

Subject Curriculum Map: Art Year 11 2024-25

Exam Board & Assessment Method: AQA Art, Craft and Design

Curriculum Intent: Pupils continue to develop their practical skills (AO3) in a range of two and three dimensional techniques whilst using a wide range of art based media (AO2). Pupil's understanding of research techniques, appreciation for art movements, cultures and the wider world (AO1) should now be at a stage where they are confident in tackling a 'Controlled Test Portfolio Unit'. The 'Creative Process' is understood and 'Visual Literacy' allows pupils to convey concepts, visually and intellectually, including concluding visual statements of intent (AO4)... Practical and academic development, understanding the art and design world and how art is intrinsic throughout the world. A notion that art is powerful and evocative, but also fun. Pupils develop skills for life in art; appreciating their surroundings, learning to work individually, but also honing team work and communication skills. They gain understanding in the concept of 'self', learn to appreciate, respect and tolerate differences and different cultures, but are also able to express their own views. They should understand the significance of history, environmental, social and economic issues and political situations. Pupils are aware of democratic processes and are aware of the classroom ethos.

Curriculum Implementation: Year 11 pupils continue with their second GCSE portfolio project, which commenced in Year 10. While still developing key skills, they begin to take more ownership of this project and develop their person ideas and creative choices, with guidance, alongside teacher led ideas. They now have a much clearer grasp of the structure of a portfolio project in art. GCSE Assessment Objectives are entwined in these final stages of the coursework element of the GCSE qualification. There is now, magnified focus on the importance of creativity, ideas / concepts and intelligence within their work, but also, developmental and experimental work becomes important here, especially when considering the requirements of Year 12 'A' Level art. The importance of both cultural and technical elements of art continue to be emphasised. In January of Year 11, pupils start their 'Controlled Test', external exam paper. This runs through to the end of the course.

Curriculum Impact: Year 11 pupils continue to develop attributes, in art, that can be utilised throughout the school curriculum; Communication, Team Work, Appreciation of Local Environment, The Wider World... Subject specific skills have been developed and GCSE pupils have a much stronger grasp, now, of both practical, conceptual, intellectual and communicative expectations. These are heavily practical based, but also include the development of understanding with regard to technical processes, visual literacy, the creative process and the preparation of portfolios and folders. Conceptual skills gained, here, can be utilised throughout the curriculum and further afield. Progress is measured in various forms and a strong leaning towards self, peer, half termly and test based assessment is incorporated into our programme, in order to fully appreciate the needs of all individuals... Revised tasks are implemented into Year 11 coursework, allowing for differentiated, but appropriate and relevant outcomes. As a practical (practice) subject, pupils will continue to

hone their skills throughout. Conceptual / research skills are entwined, coursing through the work described and peaking, in time for the external ‘Controlled Test’.

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Themes, Concepts & Ideas | Continuation of Year 10 Pop Art project, leading to AO4, ‘Concluding Response’. | Continuation of Year 10 Pop art project, finalising ‘Concluding Response’. | AQA GCSE Art, Craft and Design Controlled Test; Exam – Portfolio Unit | AQA GCSE Art, Craft and Design Controlled Test; Exam – Portfolio Unit | AQA GCSE Art, Craft and Design Controlled Test; Exam – Portfolio Unit | Deadline for submission of marks is 31 st May. Pupils will be on study leave at this stage. |
| Knowledge and understanding | Show influence from and understanding of processes and intentions, regarding the Pop Artists; Andy Warhol, Peter Blake, Roy Lichtenstein and James Rosenquist. Display technical and practical skills within a range of appropriate art media. Show thoughtful and intellectual responses to project themes. | Show influence from and understanding of processes and intentions, regarding the Pop Artists; Andy Warhol, Peter Blake, Roy Lichtenstein and James Rosenquist. Display technical and practical skills within a range of appropriate art media. Show thoughtful and intellectual responses to project themes. | A culmination of all skills, learning, practice and research developed at GCSE level. Examined through an end of course external paper. | A culmination of all skills, learning, practice and research developed at GCSE level. Examined through an end of course external paper. | A culmination of all skills, learning, practice and research developed at GCSE level. Examined through an end of course external paper. | N/A |
| Subject specific skills | Practical, conceptual, cultural and intellectual skills and understanding. | Practical, conceptual, cultural and intellectual skills and understanding. | Using all skills and knowledge (listed in our Curriculum Maps) gained at Alleyne’s, in order to develop a success exam response. | Using all skills and knowledge (listed in our Curriculum Maps) gained at Alleyne’s, in order to develop a success exam response. | Using all skills and knowledge (listed in our Curriculum Maps) gained at Alleyne’s, in order to develop a success exam response. | N/A |
| 1.SMSC | The Year 11 ‘Pop Art’ project allows pupils to understand Western and popular culture. It directs pupils to consider consumerism, mass production and a ‘throw away’ society. Pupils consider the idea of ‘Self’ and weigh up differences between contemporary situations and mid-20 th Century society. Our art projects cover at least one sub- genre and this project allows pupils to explore any number of these, as they delve into the theme of ‘Pop Art’ and ‘Self’ (religious, historical, environmental, social, economic, political). In addition, pupils develop an appreciation of surroundings, team work and communication skills. They build on their previous awareness of ‘self’, understand contextual backgrounds and cultural imagery, appreciate and respect differences and different cultures. Pupils are aware of the classroom ethos, they respect ideas and show creativity, but are also encouraged to express views. | | | | | N/A |
| 2.Skills For life | ‘Pop Art’ / ‘Self’ allows pupils to gain an appreciation of society and local environment. It allows them to explore different cultures and gain an insight into a consumer driven society. Additionally, practical Skills in Art and a range of techniques in Two Dimensional theory, plus, skills in the use of a range of two and three dimensional art media, are developed... Communication, research, observation and analytical skills; working independently and as a team; appreciation of | | | | | N/A |

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| | environment, cultural and religious differences, significance of history, environmental, social and economic issues and political situations; awareness of 'self' and the ability to express views, show creativity and respect ideas; understanding of 'visual literacy', the 'creative process' and its importance; understanding the power of visual material through the media, art galleries, advertising and other outlets. | | | | | |
| 3.FBV | Through the categories and comments listed in 'SMSC', pupils develop an appreciation of FBV; Mutual respect of others, the importance of working together, but also having individual views. Tolerance of differences (cultural and religious), understanding of democracy and the need for laws within society. | | | | N/A | |
| Stretch & challenge | Formal elements are essential to all practical art work, regardless of challenge... ... Practical and academic / intellectual aspects of work. Use of varying media. Understanding of other art movements, techniques and cultures. Development of technical skills. Understanding of 'The Creative Process' and 'Visual Literacy'. Depth of challenge. During Year 11, this is more specifically developed through the investigations into 'Pop Art', 'Self' and Popular / Western culture. More advanced pupils may develop work that is derived from studies of Robert Rauschenberg, Wolf Vostell or Jacques Villegle, for example. Whilst skills in a range of two dimensional art media are delivered with varying degrees of stretch and challenge, relief and three dimensional work is also completed, but to a lesser degree. Intellectually, pupils are pushed to research, understand, process and respond to relevant information and material. The depth of study can vary, depending on pupil ability. Higher ability pupils may extend their work to explore environmental, political or historical issues that they have an interest in (linking to the theme of 'Self'). Resultant stretch and challenge arrives from individual studies. Whilst teacher lead tasks form the foundations of this project, all pupils branch off into their own pathway or 'journey'. Stretch and challenge is also dictated by these individual routes. Art is not rigid. | Controlled Test / Exam. Externally set paper. | | | | |
| Key assessment focus, suggested assessments | Continuation of AO1, 2 and 3 development, from Year 10. Analytical pieces that link to 'Self', Andy Warhol, Peter Blake, James Rosenquist and Roy Lichtenstein. Development of both practical and research | Development and finalisation of Concluding (AO4) 'Pop Art' / 'Self' piece. | External 'Controlled Test', exam work, adhering to the requirements of AO 1, 2, 3 and 4. | External 'Controlled Test', exam work, adhering to the requirements of AO 1, 2, 3 and 4. | External 'Controlled Test', exam work, adhering to the requirements of AO 1, 2, 3 and 4. | N/A |

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| | <p>based work in a range of media, showing development of skills, technique and processes. Development of concluding piece, AO4 ideas.</p> <p>STAR Assessment 1 – Marmite /Ketchup Acrylic</p> <p>STAR Assessment 2 – Viewfinder Piece</p> <p>STAR Assessment 3 - Piece of own choice relating to 'Self'</p> | | | | | |
| Special events | Annual GCSE and 'A' Level exhibitions. Liverpool Art Trip. Rotary Club Young Artist of the Year Competition. Stone Advent Windows Installation Project. School House System Drawing and Photography Competitions. Artist of the Year Leavers Award. Annual Leavers award for Creativity. | | | | | N/A |
| Visits/extra curricular | Artists in residence and visits are offered at irregular intervals, however, the GCSE and 'A' Level 'Liverpool Art trip' is an annual event, taking in the Liverpool Tate, Walker, Open Eye and Bluecoat Galleries. | | | | | N/A |
| Homework/Independent Learning (Fortnightly) | Artist Research Analytical Study x2 Grid Drawing practice (1-4) | Artist Research x2 Analytical Study (5-7) | Brainstorm completion Artist Research x2 (8-10) | Theme Research Theme Montage Analytical Study (11-13) | Artist Montage Analytical Study (14-15) | N/A |