



Curriculum Summary Document

Year 11 - Fine Art

Pride

Respect

Success

Module/Unit of Learning	Taught During	What will students learn?	How does this develop expertise and challenge students?	Links to other Subjects
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Pride

Respect

Success

<p>Component 1</p> <p>Surroundings/Power</p>	<p>Autumn Term</p>	<p>Students will continue to work on Component 1, which they began in the Summer Term of Year 10, where students selected a theme to investigate and respond to, with their own personalised ideas and interests. In Year 10 students will have begun to develop their chosen theme and will have studied at least one artist, related to their work.</p> <p>This term students will continue to learn how to investigate an idea or area of interest and how they can personalise and pursue further, the development of their sustained art project. Students will learn how to creatively respond to their chosen artists, develop their ideas and focus on exploring their own personal strengths within Art.</p> <p>Students will continue to research new artists, which both connect to and develop new ideas in their work. Students will focus on the refinement of ideas and techniques, by introducing contextual studies to support in this development, taking a series of photoshoots, experimenting and practising ideas and techniques. Students will learn how to work towards a final outcome for the project, combining previous and new knowledge, refine ideas, skills and techniques together to create a final outcome, which will be produced in a 10-hour controlled assessment. Student will learn about the exam process (time, pace, space and resources required).</p>	<p>Students will receive ongoing coaching and feedback throughout their Component 1, with individual personalised guidance and targets given to improve, develop and refine artwork.</p> <p>Students are challenged to become independent learners, be self-motivated and forward thinkers in the development and organisation of their learning process.</p> <p>Students will be challenged to become the instigators of their own learning and chosen disciplines in which they intend to pursue in their work.</p> <p>Students will independently be able to recognise and identify where and how they are experts in area/s of Fine Art, as they work to their strengths.</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding to become experts in their subject knowledge, context of work, analytical skills and visual practical application.</p> <p>Component 1 is excellent preparation for students PPE and externally set assignment and the skills needed for further education. Students will be encouraged to visit art galleries, read extended text and interviews linked to their chosen research areas.</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Photography- artists studied, and photography techniques applied to photographic images. First-hand observational drawing, recording, personal response and development of ideas.</p> <p>CLASS - Political, social & personal contexts explored in the development of ideas.</p>
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<p>Component 2</p> <p>Externally Set Assignment</p>	<p>Spring Term & Summer Term 1</p>	<p>For the externally set assignment, students will choose a title to respond to from the exam paper. Students will prepare for their exam, where they will complete an investigation into their chosen theme. This is an opportunity for students to show what they have learnt so far and to put this into practice. Students will demonstrate through an extended creative response, their ability to draw together different areas of knowledge, skills, experience and understanding gained throughout the course, in response to their chosen starting point, to produce work based on the exam title set by the exam board.</p> <p>Students will learn how to be the instigators of their own learning where they will research new artists, which link to their chosen exam theme and enable them to develop new ideas in their work.</p> <p>Students will focus on the refinement of ideas and techniques, by introducing contextual studies to support in this development, taking a series of photoshoots, experimenting and practising ideas and techniques.</p> <p>Students will learn how to work towards a final outcome for the project, combining previous and new knowledge, refine and extend ideas, skills and techniques together to create a final outcome, which will be produced in a 10-hour controlled assessment. Student will learn about the exam process (time, pace, space and resources required).</p>	<p>Students will receive ongoing coaching and feedback throughout their Component 2, with individual personal guidance and targets given to improve, develop and refine artwork.</p> <p>Students are challenged to become independent learners, be self-motivated and forward thinkers in the develop and organisation of their learning process.</p> <p>Within the ESA students become experts of their own learning, through chosen contextual studies, disciplines and personalised ideas they intend to pursue in their work.</p> <p>Students will become experts in being able to recognise and identify where strengths are within Fine Art and how they apply and achieve this in their work.</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding to become experts in their subject knowledge, context of work, analytical skills and visual practical application.</p> <p>There will be opportunities for students to explore careers linked to the Creative Arts, visit colleges, art galleries and museums to enrich their art knowledge and experience outside of the classroom.</p> <p>Throughout Year 11 attend a weekly after school Open Studio sessions, to refine and extend work. Students will also be invited to attend</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Photography- artists studied, and photography techniques applied to photographic images. First-hand observational drawing, recording, personal response and development of ideas.</p> <p>CLASS - Political, social & personal contexts explored in the development of ideas.</p>
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