explore, create, and effectively communicate ideas</li> <li>• By the conclusion of the summer term in Year 10 students will have achieved the following in preparation for Year 11:</li> <li>• Produce a mood board featuring a collection of images relevant to their chosen theme</li> <li>• Develop a mind map illustrating the exploration of the chosen theme using secondary images and collage</li> <li>• Demonstrate the ability to present a professional project introduction with appropriate images, thoughtful composition, and subject terminology</li> <li>• Know how to create a mixed media collection of observational studies pertinent to their chosen theme</li> <li>• Know how to record two artist research pages creatively and professionally within their sketchbooks, following provided guidance</li> <li>• Submit their personal investigation project in December</li> <li>• Know how to select and employ a variety of media and techniques to record ideas and observations in a personal response</li> <li>• Know how to develop personal ideas through investigations using their own photography</li> <li>• Know how to experiment with suitable media, recording ideas, observations and insights</li> <li>• Learn how to develop ideas with reference to other artists linked to their theme</li> </ul>		<p>Observation</p> <p>Portfolio</p> <p>Connections</p> <p>Expressionism</p> <p>Scale</p> <p>Development</p> <p>Palette</p> <p>Design</p> <p>Annotation</p> <p>Photoshop</p> <p>2D Images</p> <p>Independence</p> <p>Critical Studies</p> <p>Objectives</p> <p>Exploratory Materials</p>	<p><b>Art History Guidebook</b></p> <p>At the beginning of each lesson, students will participate in a guidebook that encompasses diverse art movements, essential movements in art history, and renowned artworks. Every task within the guidebook is carefully crafted to provide students with the necessary knowledge, evaluation abilities, and subject vocabulary for analysing artwork, which can be applied to their own creations in alignment with the assessment objectives.</p> <p><b>End of term assessments</b></p> <p>A comprehensive portfolio, covering the four assessment objectives, must include a sustained project and additional work. Students submit their coursework book at the end of each term, following clear</p>

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	<ul style="list-style-type: none"> <li>• Demonstrate acquired knowledge by producing several artworks lined to selected artists, movements and themes</li> <li>• Learn how to articulate a personal and meaningful response summarising Unit 2, showcasing an understanding of visual language, experimentation, and clear connections to preparatory work</li> <li>• By the conclusion of the autumn term, students will have achieved the following, building upon the work complete at the end of Year 10:</li> <li>• Mood board</li> <li>• Mind map</li> <li>• Collection of observational studies</li> <li>• Two Artist research pages</li> <li>• Photography page</li> <li>• Mock outcome integrating all their work to date</li> <li>• Appraisal featuring clear written and visual communication outlining the projects strengths and next steps</li> <li>• Additional artist research page</li> <li>• Second photography page</li> <li>• Idea development</li> <li>• Technique and material experiments</li> <li>• Two A4 trial outcomes</li> <li>• One A3 trial outcome</li> <li>• Stages leading to the final piece</li> <li>• Production of the final outcome</li> <li>• Learn how to present a personal and meaningful response to summarise Unit 2. The outcome will demonstrate an understanding of visual language, experimentation and clear links to the prep work.</li> <li>• Develop an understanding of the refinement process – choosing the best quality ideas/artwork in order to present the best of their work</li> <li>• Apply their knowledge of the assessment criteria to create a final piece with strong personal links, links to artists chosen and medias explored throughout the project</li> </ul>		<p>guidance and specifications aligned with the exam board objectives (A01, A02, A03, A04). These evaluation pinpoint strengths and areas for improvement, fostering growth in both knowledge and artistic application.</p>
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Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 11	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Spring term:</b></p> <p><i>Externally set task</i></p> <p><b>Unit 3</b> - At the commencement of the spring term, OCR will provide students with an externally set task paper containing a selection of predefined themes for Unit 3, contributing to 40% of their GCSE Grade.</p>	<p>Students will initiate the preparation for the OCR Art exam by engaging with the pre-release exam paper. The completion of this task is scheduled within the 10-hour supervised time in April.</p> <p>OCR will furnish distinct externally set assignments for each title, each featuring distinct starting points. Students are required to choose and respond to one starting point from their selected title.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Apply the project crafting skills acquired from Units 1 and 2 to generate their final project, utilising the guide provided that outlines weekly tasks for the exam preparation to construct a successful project in line with each assessment objective</li> <li>• By the conclusion of the spring term students will have achieved the following</li> <li>• Mind map</li> <li>• 2 Artist research pages</li> <li>• Photography page</li> <li>• Mock outcome that incorporates all of their work to date</li> <li>• Development of ideas</li> <li>• Technique development page</li> <li>• 2 A4 trial outcomes</li> <li>• 1 A3 trial outcome</li> <li>• Produce a final outcome</li> <li>• Demonstrate their understanding by creating a series of artworks related to their selected artists and theme</li> <li>• Learn how to present a personal and meaningful response to their chosen theme, reflecting an understanding of visual language, experimentation, and clear connections to preparatory work</li> <li>• Develop an awareness of the refinement process, selecting the highest quality ideas and artwork to showcase in their sketchbook</li> </ul>		<p>Action</p> <p>Balance</p> <p>Direction</p> <p>Dynamic</p> <p>Imbalance</p> <p>Movement</p> <p>Poised</p> <p>Transition</p> <p>Viewpoint</p> <p>Boundary</p> <p>Impractical</p> <p>Inanimate</p> <p>Composition</p> <p>Arrangement</p> <p>Complimentary</p>	<p><b>GCSE Exam</b></p> <p>Students will complete their GCSE Art studies at the end of their 10 hour exam at the end of April.</p> <p>OCR will provide a separate externally set assignment for each title, each with different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p> <p>The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or</p>

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- Apply their knowledge of the assessment criteria to craft a final piece with strong personal links, connections to chosen artists, and exploration of media throughout the project
- Learn how to further analyse relevant artists within independent investigation, demonstrating a clear understanding of context
- Develop an understanding of the use of visual language critically as appropriate to their own intentions and chosen area(s) of study through effective and safe use of media, materials, techniques, processes and technologies.
- Learn how to record ideas, observations and insights visually and through written annotation, using specialist vocabulary as work progresses
- Observe exemplary work from past students to gain a clear idea of expectations
- Be encouraged to work on a larger scale and on canvas or other materials, constructing something unique with a significant visual impact that highlights their skills while demonstrating clear links to the studies artists
- Workshops on specific techniques and occasional visits from artists will be provided to enhance their skills awareness wherever possible

Students will create a 10-hour final piece sat in exam conditions that exhibits a conclusion for their project. This will conclude their GCSE.

understanding from initial engagement with their selected starting point through to their realisation of intentions in the **10 hours of supervised time**.

How parents can support learning in the subject this academic year

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All students are supplied with sketchbooks for in-class use, along with specialised materials during curriculum-embedded workshops.

Parents can prompt students to regularly review their learning, particularly leading up to end of term assessments. Encourage them to practice techniques and new methods taught during the school day, emphasising the value of consistent practice. Parents can support students in Art lessons by engaging in conversations about tasks and skills used in class. Revisiting and explaining these skills outside of class helps solidify learning. Students benefit from having basic art equipment at home, including drawing pencils, sharpener, colour pencils, drawing paper and basic paints.

When students delve into the worlds of various artists and cultures, parental interest and discussions about their work can be highly beneficial. Taking the time to explore and share examples from the internet, art galleries, and books enriches the overall learning experience. Additionally, parents can support their children's projects by referencing the project overview located at the front of each book. This resource can aid in focusing discussions and maintaining engagement at home. Moreover, students are encouraged to make use of the art rooms during lunchtime, whether to seek teacher assistance or to continue working independently.

All GCSE students are encouraged to participate in extracurricular activities, such as GCSE sessions afterschool. This fosters their place in the creative community, promoting positive interactions across different levels and year groups. Additional support and guidance, extended learning time, access to resources and a focused work environment can be invaluable for students.

### Recommended Reading

When students are introduced to various artists, finding out a little more about them from a range of sources can support and extend their learning in class. Encourage students to look them up in books or using the internet.

- [www.artcyclopedia.com](http://www.artcyclopedia.com)
- [www.tate.org.uk](http://www.tate.org.uk)
- [www.saatchiart.com/](http://www.saatchiart.com/)
- [www.studentartguide.com](http://www.studentartguide.com)
- [www.art2day.co.uk](http://www.art2day.co.uk)
- [www.theartstory.org/artists/](http://www.theartstory.org/artists/)
- [www.tate.org.uk/art/student-resource/exam-help](http://www.tate.org.uk/art/student-resource/exam-help)
- <https://www.tate.org.uk/art/student-resource/exam-help>
- Ways of seeing: John Berger
- Steal like an artist: 10 things nobody told you about being creative: by Austin Kleon
- Art: A world history by Elke Linda Buchholz

### Points to note

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### **Homework:**

GCSE Art and Design is a course work based subject that places equal emphasis on both the quantity and quality of work. It is crucial for students to meet deadlines and adhere to the guidelines provided at the front of their books to ensure they stay on track.

Homework assignments are designed to deepen students understanding of the historical, cultural links, and artists introduced in lessons. Personalised targets, found within their conversations logbook at the back of their sketchbooks. Will guide their actions.

Our aim is for every students to embrace their identity as a young artists, dispelling any notion that they are 'not good at Art'. Just like any skill-based subject, consistent practice and training will foster confidence. We encourage parents to support and reinforce this message at home.

### **Course content:**

This course comprises two components, both cantered around practical responses and study.

Component 1: This portfolio unit allows students to develop, explore, and documents ideas. They will acquire skills while building knowledge and understanding.

Students will have the opportunity to create a personal response to starting points, using a variety of chosen traditional and/or digital media.

This component is 60% of their grade.

Component 2: With an early release paper, students can choose a starting point- either visual or written- to develop a response, drawing on the skills, knowledge and understanding gained throughout their chose course of study. This involves a preparation period following by a 10 -hour sustained, focus study.

More details about the course structure and assessment can be found here.

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/>

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/assessment/>

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/textbooks/>