



Subject: Art

Lead Teacher: J Rose

Year: 11

Curriculum organisationStudents are taught in mixed groups of 18 for **three** hours per week. They are not grouped by ability.**Overview of Topics & Key Information****How will your child be learning?**

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Coursework – Students will continue to work on their coursework project (either Food Art or Everyday Life). The focus is on building to their final pieces and demonstrating their understand of AO4, supported by AO1, AO2, AO3.	<ul style="list-style-type: none">• What has been the narrative of their project?• Have they captured the narrative of their focus both visually and conceptually?• Which scale will and materials will work best for their intended outcome?	<ul style="list-style-type: none">• Using personal research of a range of artists and craftspeople, generate own ideas to develop into your final response.• Work in an independent manner with guidance and tutorials• Participate in lead technique workshops to enhance and develop techniques and skill level	<ul style="list-style-type: none">• Collage• Pencil work• Effective use of acrylic, oil paints and watercolour• Digital media• Printmaking• Effective use of coloured pencils• Use of drawing inks• Photography	<ul style="list-style-type: none">• Independently at times with structured individualised guidance• Pair and group work• They will be learning through teacher demonstration and through working practically.• Problem-solving and evaluating their artwork• Watching short video clips• Research tasks
Spring Term	Externally set Assignment. This is an examination paper which will be issued at the start of the Spring term. Students will choose a topic from this paper and develop a project investigating that theme and planning their responses through research and experimentation.	<ul style="list-style-type: none">• How do a range of artists from different cultures and movements represent the chosen theme?• Which kinds of materials work better for my theme?• Which scale will work best for the intended style?	<ul style="list-style-type: none">• Using a range of artists and ideas given by the teacher students will develop their own project using their own photography.• Students will explore a range of media to ensure that assessment objectives are met.• Students will be self-critical when selecting a strong area for them and the best media and composition for their final piece.• Their final piece will be completed in the 10-hour (2 day) examination in the Art room.	<ul style="list-style-type: none">• Collage• Pencil work• Effective use of acrylic, oil paints and watercolour• Digital media• Printmaking• Effective use of coloured pencils• Use of drawing inks• Photography• Selecting media to suit individual needs• Time management	
Summer Term	Students complete their 2-day examination, hand all their exam work in and amended coursework.				

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Coloured pencils • Graded pencils • Fine grain paper • Watercolour paper • Watercolour set • Range of brushes • Oil pastels • Soft pastels • Fine liners • Acrylic paint 	<ul style="list-style-type: none"> • Before Easter all work will be returned to students to act upon feedback given. • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities • Tutorials small group or one to ones. • Questioning (What, Why, How) and recall of information • Examination question responses

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Photography plays a major role in art so if parents allow their children to be equipped with a camera and take them to the various locations that they need to go to take the quality photographs then this is very useful. 	<ul style="list-style-type: none"> • Parents and guardians can really assist their child by taking them to visit art galleries, ensuring that they have art equipment listed above and giving them a good space to complete their art work at home.

Inclusion	Inclusion within Year 11 Art
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Within projects students learn about a range of artists including those with disabilities such as Chuck Close, a paralysed American portrait artist. • Students with Autism may require to work on small sections of pieces, to avoid being overwhelmed with a whole piece of art- this is supported and facilitated by teaching staff. • Students are supported practically by the teacher or a TA if a student requires this. E.g. – with printmaking. • Equipment is adapted wherever necessary to accommodate the needs of students with SEND. • Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous techniques and processes taught to support their understanding.

If you have any questions about this Learning Overview, please contact the named Teacher above.