



## Year 11 GCSE Curriculum Sequence: Fine Art

**Intent:** To develop on students experiences from Year 10 in the exploration of contextual references, art materials and practical skills. Year 11 is structured to promote students' independence and curiosity in art so to encourage individual ideas, explorations and outcomes; as required in the exam unit. Emphasis is placed on the value of the creative process itself as well as pride and a sense of satisfaction in the final outcome.

<b>HT1</b> <b>Architecture: Painting and Collage</b> Exploring photography, collage and painting techniques in response to artists	<b>HT2</b> <b>Architecture: Outcomes</b> Developing ideas and final outcomes based on artists studied and the creative journey	<b>HT3</b> <b>ESA: Stages 1 and 2</b> Externally set assignment. Research, recording, exploring	<b>HT4</b> <b>ESA: Stages 3 and 4</b> Externally set assignment. Developing ideas and final create outcome (10 hrs)	<b>HT5</b> <b>End of course</b>	<b>HT6</b>
<p><b>Why 'Architecture: Painting and collage'?</b> Continuous development of students skills sees exploration of photography, collage and painting techniques in response to artists.</p> <p>Introducing sophisticated paint techniques is linked to artist David Poxon and John Piper, scaffolded in terms of reference material paintings to support students. Photography is developed using collage techniques linked to Anastasia Savinova and Lucy Naland.</p>	<p><b>Why 'Architecture: Outcomes'?</b> In resolving their creative journey students reflect on their project and develop a series of design ideas for a personal outcome. This outcome can be any size and in any media. Additional artist research is encouraged. This promotes independent thought and enquiry.</p>	<p><b>Why 'ESA: Stages 1 and 2'?</b> Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives.</p> <p>Stages 1 and 2 focus on students gathering initial ideas, observational studies, photography/secondary sources and researching into relevant artists.</p>	<p><b>Why 'ESA: Stages 3 and 4'?</b> Stages 3 and 4 focus on students exploring a range of media in the response to artists and in the development of ideas. Students evidence ideas and then produce final outcomes in 10 hours under exam conditions.</p>	<p>All Portfolio and ESA work is internally marked and marks sent the exam board by May 31<sup>st</sup>.</p>	
<p><b>AQA Specification links:</b> Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p><b>AQA Specification links:</b> Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>AQA Specification links:</b> Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p><b>AQA Specification links:</b> Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		
<p><b>Teaching it here supports:</b> Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. <b>Knowledge</b> of artists David Poxon, John Piper, Anastasia Savinova and Lucy Naland <b>Understanding</b> of collage, composition, colour theory <b>Skills</b> in observational drawing, collage techniques, painting techniques</p>	<p><b>Teaching it here supports:</b> Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. <b>Knowledge</b> of idea development <b>Understanding</b> of development, refinement, composition and resolving a creative journey <b>Skills</b> in student determined media and techniques, such as oil pastel, acrylic paint, pencil crayon, pen/ink.</p>	<p><b>Teaching it here supports:</b> ESA (Externally Set Assignment) paper is released from 2<sup>nd</sup> January. Students select one question theme from the paper to respond to. Students produce prep work in the form of a project.</p>	<p><b>Teaching it here supports:</b> As part of the ESA (Externally Set Assignment) students produce outcomes in exam conditions over 10 hours. All prep and the final outcomes are marked as 40% of the final grade.</p>		
<p><b>Feeds from:</b> Y10 HT3</p>	<p><b>Feeds from:</b> Y10 HT4</p>	<p><b>Feeds From:</b> Project stages and processes covered in the portfolio projects</p>	<p><b>Feeds From:</b> Project stages and processes covered in the portfolio projects</p>		