

## ART AND DESIGN Year 11 Curriculum Overview

### What is the Year 11 ART AND DESIGN curriculum aiming to achieve?

What do we want our Year 11 Artists to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<p>1. To be <b>ASSERTIVE</b> in communicating their ideas visually, verbally and through written elements.</p> <p>2. To be <b>VERSATILE</b> with different mediums as a means of communicating their ideas effectively.</p> <p>3. To be <b>ARTICULATE</b> in documenting their creative journey in their sketchbooks and portfolio.</p> <p>4. To be <b>RESPONSIVE</b> to their contemporary world armed with an understanding of the past.</p>	<ul style="list-style-type: none"> <li>All students will have gained skills in expressing themselves through portraiture.</li> <li>Most will have been exposed to some drawing, printmaking and painting techniques working in different genres, such as portrait.</li> <li>Most students will have developed a greater understanding of how wider contexts influence artists and their output.</li> </ul>	<ul style="list-style-type: none"> <li>Visit Art galleries and exhibitions and encourage them to draw and speak about what they see.</li> <li>Make Art materials available to use at home and encourage their use to draw and experiment with creatively.</li> <li>Show an interest in their sketchbook and encourage them in their homework tasks.</li> </ul>

### How are we organising the Year 11 ART AND DESIGN curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>LEGACY OF POP:</b> UK V USA POP TRANSLATED INTO PAINT AND BEYOND.	<b>LEGACY OF POP:</b> INDEPENDENT CASE STUDY LEADING UP TO PPE.	<b>OCR EXAM:</b> DEVELOPMENTAL WORK ON STUDENT'S CHOSEN EXAM THEME.	<b>OCR EXAM:</b> DEVELOPMENTAL WORK ON STUDENT'S CHOSEN EXAM THEME.	<b>OCR EXAM:</b> 10 HOUR PRACTICAL EXAM FINAL PIECE AND EVALUATION.	<b>SIXTH FORM INDUCTION PROJECT:</b> EMPIRES STRIKES BACK
Threshold Concepts	<b>TC#2- ART COMMUNICATES, IN EVERY SENSE.</b>	<b>TC#7- ART IS NOT FIXED IN MEANING – CONTEXT IS EVERYTHING.</b>	<b>TC#5- ARTISTS PLAY – WITH IDEAS, MATERIALS &amp; FAILURE.</b>	<b>TC#6- ART ENGAGES; HEAD, HANDS AND HEART.</b>	<b>TC#9- ART MAKES PEOPLE POWERFUL – FOR GOOD AND BAD.</b>	<b>TC#9- ART MAKES PEOPLE POWERFUL – FOR GOOD AND BAD.</b>
Skills	Layering of paint through positive and negative application of colour in Pop Art style.	Learning to initiate sequences of technical investigations until fluency is gained.	Responding to a brief through the study of relevant artists as a creative stepping stone.	Recognising the value of practice and rehearsal and learning to review and refine work.	To conclude and present ideas in a professional manner and display work in gallery.	Using historical and personal archive to create work questioning our national identity.
Enrichment within the curriculum	We provide a broad and rich Art curriculum that provides students the opportunities to explore a wide and varied range of specialist mediums and techniques including printmaking and digital post-production work. We strive to celebrate student work by putting work on display physically and digitally. Students also have opportunities to enter work in competitions and exhibitions such as the Voices and Visions exhibition in the wider community. At the end of the GCSE course students will have an opportunity to exhibit work from their year 10 and 11 in the school Art department gallery alongside the A'level students.					
Cross curricular links	We pride on our ability to weave in extra-curricular links. We will be making links to History, Geography, music, English and this will be integrated into our teaching. For example, we will be looking mid-century Anglo-American history and seeing the links between the way the American and British Pop Artists expressed popular culture differently. All examination based project work will be very personalised but students are supported by an annotation template that forces them to identify wider connections to their artists beyond the confines of the Art world making wider curricular connections					
Extra-curricular opportunities	As a department, we have an open door policy that enables students to work in the Art rooms during lunchtimes every day of the week; however, we structure a Key stage 4 focussed extra-curricular club twice a week. This is aimed at providing students an opportunity to stretch and challenge themselves and build on areas of the class-based projects that may not ordinarily have been to be explored in lesson time and simply gaining extra support.					

### What are the intended outcomes of the Year 11 ART AND DESIGN curriculum?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Pop Art influenced Painting and supporting work.	PPE final piece and sketchbook containing preparation.	Thematically relevant artist case study.	Supporting practice final pieces and documentation.	10 hour exam final piece and evaluation.	Empire drawing induction task submitted in Sept of Year 12.
Impact on personal development (SMSC)	<i>Students learn to have a creative mind and begin to explore their own identity and their role within the wider world. Through exploration of Pop Art students are challenged to question their national identity and the impact of consumerism and advertising on their individual identity. They are encouraged to look at the work of others and develop sensitivity to the way images change and influence us. The Year 11 challenges them to develop independence of thought and encourages them to take ownership over their own ideas and take the necessary steps to communicate this with others intelligently.</i>					
Preparation for the next stage of education	The artists explored in Year 11 were consciously selected because they form a crucial part of the DNA of artists we explore in the following years leading to a deeper understanding in future projects. For example, in Year 11, students are encouraged to explore British Pop Art taking into account national identity and how some objects communicate this. This concept is explored further in Year 12 when students are encouraged to explore the complexities of our colonial past and explore links to Africa and the wider world raising questions such as the repatriation of artefacts in museums etc. The Year 11 content really enables students to begin the process of taking ownership of their own work, which is vital in the coming years, as students' progress towards a personal investigation in year 13.					