

Curriculum Map						
Year 11						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Personal Portfolio - Identity	The AQA GCSE (9-1) in Art, Craft and Design consists of a Personal Portfolio worth 60% of the GCSE qualification and an Externally Set Assignment worth 40% of the qualification. This qualification will be followed through the AQA Art, Craft and Design Fine Art endorsed title where students will demonstrate an understanding of drawing, mixed media, painting, sculpture etc. Complete Identity Print and Nature into Abstraction Sculpture. Mock Exam is given out 2 weeks before half term and will be the previous year's Y11 final exam paper. Students will continue to work on all three projects until January of Y11 when the final ESA is given out.	Re-introduction to the AQA Art and Design GCSE, looking at the exam board specification and requirements. 1) Identity print influenced by a variety of artists Artists-Robert Rauschenberg/Jean-Michel Basquiat/ Delunay/Barbara Kruger/Paoletti/Julian Opie/Andy Warhol/Deborah Roberts/Jamie Reid, see Exhibitions at Tate Modern. 2) Nature Sculpture Influenced by Henry Moore/Barbara Hepworth/Saloua Chouair. students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas. For students to gain a solid understanding of how to structure their Art GCSE against the four assessment objectives set out by the exam board. Students will consolidate their understanding of the key terms and expectations through developing, experimenting, recording and presenting personal responses to their work.	Skills are 1. Analysing artists work 2. Developing and experimenting on own ideas 3. Recording through observational drawing, painting, printmaking and taking good quality photographs 4. Presenting work along with a personal and meaningful final response developing ideas/reviewing and refining, planning final outcome, realizing intentions, producing skilful outcome-print/collage/painting/sculpture. These skills will be the foundation for the entire course and will be revisited on a regular basis. It is important that students spend time outside of the classroom practising and developing these skills. There is a focus on questioning/literacy skills.	Personal portfolio Component 1 counts for 60% of the final grade. Each Component is assessed separately using four assessment objectives-develop, refine/explore, record and present, leading to a working at holistic grade. Constant one to one teaching that discusses WWW and EBI and sets targets to support students in making the work successful and relevant to the real world. Continual verbal feedback given and exemplar material on display. Each component is assessed separately leading to a holistic working at gradeone-to-one dialogic marking in lessons. Students will be able to understand the level at which they are currently working and how to develop further.	Y11 Predicted grades Assessment Point 1. Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. Y11 Predicted grades are sampled at department meetings, and standardised at meetings. Component 1 Personal Portfolio=60%, Component 2 ESA =40%. Each Component is assessed separately out of 96 marks, is standardized by the Art Department and then moderated by an external representative from the exam board AQA at the end of the course. GCSE Exam Board assessment Objectives applied to questioning and marking PC3 and predicted grade
Autumn 2	Externally Set Assignment*	Mock Exam controlled assessment. Students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas. Students will finalise their personal development for the end of all 3 projects and refine their Component 1 portfolio in order to ensure there are no gaps and they are reaching their full potential.	Relevant contextual research, negotiate individual starting points, developing own visual language to respond to the theme LOCK. Refining ideas as they make progress. FOCUS: THE FOUR ASSESSMENT OBJECTIVES. Students will develop putting together a sketchbook that documents their creative journey and investigations, showing all four assessment objectives throughout and responding to the work using critical analysis and written annotation. Learning to actively engage with Art and Design in order to develop as an effective and independent student. Students respond to their first hand imagery and artist research to come up with a series of developed design ideas that will culminate in a mini final outcome for their mock exam.	Relevant contextual research, negotiate individual starting points, developing own visual language. Understanding of the four assessment objectives. These skills are the foundation for the entire course and will be revisited on a regular basis. It is important that students spend time outside of the classroom practising and developing these skills. Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Showing display of exemplar work.	Each component is assessed separately using four objectives- AO1 Develop ideas through investigations, demonstrating analytical and cultural understanding. AO2 Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions in visual and other forms. AO4 Present a personal, informed and meaningful responsesdemonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral and other elements.	Assessment Points as in school calendar PC1, 2 and 3. There will two days controlled conditions - where the students will complete the mock exam including a personal and meaningful final response that they will have been developing towards over the past half term-. cswk catch up sessions are provided to ensure all students have support to keep up to date with coursework..
Spring 1	Externally Set Assignment*	Final Exam given out 2nd week back after Christmas. Theme set by exam board.	ESA handed out. The exam board AQA issue a paper with 7 starting points, from which students chooseONE which they will explore fully intheir ESA time.	Relevant contextual research, negotiate individual starting points, developing own visual language to respond to the theme. Refining ideas as they make progress. Exploring the potential of relevant media and methods. All work is dialogically marked with comments from the teacher that the student should respond to. Building in time for students to respond to feedback. Component 2 is the culmination of the experiences of the course so students can draw upon what they have learned, and use whatever skills, processes and materials they have excelled in.	Each component is assessed separately using four objectives- AO1 Develop ideas through investigations, demonstrating analytical and cultural understanding. AO2 Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions in visual and other forms. AO4 Present a personal, informed and meaningful responsesdemonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral and other elements.	Assessment Point 3 PC2 Deadline Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons. Exam style mark given in Feb 2024. Year 11 PPE Data deadline with updated predictions and PC2 data deadline. Each component is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
Spring 2	Externally Set Assignment*	Exam preparation	ESA prep-produce initial drawings/photographs in response to theme	Explore theme using a diverse range of experiments	Development/reviewing and refining	Assessment Point PC3 Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons. March Updated Predictions Year 11
Summer 1	Externally Set Assignment*	Exam March/ April	Exam	Explore the chosen theme in a variety of ways, developing ideas and refining work to meet the assessment criteria.	Planing final outcome, personal interpretation of the theme, realizing intentions, producing final outcome	Assessment Point 4 Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons. Assessment Point May 2024 Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons. March/April Y11 Exam - Final exam, component 2 and personal portfolio component 1 standardised in department and externally moderated in June 2024. Exam March/April.
Summer 2	Final CSWK sessions. Course complete at May half term.	Up until May half term	Revisit component 1 projects and Mock Exam	Revisit both component 1 projects reviewing and refining all the work completed so far in order to improve.	Revisit both component 1 projects reviewing and refining all the work completed so far in order to improve.	GCSE assessment grid: AO1 Develop ideas through investigations, demonstrating critical understanding of sources AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 Record ideas, observations and insights relevant to intentions as work progresses: AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 10 hour exam. Assessment Point 4 March. Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons. Work is differentiated-repetition of key skills and knowledge. May First GCSE Exams Start in other Subjects. May Coursework Deadline for Exam Boards.