

Art and Design Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>GCSE Portfolio AO3 Respond to portfolio theme Collect images and take photographs Create shoot plans for initial ideas Take photographs in response to the theme.</p> <p>AO1 Explore artists, art movements and photographers for inspiration Create research pages and apply techniques, composition rules and editing style to own photography</p> <p>Develop skills in 2D materials and digital editing software such as Apps, Photoshop and Photopea.</p>	<p>GCSE Portfolio AO2 Develop, refine, change, alter ideas to work towards a final outcome</p> <p>Link work to AO3 and AO1. Explore digital and physical outcomes to finalise and realise intentions for AO4</p> <p>Development of ideas using a whole range of materials, software and apps.</p> <p>Students create personal responses and links to chosen artists/craftspeople or designers</p>	<p>GCSE Portfolio AO2 Develop, refine, change, alter ideas to work towards a final outcome</p> <p>Link work to AO3 and AO1. Explore 2D and 3D outcomes to finalise and realise intentions for AO4</p> <p>Review AO1-3 to ensure work is fully developed and working towards target grade</p>	<p>OCR GCSE Art and Design: Photography Externally Set Task</p> <p>AO4 created in 10-hour exam. All preparatory work is used to inform final outcome</p>	Course completed	Course completed
Assessment	<p>Assessment Objective 3 (total 30 marks) Assessment of work will provide a 'working at' grade and predicted grade based on TA Formative assessment of work is carried out regularly for students to make progress</p>	<p>Assessment Objective 1 (total 30 marks) Assessment of work will provide a 'working at' grade and predicted grade based on TA Formative assessment of work is carried out regularly for students to make progress</p>	<p>Assessment Objective 2 (total 30 marks) Assessment of work will provide a 'working at' grade and predicted grade based on TA Formative assessment of work is carried out regularly for students to make progress</p>	<p>Assessment Objective 4 (total 30 marks) All portfolios and Set Tasks are moderated and standardised A predicted grade is awarded Exam boards publish results for whole course</p>		
H/WK	<p>Collecting images based on the theme and presenting in sketchbook Taking relevant photographs and editing using a range of media or software</p>	<p>Researching and collecting images by other photographers or artists to link to ideas Creating response pages in sketchbook</p>	<p>Creating shoot plans, taking photographs and creating ideas for development pieces based on inspiration from photographers/artists</p>	<p>Final outcome sketches to ensure AO4 idea is well developed</p>		

	<p>Promotes the Arts within the curriculum</p> <p>Explore cultural diversity</p> <p>Offers a diverse curriculum</p> <p>Develop self confidence in creative thinking, problem solving and realisation of intentions</p> <p>Engaging curriculum</p> <p>Self-led opportunities</p>	<p>Promotes the Arts within the curriculum</p> <p>Explore cultural diversity</p> <p>Offers a diverse curriculum</p> <p>Develop self confidence in creative thinking, problem solving and realisation of intentions</p> <p>Engaging curriculum</p> <p>Self-led opportunities</p>	<p>Promotes the Arts within the curriculum</p> <p>Explore cultural diversity</p> <p>Offers a diverse curriculum</p> <p>Develop self confidence in creative thinking, problem solving and realisation of intentions</p> <p>Engaging curriculum</p> <p>Self-led opportunities</p>	<p>Promotes the Arts within the curriculum</p> <p>Explore cultural diversity</p> <p>Offers a diverse curriculum</p> <p>Develop self confidence in creative thinking, problem solving and realisation of intentions</p> <p>Engaging curriculum</p> <p>Self-led opportunities</p>		
Building on prior learning		<p>Students will have acquired practical skills during Key Stage 3 and in the workshop sessions in YR10. They will apply these skills to their Portfolio and Set Task to create work independently. They will have been taught how to meet the assessment criteria; the standards expected and how to present ideas in their sketchbooks.</p>				
Enrichment within the Curriculum		<p>Art Trip</p> <p>Looking at the work of famous photographers enables students to have greater contextual knowledge and informs their practical work</p>				
Extracurricular opportunities		<p>Trip</p> <p>Intervention Sessions</p> <p>Exhibitions</p>				
Positive impacting on personal development (SMSC)		<p>Students work independently and collaboratively to explore themes within their course. Students research photographers with a focus on contemporary photography – gaining an understanding of their future possibilities within the subject. This builds up tolerance and understanding of the importance of Photography in a wider context. They also develop their own artistic style and preference of approaches, themes and style.</p>				
Preparing for the next stage of education		<p>Students will achieve a GCSE grade and this will support the next step into higher education. The skills and knowledge acquired will support the transition into Photography A-Level at Key Stage 5</p>				
Ways to support your child's learning		<p>Investing in a good camera</p> <p>Investing in 2D materials such as posca pens and fineliners</p> <p>Setting aside an hour a week to complete photography work is essential</p>				
<p>Visits and trips</p> <p>Websites / books /papers / magazines</p> <p>TV/Films</p> <p>Blogs/ podcasts</p>		<p>Art gallery visits – Wolverhampton Art Gallery, IKON</p> <p>Watching photography programmes on television can also support contextual knowledge – The Great British Photography Challenge which features Rankin (one of our studied photographers) can be found on BBC iPlayer</p> <p>Pinterest account – a wide variety of Photographers share work on this site and give tips on how to create effective photographs</p>				