

## Year 11 Curriculum - 2022-23

### AQA: GCSE Fine Art

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p><b>Sweets and Food:</b></p> <p>Continued: Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias / <b>Personal response</b></p> <p><b>Assessment Objective focus: Key skills (A01, A02, A03 and A04).</b></p>	<p><b>Sweets and Food:</b></p> <p>Continued: Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias / <b>Personal response</b></p> <p><b>Assessment Objective focus: Key skills (A01, A02, A03 and A04).</b></p>	<p><b>Externally Set Exam</b></p> <p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</p>		<p><b>Course Completed</b></p>	
AQA: Specification Knowledge & Understanding	<p><b>NOTE: Each Project covers the GCSE Assessment Objectives: Therefore, the content below covers each project as skills are built into the course with greater flexibility in some projects as students can work in a range of different ways to each other. Allowing choice and development of strengths and approaches in their own work. There is a greater emphasis on this as students near their final examination and during their examination where a real independence is expected throughout.</b></p> <p>Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</p> <p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the student in the chosen qualification title and area(s) of study</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:                             <ul style="list-style-type: none"> <li>• colour • line • form • shape • tone • texture</li> </ul> </li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study</li> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> </ul>					<p><b>N/A</b></p>

Assessment	<p>The exams and non-exam assessment will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3: Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>	N/A	
Assessment: What is marked?	<p>AQA: AO's. Contextual: Personal responses / annotations / Art Journal. Quality of planning, idea development, application of media and techniques. Experimentation. Final outcome.</p>	<b>See above: AQA assessment criteria and Mark submission</b>	
Why this?	<p>Further development from Year 10 in the following: Contextual: A deeper study of an artist. Greater emphasis on responding through written and visual responses. Development of ideas from a starting point. Recording ideas including drawing in a range of ways-personalised to own ideas. Leading to personal responses that reflect and make significant contextual elements. Appropriate selection of media and materials relevant to intentions and in direct relation to contextual sources. Continued building skill and confidence through materials and techniques. Competence in handling of media and applications. Building resilience in independent based work. Continued portfolio development for GCSE submission.</p>	<b>AQA Directed: Externally Set Component</b>	N/A
Why now?	<p>A project that allows a significant element of personal response but immediately focusses pupil's attention to a theme and contextual sources. Emphasis on each of the AO's. Further attention to meeting each AO in depth. Pupil's recognising where marks are awarded in preparation for the externally set exam in January.</p>	<b>AQA Directed: Externally Set Component</b>	N/A
Skills & Characteristics	<p>Most detail is in previous sections above: Key breakdown:</p> <ul style="list-style-type: none"> <li>• Contextual-deeper</li> <li>• Annotation-extended.</li> <li>• Idea development in response to artist.</li> <li>• Recording ideas / Drawing</li> <li>• Appropriate selection of media</li> <li>• Experimentation and refinement</li> <li>• Extending ability to respond to an artist's work.</li> </ul>	<b>AQA Directed: Externally Set Component</b>	N/A

	<ul style="list-style-type: none"> <li>Working towards an outcome in response to a starting point.</li> </ul>		
<p>Aspirations &amp; Careers</p>	<p><b>CEIAG</b></p> <p>Talks from visiting Practitioners in Art and Design          Future college visits / workshops          6<sup>th</sup> Form Transition days          6<sup>th</sup> form open Evening</p> <p><b>Cultural Capital</b></p> <p>Contextual understanding underpins all future study in any Art and Design related discipline in their current GCSE course and at future A level and Higher Education courses.</p>		<p><b>N/A</b></p>