

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 2024-25 – Art & Photography

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
15 weeks (37/38 1-hour Lessons)										
2-Sep	A	1	<p>Mock Exam</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> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Prior – Y0</th> <th>Current</th> <th>Next – Y12</th> </tr> </thead> <tbody> <tr> <td>Recall of the previous projects. All different media that has been used. All skills that have</td> <td>All pupils have created their own work, using an exam question as a starting point. All skills that</td> <td>Pupils build on, practise and develop the skills they have developed and refined ready for a</td> </tr> </tbody> </table>	Prior – Y0	Current	Next – Y12	Recall of the previous projects. All different media that has been used. All skills that have	All pupils have created their own work, using an exam question as a starting point. All skills that	Pupils build on, practise and develop the skills they have developed and refined ready for a	<p>Creating a sketch book addressing the AQA four learning outcomes. All information, research, drawings, experiments lead to a final piece of work.</p> <p>Key words for learning/ Tier 2/3 Vocabulary</p> <p>Creative – having good imagination or original ideas</p> <p>Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint</p> <p>Shading – slight variation or difference of colour</p> <p>Blending – the action of mixing or combining things together</p> <p>Accuracy – the state of being precise or exact</p> <p>Detail – to give full information about</p> <p>Composition - the action of putting things together; formation or construction, a thing composed of various elements</p> <p>How will we know they have learned this? Practical evidence, ST tracking exams and questioning.</p> <p>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</p> <p>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.</p>
Prior – Y0	Current	Next – Y12								
Recall of the previous projects. All different media that has been used. All skills that have	All pupils have created their own work, using an exam question as a starting point. All skills that	Pupils build on, practise and develop the skills they have developed and refined ready for a								
9-Sep	B	2								
16-Sep*	A	3								
23-Sep	B	4								
30-Sep	A	5								
7-Oct	B	ST2								
14-Oct	A	ST2								
21-Oct	B	ST2								
4-Nov	A	9								
11-Nov	B	10								
18-Nov	A	11								
25-Nov	B	12								

2-Dec	A	13	been acquired.	have been acquired are now showcased.	higher level qualification.			
9-Dec	B	14	<p>GW: The process has been followed (this ensures all AQA learning objectives have been met) BI: Each stage of the process has been followed and the skill level is evident in the work EW: the process really tells a story and you can see why each drawing/ experiment has been carried out.</p>					
16-Dec	A	15						
Christmas Holiday 11 weeks (27/28 1-hour lessons)								
6-Jan	B	16	<p>GCSE Exam</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>Creating a sketch book addressing the AQA four learning outcomes. All information, research, drawings, experiments lead to a final piece of work.</p> <ul style="list-style-type: none"> • Develop ideas through investigations, demonstrating critical understanding of sources. • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Record ideas, observations and insights relevant to intentions as work progresses. • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <p>Key words for learning/ Tier 2/3 Vocabulary</p> <p>Creative – having good imagination or original ideas</p> <p>Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint</p> <p>Shading – slight variation or difference of colour</p> <p>Blending – the action of mixing or combining things together</p> <p>Accuracy – the state of being precise or exact</p> <p>Detail – to give full information about</p> <p>Composition - the action of putting things together; formation or construction, a thing composed of various elements</p> <p>How will we know they have learned this? Practical evidence, ST tracking exams and questioning.</p> <p>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</p> <p>KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly</p>		
13-Jan	A	17						
20-Jan	B	ST3						
27-Jan	A	ST3						
3-Feb	B	ST3						
10-Feb	A	21						
25-Feb	B	22						
3-Mar	A	23						

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10-Mar	B	24	10-hour piece of work <table border="1"> <thead> <tr> <th>Prior – Y0</th> <th>Current</th> <th>Next – Y12</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>GW: The process has been followed (this ensures all AQA learning objectives have been met) BI: Each stage of the process has been followed and the skill level is evident in the work EW: the process really tells a story and you can see why each drawing/ experiment has been carried out.</p>	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.	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.
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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.								
17-Mar	A	25								
24-Mar	B	26								
31-Mar	A	27								
Easter Holiday			5 weeks (?? lessons) (23 Days)							
22-Apr	B	28	10-hour practical exam							
28-Apr	A	29	Refinement of coursework/ sort out folder and hand in all work.							
5-May	B	30								
12-May	A	GCSE								
19-May	B	GCSE								
Half-Term			7 weeks (?? lessons) (34 Days)							
2-Jun	A	GCSE								
9-Jun	B	GCSE								
16-Jun	A	GCSE								
23-Jun	B									
30-Jun	A									
7-Jul	B									
14-Jul	A									
(Total: 189 Days)										

Prompt Questions

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?

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)