

Year 11 Fine Art Curriculum Rationale

Students choose ONE theme from a range of given themes and develop this independently with one-to-one support from the teacher. This allows students to take ownership of their learning and prepare them for the independent work required for the Externally Set Assignment. Students begin their Year 11 coursework project in term 6 of Year 10. In the past, students have struggled to fulfil the requirements of the course in Year 11, particularly developing ideas to a meaningful conclusion, in the given timeframe. Starting the project early, allows students to complete their outcomes in the December PPE. In January, students can then solely focus on their GCSE Externally Set Assignment.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Researching and analysing the work of other practitioners, cultures etc, which is used as the foundation for the development of student ideas. Students are able to demonstrate their critical understanding.	<p>Title Page-based on their theme of choice from several options.</p> <p>Mind Map- Initial ideas on the given theme</p> <p>Preliminary Studies- students choose 3-4 lines of enquiry for further development</p> <p>Contextual research- appropriate and meaningful research into practitioners relevant to intentions, which will aid the student's development of ideas</p>	<p>Explicit reference to HPL.</p> <p>One-to-one feedback regularly given.</p> <p>Peer/self-assessment (including group critiques).</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Use of assessment criteria marking grid in lessons whilst discussing student work.</p> <p>Standardization of student work at each Census point and feedback given with Working At & Predicted Grades.</p>	<p>Literacy-Students have to demonstrate analytical and critical understanding through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Students development of ideas is both visual and written.</p> <p>PSHE- contextual research into practitioners, cultures etc.</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	<p>Students work independently, making use of the department facilities in their lunch times and after school. They are expected to work at home on their studies and this is checked by their teachers.</p> <p>Students are taken to London galleries in January for their contextual research for the Externally Set Assignment.</p>

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<p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>Students experiment with a wide range of materials and techniques, gaining a greater understanding of their appropriate uses in connection to their own work. Students demonstrate how they review and refine their ideas and work as they progress</p>	<p>From the outset, students experiment with and choose their own resources, materials and techniques in the pursuit of the development of their ideas and work. Skills are refined through the use of demonstrations and practise. One-to-one discussions take place on a regular basis with teachers and group critiques, to help review and refine ideas.</p>	<p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At and Predicted Grades.</p>	<p>Numeracy- students use general mathematics in the exploration of their work, especially with the use of a variety of techniques, processes</p>	<p>All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	
<p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>Students make informed decisions as to how they record ideas, observations and insights and what techniques are appropriate to</p>	<p>Students make informed decisions about how to record their ideas, observations and insights throughout the coursework,</p>	<p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment</p>	<p>Literacy-Students have to demonstrate analytical and critical understanding</p>	<p>All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	

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	purpose. Students reflect critically on work through one-to-one meetings with teachers and group critiques	from their initial research, through the development of ideas to their conclusion	(including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At and Predicted Grades.	through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Recording of ideas is usually in written annotation. PSHE- contextual research into practitioners, cultures etc.		
Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	Students understand the visual journey to its full conclusion, which usually takes the form of an outcome or series of outcomes which fully realises their intentions.	Students present personal and meaningful responses throughout their work in the form of outcomes and eventually arrive at a conclusion which realises their intentions. This should take place in the December PPE.	Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid	PSHE- connections with visual and other elements Literacy- the realisation of intentions is usually in both visual and written form	All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.	

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			in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At and Predicted Grades.			