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Year 11 Overview 2026-27 – *Art & Photography*

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
15 weeks (37/38hours)				
Wed 2-Sep Tues Y7 only Thursday- whole school	A	1	**Mock Exam** 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 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 Numerous ideas about what you want to do for the final piece of work – outline sketches are fine 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 **Prior – Y0:** Recall of the previous projects. All different media that has been used. All skills that have **Current:** All pupils have created their own work, using an exam question as a starting point. All skills that **Next – Y12:** Pupils build on, practise and develop the skills they have developed and refined ready for a	Creating a sketch book addressing the AQA four learning outcomes. All information, research, drawings, experiments lead to a final piece of work. 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 How will we know they have learned this? Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books. Careers: Creative director, Consultant, Gallery Owner, Printer, Buyer, TV researcher, Greeting Card Designer, Curator, Game Designer, Silversmith, Costume Designer. 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. •
7-Sep	B	2		
14-Sep (INSET Friday)	A	3		
21-Sep	B	4		
28-Sep	A	5		
5-Oct	B	6		
12-Oct	A	ST1		
2-Nov	A	9		
9-Nov	B	10		
16-Nov	A	11		
23-Nov	B	12		
30-Nov	A	13		

7-Dec	B	14	<table><tr><td>been acquired.</td><td>have been acquired are now showcased.</td><td>higher level qualification.</td></tr></table>	
14-Dec	A	15	**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.	
Christmas Holiday			12 weeks (30 hours)	
4-Jan	B	16	**<u>GCSE Exam</u>** 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 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 Numerous ideas about what you want to do for the final piece of work – outline sketches are fine You need notes/ annotations on the left had page of your sketch book	Creating a sketch book addressing the AQA four learning outcomes. All information, research, drawings, experiments lead to a final piece of work. • 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. 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 How will we know they have learned this? Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books. Careers: Creative director, Consultant, Gallery Owner, Printer, Buyer, TV researcher, Greeting Card Designer, Curator, Game Designer, Silversmith, Costume Designer. Assessment
11-Jan	A	17		
18-Jan	B	18		
25-Jan	A	ST2		
1-Feb	B	ST2		
8-Feb	A	21		
22-Feb	B	22		

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<table>
<tr><td>1-Mar</td><td>A</td><td>23</td><td rowspan="4">A more detailed final idea sketch – ready to draw out on the correct size paper
10-hour piece of work

<table><tr><th>Prior – Y0</th><th>Current</th><th>Next – Y12</th></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>
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.</td><td rowspan="4">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.</td></tr>
<tr><td>8-Mar</td><td>B</td><td>24</td></tr>
<tr><td>15-Mar</td><td>A</td><td>25</td></tr>
<tr><td>22-Mar
finish on Thursday 25th</td><td>B</td><td>26</td></tr>
<tr><td colspan="5">Easter Holiday</td></tr>
<tr><td>12-Apr</td><td>A</td><td>Art/Photo/Mfl exams start</td><td></td><td></td></tr>
<tr><td>19-Apr</td><td>B</td><td>Art/Photo/Mfl exams start</td><td></td><td></td></tr>
<tr><td>26-Apr</td><td>A</td><td>Art/Photo/Mfl exams start</td><td rowspan="5">10 hour GCSE exam</td><td rowspan="5"></td></tr>
<tr><td>3-May
(Bank holiday Mon)</td><td>B</td><td>GCSE exams start (hall)</td></tr>
<tr><td>10-May</td><td>A</td><td>31</td></tr>
<tr><td>17-May</td><td>B</td><td>32</td></tr>
<tr><td>24-May</td><td>A</td><td>33</td></tr>
<tr><td colspan="5">Half-Term</td></tr>
<tr><td>7-Jun</td><td>B</td><td>34</td><td rowspan="6"></td><td rowspan="6"></td></tr>
<tr><td>14-Jun</td><td>A</td><td>35</td></tr>
<tr><td>21-Jun</td><td>B</td><td>36</td></tr>
<tr><td>28-Jun
(SJBF Inset)</td><td>A</td><td>GCSE Contingency</td></tr>
<tr><td>5-Jul</td><td>B</td><td>38</td></tr>
<tr><td>12-Jul</td><td>A</td><td>39</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

(Total: 190 Days)

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)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?