

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2023-24 – Art & Photography											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
15 weeks (?? Lessons) (38 Days)											
Tues 5-Sep	A	1	<p><b><u>Mock Exam</u></b></p> <p>Pupils have been taken though the exam paper and have either chosen or been directed to one question. They then go through the process using a sketch book to record all of the research, sketches, ideas and experiments.</p> <p>Pictures of the artist’s work from the question – at least 3 artists. Just one page of collaged images to show you have looked at the artist. Then one page of drawings of all of the artists. Full drawings or cut/ripped half images. You need information about the artist.</p> <p>Mind map of the starting point (100 words)</p> <p>Pictures printed off from your mind map – as many as possible – a few pages of these images collaged.</p> <p>Your own drawings of the pictures from the mind map – this is where the experimentation with media comes in. This should be a few pages.</p> <p>A more refined mind map</p> <p>More images relevant to the refined mind map – more drawings of those pictures</p> <p>Experimentation with media – make sure with all of your pictures you have collected you are using them as an influence for your drawing – with each drawing you should continue to experiment with media - making sure you are more proficient with at least one or two medias</p> <p>Numerous ideas about what you want to do for the final piece of work – outline sketches are fine</p> <p>You need notes/ annotations on the left had page of your sketch book</p> <p>A more detailed final idea sketch – ready to draw out on the correct size paper</p> <p>10-hour piece of work</p>	Creating a sketch book addressing the AQA four learning outcomes. All information, research, drawings, experiments lead to a final piece of work.							
11-Sep	B	2		Key words for learning/ Tier 2/3 Vocabulary Creative – having good imagination or original ideas Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint Shading – slight variation or difference of colour Blending – the action of mixing or combining things together							
18-Sep*	A	3		Accuracy – the state of being precise or exact Detail – to give full information about Composition - the action of putting things together; formation or construction, a thing composed of various elements							
25-Sep	B	4		How will we know they have learned this? Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books.							
2-Oct	A	5		Careers: Creative director, Consultant, Gallery Owner, Printer, Buyer, TV researcher, Greeting Card Designer, Curator, Game Designer, Silversmith, Costume Designer.							
9-Oct	B	6		Assessment KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.							
16-Oct	A	ST1									
23-Oct	B	ST1									
6-Nov	A	ST1									
13-Nov	B	10		<table><tr><td>Prior – Y0</td><td>Current</td><td>Next – Y12</td></tr><tr><td>Recall of the previous projects. All</td><td>All pupils have created their own</td><td>Pupils build on, practise and develop</td></tr></table>	Prior – Y0	Current	Next – Y12	Recall of the previous projects. All	All pupils have created their own	Pupils build on, practise and develop	
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<div>15/09-17/09 Rosh Hashanah</div> <div>23/9 International day of sign languages</div> <div>2/10-8/10 Dyslexia awareness week</div> <div>5/10 world teachers day</div> <div>6/10 World cerebral palsy day</div> <div>12/11 Diwali</div> <div>12/11 Remembrance Sunday</div> <div>13/11-19/11 Transgender awareness week</div> <div>14/11 World Diabetes Day</div> <div>1/12 World AIDS day</div>											

20-Nov	A	11	different media that has been used. All skills that have been acquired.	work, using an exam question as a starting point. All skills that have been acquired are now showcased.	the skills they have developed and refined ready for a higher level qualification.	3/12-24-12 Advent 25/12 Christmas Day	
27-Nov	B	12	<b>GW:</b> The process has been followed (this ensures all AQA learning objectives have been met) <b>BI:</b> Each stage of the process has been followed and the skill level is evident in the work <b>EW:</b> the process really tells a story and you can see why each drawing/ experiment has been carried out.				
4-Dec	A	13					
11-Dec	B	14					
18-Dec	A	15					
Christmas Holiday						11 weeks (?? lessons) (30 Days)	
8-Jan	B	16	<b>GCSE Exam</b>  Pupils have been taken though the exam paper and have either chosen or been directed to one question. They then go through the process using a sketch book to record all of the research, sketches, ideas and experiments. Pictures of the artist’s work from the question – at least 3 artists. Just one page of collaged images to show you have looked at the artist. Then one page of drawings of all of the artists. Full drawings or cut/ripped half images. You need information about the artist. Mind map of the starting point (100 words) Pictures printed off from your mind map – as many as possible – a few pages of these images collaged. Your own drawings of the pictures from the mind map – this is where the experimentation with media comes in. This should be a few pages. A more refined mind map More images relevant to the refined mind map – more drawings of those pictures				Creating a sketch book addressing the AQA four learning outcomes. All information, research, drawings, experiments lead to a final piece of work.  <ul style="list-style-type: none"><li>Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>Record ideas, observations and insights relevant to intentions as work progresses.</li><li>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li></ul> Key words for learning/ Tier 2/3 Vocabulary Creative – having good imagination or original ideas Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint Shading – slight variation or difference of colour Blending – the action of mixing or combining things together Accuracy – the state of being precise or exact Detail – to give full information about Composition - the action of putting things together; formation or construction, a thing composed of various elements
15-Jan	A	17					
22-Jan	B	18					
29-Jan	A	ST2					
5-Feb	B	ST2					

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12-Feb	A	ST2	Experimentation with media – make sure with all of your pictures you have collected you are using them as an influence for your drawing – with each drawing you should continue to experiment with media - making sure you are more proficient with at least one or two medias	<p>How will we know they have learned this? Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books.</p> <p>Careers: Creative director, Consultant, Gallery Owner, Printer, Buyer, TV researcher, Greeting Card Designer, Curator, Game Designer, Silversmith, Costume Designer.</p> <p>Assessment KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. Final marking, standardisation and moderation sent off to AQA.</p> <p><i>25/1 Burns night</i> <i>27/1 Holocaust memorial day</i> <i>LGBT+ history month</i> <i>1/2 World Hijab day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p> <p><i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i></p>						
26-Feb	B	22	Numerous ideas about what you want to do for the final piece of work – outline sketches are fine							
4-Mar	A	23	You need notes/ annotations on the left had page of your sketch book A more detailed final idea sketch – ready to draw out on the correct size paper 10-hour piece of work							
11-Mar	B	24	<table><tr><td>Prior – Y0</td><td>Current</td><td>Next – Y12</td></tr><tr><td>Recall of the previous projects. All different media that has been used. All skills that have been acquired. The mock exam.</td><td>All pupils have created their own work, using an exam question as a starting point. All skills that have been acquired are now showcased.</td><td>Pupils build on, practise and develop the skills they have developed and refined ready for a higher level qualification.</td></tr></table>		Prior – Y0	Current	Next – Y12	Recall of the previous projects. All different media that has been used. All skills that have been acquired. The mock exam.	All pupils have created their own work, using an exam question as a starting point. All skills that have been acquired are now showcased.	Pupils build on, practise and develop the skills they have developed and refined ready for a higher level qualification.
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18-Mar	A	25								
25-Mar*	B	26	<b>GW:</b> The process has been followed (this ensures all AQA learning objectives have been met) <b>BI:</b> Each stage of the process has been followed and the skill level is evident in the work <b>EW:</b> the process really tells a story and you can see why each drawing/ experiment has been carried out.							
Easter Holiday										
15-Apr	A	27	Continue with refining all ideas.							
22-Apr	B	28								
29-Apr	A	29	10 hour practical exam.							
6-May*	B	30								
13-May	A	GCSE								
20-May	B	GCSE								
Half-Term										
3-Jun	A	GCSE								
10-Jun	B	GCSE								
17-Jun	A	GCSE								
24-Jun	B	Contin gency								
(Total: 190 Days)										

\* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 11, students will have learned
<b>GW:</b> (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
<b>BI:</b> (E.g. Grades 2-3M)	<i>Students can recognise ....</i>
<b>EW:</b> (E.g. Grades 3U-4L)	<i>Students can understand information from a variety ....</i>

### Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)