

## Year 11 Curriculum - 2022-23

### AQA: GCSE Graphic Communication

	Autumn Term		Spring Term		Summer Term		
	1	2	1	2	1	2	
Key Concepts	<p><b>Movie advertisement/Magazine cover</b></p> <p>Students will use prior knowledge of responding to client briefs to work independently on a mini project. This will support the course work</p> <p>Allow students time to review previous projects/further artist research/further development of ideas/additional outcomes.</p> <p><b>Drawing: Idea development through diagrams / sketches</b></p>	<p><b>Movie advertisement/Magazine cover</b></p> <p>Students will use prior knowledge of responding to client briefs to work independently on a mini project. This will support the course work</p> <p>Allow students time to review previous projects/further artist research/further development of ideas/additional outcomes.</p> <p><b>Drawing: Idea development through diagrams / sketches</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>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.</p> <p>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	The exams and non-exam assessment will measure how students have achieved the following assessment objectives. <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?	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	Weekly formative assessments are to be carried out by teachers and self-assessments that cover all criteria. Summative assessments will be carried out prior to publication of reports AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation. Final outcomes.	<b>See above: AQA assessment criteria and Mark submission</b>
Why this?	Students have the opportunity to extend the coursework by providing an additional mini project. Students can use this time practically to refine all previous coursework and ensure all assessment are met confidently	Students have the opportunity to extend the coursework by providing an additional mini project. Students can use this time practically to refine all previous coursework and ensure all assessment are met confidently	<b>AQA Directed: Externally Set Component</b>
Why now?	This time is essential to students and assessments will indicate the level of work in time for external set component	This time is essential to students and assessments will indicate the level of work in time for external set component	<b>AQA Directed: Externally Set Component</b>
Skills & Characteristics	To use heightened skills to identify and improve poorer work.	Evaluation and analysis of feedback in order to improve.	<b>AQA Directed: Externally Set Component</b>

Aspirations & Careers	<b>CEIAG</b> 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 <b>Cultural Capital</b> 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.	<b>N/A</b>
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