

# Art and Design 5 Year Curriculum Plan

Author: Monika Cendrowicz

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Approved by: Louise Ellis-Martin

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## Trust Curriculum Policy Extract

The Trust curriculum ensures all students in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our students to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character **through the acquisition of life skills**. We are preparing all our students to contribute positively to modern British society **and have a suitable career and destination**. All students have the entitlement to study a rich and varied curriculum

### The Trust values permeate the curriculum

**Excellence:** a curriculum of the highest quality to ensure excellent outcomes

**Dedication:** we believe there is dignity in hard work

**Ambition:** we want the very best for all of our students.

**Integrity:** moral purpose will underpin the curriculum decisions we make for our students

**Tradition:** British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what students have learned. The curriculum is the progression model, enabling students to **know more, remember more and be able to do more**.

## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

**Kofi Annan**

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the **Art and Design** Department

Art, craft and Design embody some of the highest forms of human creativity. The Art and Design department at Smiths Wood provides a high quality of art and design education that engage, inspire and challenge students regardless of their background, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Alongside with skills students will know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

We can turn every learner into an expert in Art and Design at the same time as developing a love for the subject.

At the end of Year 11 students in **Art and Design** will....

### Know...

#### From KS3:

Students will be taught to develop their creativity and increase proficiency in their education. They will develop a critical understanding of artists, artefacts and designers, expressing reasoned judgements that can inform their own work.

At the end of KS3 students will **know**:

- What art elements are including line, tone, texture, shape/form and colour and how to use them to create own work in sketchbook
- Primary colours and how to mix them to create secondary and tertiary colours.
- Colour wheel theory and what monochromatic and harmonious colours are and how to use them effectively to create mood and depth in their work
- How and why Pablo Picasso used monochromatic colours during blue period
- How to create tones by mixing colours
- What complementary colours are and how Vincent van Gogh used complementary colours in his work
- How to use a range of mark making to create textures
- Different mark making techniques including hatching, cross hatching, stippling and graduated tone
- How Vincent van Gogh used expressive lines to create movement in his work
- How to visually and analytically annotate their ideas, designs and processes by creating samples of work, tester strips and using artistic vocabulary
- How to define processes and elements using appropriate terms and vocabulary
- Draw on a range of techniques and processes that are correct to the medium they are exploring, including 3D
- Use the influence of other artists, designers and craftspeople to create personal responses.

- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

**From KS4:**

Students engaging in GCSE in Art and Design will learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods

Students will **know** how to :

- Brainstorm their ideas from a selected starting point and research relevant resources to influence their work.
- Develop ideas in a visual form, using art elements and annotations including drawing with pencil, pen, felts, crayons and oil pastels, painting with watercolours, acrylics and poster paint, collage using a range of papers, materials, photographs and card, 3D experiments with card, clay, wire, papier mache and glass.
- Experiment with a range of media and processes creatively and independently, drawing on experience and knowledge from KS3
- Make a choice of processes relevant to their intentions
- Work on a range of different scales
- Combine processes and methods in a creative way
- Acquire and develop technical skills through working with broad range of media, materials, techniques, processes and technologies with purpose and intent
- Demonstrate safe working practices in art, craft and design

## Understand...

**At KS3:**

- How to use formal elements through the core skills of art and design to create effects in their work
- The need for recording ideas from observations, experiences and imagination
- How to develop their own ideas with application of variety of media and processes such as drawing, painting, printmaking, 3D work including clay, glass, card, papier mache, wire, textiles, including silk and felt making,
- How to analyse and evaluate own work and the work of others using art specific terms and vocabulary in a written and verbal form in support of literacy
- How to handle different materials and tools, demonstrating safe working practices in art, craft and design (Health and Safety)
- How to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- How different artists, designers and craftspeople (both historical and contemporary) communicate their ideas and inspire own and the work of others

Whilst the above skills are further developed, students will also extend their experience and will be encouraged to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- Develop knowledge and understanding of art, craft and design in historical and contemporary context, societies and cultures
- Develop awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to own work

## Be able to...

Art and Design at Smith's Wood aims to ensure that all students are able to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Develop and apply relevant subject specific skills in order to use visual language to communicate personal ideas, meanings and responses.

### KS4:

Students taking GCSE qualification will focus on four formal assessment criteria:

AO1: Development of ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

Students will be able to:

- Research a range of artists, designers and craftspeople to inform their own work
- Evaluate the artwork that they are producing whilst drawing upon formal elements to inform their own area of study

AO2: Experimentation with selected appropriate resources, media, materials, techniques and processes and the reviewing and refining of ideas as work develops

Students will be able to:

- Explore a range of materials and processes developing high levels of skills
- Evaluate processes as work develops, continually refining ideas and outcomes.

AO3: The recording in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work as it progresses

Students will be able to:

- Record ideas both in visual and written form
- Record ideas relevant to their chosen topic using a range of materials such as: photography, pen, pencil, paint, crayons, 3D processes and techniques.

AO4: The presentation of a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements

Students will be able to:

- Produce a personal, clear and meaningful response that concludes in relation to their chosen area of investigation.
- Demonstrate high levels of skills in their chosen material/ medium.

## Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

It is vital that we take in to account the context of our students when planning the art and design curriculum. It is important to remember that a number of our students will not have had many opportunities outside of school to gain experience within the art and design field. Therefore it is important to expose students to as many first hand experiences as possible. Many of our students have never visited a gallery or seen an original art work. Such visits can make a huge impact and inspire students to get engaged in creative activities in lessons. Instead of relying on computer images and online research, going out and experiencing sources such as flowers, gardens, trees, buildings, graffiti art workshops with real artists can be extremely aspirational.

### Resources

- Artist in residence workshops - Adam Walwark
- Gallery visits: match appropriate exhibition to the topic or technique studied.
- Story lines and on line exhibitions via Modern Tate Gallery and other galleries around the world - Modern Tate Gallery provides online activities and artist based projects that can enrich students' knowledge and understanding through fun and interesting format. [www.tate.org.uk](http://www.tate.org.uk)
- Biographies
- Workshops outside of school (selected students only- Barbers Institute, Walsall Gallery, Wolverhampton Gallery
- Oil painting workshop for GCSE students
- A-N Magazine. Provides current information, artists stories, reviews and opportunities for artists in all performing and visual arts. This information supports student project work.

## Developed their cultural and social capital through the following extra-curricular work

It is crucial to offer and expose our students to as many opportunities as possible. SWA students are within the most deprived area of Solihull and many students will not have been exposed to

the range of art mediums or forms of art. Materials such as clay, watercolours or oil paints may not have been explored. Students need to see that there are many interesting aspects of life, education and fun outside of home and school too. The more they experience and see, the more of a chance is that they will discover something that they become passionate about. This will add to the engagement in personal development and raising aspirations for their future. The social and cultural gap can be reduced by exposing students to as many experiences as possible – this includes using a range of materials such as clay, glass and oil paints.

Art competitions (within school and from outside)

Art galleries and museums visits

Interacting with artist in residence (already started this year with painting workshops with Adam Walwark)

Interviewing students from A-level and University courses (to raise aspiration)

Participation in charity events, card making designs and supporting school events with visual art props

Getting involved and supporting local community projects

Participating in the whole school events and support those through creating art work with a specific purpose

After school Art club for KS3 and KS4

Own art work exhibitions and private views for family and friends

School displays and posters

All of the above will raise student's cultural awareness as well raise aspirations by exposing them to the range of opportunities available to them.

## 5 Year Curriculum Plan

### Year 7 Art and Design at Smith's Wood Academy

At Smith's Wood Academy, students in KS3 will be exposed to a broad and engaging curriculum; this will not only provide opportunities for students to develop artistic, manual and creative skills but also develop important life skills such as confidence, problem solving, experimenting and learning from and correcting mistakes. Students will learn to demonstrate resilience and patience, whilst listening to others and expressing their own opinions. By exploring techniques and processes students learn to focus, have discipline and to take risks. The more materials and techniques that the students are exposed to, the more likely they are to find something that they enjoy. Students will have an opportunity to experience working individually and within a group on a range of different projects, including 3D.

Art experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. Noticing details in paintings for example helps students to consider details in the future. It may look like students study elements throughout KS3



but the repetition of practice through different media and time spent on mastering skills in different ways deepen the learning and sustain it. The more time students spend on the content, the more critically and creatively they begin to think. Students will be able to develop their creativity and ideas and increase proficiency in their execution. They will develop critical understanding of artists, expressing reasoned judgements that can inform their own work.

**The Smith's Wood Year 7 Art and design curriculum prepares all students to** be able to record and develop ideas from direct observation, experiences and imagination through the effective use of the art elements. As students experience and knowledge progresses, it is vital that they understand why it is important to record ideas and learn how to develop skill to record from observations, experiences and imagination.

At the entry of our school, all students begin with a base line drawing test, which is repeated every half term to determine the progress of students and highlights areas for development. Students study all art elements including line, tone, colour, texture, pattern, shape and form. The understanding of the art elements will enable students to create their work effectively and with confidence. The elements can be compared to ingredients which have its own specific quality, but it is also important how we combine them together in order to create artwork. Each Unit designed for year 7 is with the support and specific focus on one or more art element and gives students an opportunity to master the elements using a range of techniques and media, including painting.

Learning and mastering skills is supported with artist links, both historical and contemporary, several demonstrations, exemplars of work, theory sessions, homework and knowledge checks. Each unit of work is based on developing specific skills, mastering techniques and processes and finished with a final piece where students demonstrate proficiency and understanding of applied skills.

Unit 1: Start with a base line test- observational drawing of an Arizona bottle. Students will gain an understanding of recording exactly what they see in front of them, using line, line of symmetry, ellipses and gradually adding tones, textures and details. The reason why we start from direct observation is for students to gain experience, seeing an object and studying it will help them progress to recording from experiences and later on also from imagination. Without observation students will not gain experience, without observations and experiences students will not gain confidence to record from imagination.

Students will explore a range of lines and mark making and how to use it to create tones, shapes, textures and patterns- combining elements for the best effects and depth in their work. Students will look at the works of Vincent van Gogh and Vincent Scarpace and explore drawing in pen and pencil, printmaking, ink, mark making using a range of tools such as brush, tooth brush, sticks, plastic nets, corks, straws etc, clay.

Unit 2: Continues with the Elements but focuses on Colour and colour theory. Students will continue to apply skills already learnt in previous unit and use it to develop own ideas, starting to record from experiences gained previously by looking at the work of others and working from secondhand resources. Students will look at the works of Hundertwasser, Vincent van Gogh, Picasso and Matisse, to extend their understanding on how different artists in different times



used colour in their work and how colours could be linked to expressing ideas, moods, theories and emotions.

Students will learn about colours, mixing colours and creating a range of effects using colours with paint, pencil crayons, printmaking, and collage using tissue paper and felt tips. Students will create a final piece that collaborates all the elements and skills mastered. The final piece will summarise all of their knowledge, experiences, and observations and begin adding imaginative aspect to their work.

Unit 3: Students continue with art elements and learn how to realise their ideas in 3D form. Students explore shapes, colours and patterns designing their own sculpture. The project is inspired with The book of Flanimals by Ricky Gervais. Students create papier mache 3D flanimals, personalised and named by students. The project supports literacy skills with writing descriptions of flanimals inadequate behaviors, characteristics, names and skills.

An extension of the project is story boards, animation design and textile details. This project will not only give students the opportunity to experience 3D work but also develops skills in annotating, evaluating and transferring 2D skills into a 3D process. When recording, students often record 3D object into a 2D drawing, and use formal elements to make an object to look three dimensional. Unit 3 will challenge students to reverse this process and record 2D ideas into a three dimensional form. Exposing students to experiences in both 2D and 3D form will provide artistic opportunities to all students and give a chance to find a skill that they are good at or they like, have fun with and engage.

**These units are studied in this order** because base line test enables us to determine the level of students prior learning and can inform detailed planning for differentiated tasks. Art and Design is a skill based subject and it is vital to make sure that all students have an opportunity to progress within their abilities and achieve their full potential. The order in which the units are planned will aid students to develop their skills gradually and build their confidence to apply them independently and with intent. I often compare art element when teaching it to students to cake ingredients. To make a tasty cake we need specific ingredients and we need to know how to combine them together for the cake to be effective. We need to know the characteristics and qualities of each ingredient too and understand how it works and why we are using it. It is similar with art elements. Students must know what they are, why we use it, how to apply it and how to combine it together to create effective artwork.

**The enrichment opportunities available to year 7 students include** after school art club for KS3 students, charity events, seasonal art competitions such as Christmas cards, Easter decorations, art competitions within school and from outside organisers, supporting and participating in making and designing school events props, decorations, displays, exhibitions and illustrations, such as clay poppy making for school garden, school play props and more.

Year 7 Units of Study		Length of unit
Unit 1	The Elements - line and mark making	1 term
Unit 2	Colour Theory- Butterflies	1 term
Unit 3	Flanimals 3D project	1 term

## Year 8 Art and Design at Smith's Wood Academy

**The Smith's Wood Year 8 Art and Design curriculum gives all students an opportunity to** continue mastering skills, developing ideas and exploring processes and techniques. Students start year 8 with completing a base line drawing test to recap on previous learning and evaluate their progress over time.

Students will continue to look at the work of others, evaluating, expressing views, opinions and insights. Students learn additional skills like perspective and elements of architecture.

Students will study perspective (one, two and three point perspective), learn about creating depth in a picture using foreground, middle ground and background.

Unit 1: This will give students a fantastic opportunity to record ideas using their own mobile phones or cameras if they have one. It will engage students in selecting images of their own interests and linking it with the requirement of the brief for the project. The project aim is to progress students knowledge and understanding of art elements including line, tone, texture, shape and form and colour and being able to combine them in their own work, producing interesting and personal work of art. Having prior experience with recording ideas from imagination in Y7, students can move on adding experiences, gradually increasing the imagination aspect. Students can start to make informed choices and link their experiences together with experimentation with media and processes which include: computer manipulation, basic photography, drawing, collage, mixed media, painting, printing and card relief work.

Unit 2: This unit is focused on exploring a wide range of techniques, processes and methods. Studying skills is supported with the knowledge about great artists, crafts makers and designers and understanding the historical and cultural development of their art forms. Students will look at recycling art, card construction and sustainability. This unit is important at this stage of students art and design education because it adds to development of their critical understanding and being able to use influences from the work of others.

Unit 3: This project is inspired by the poem "There was once a woman living in a shoe". Students will be exploring architecture with characteristics of buildings across styles and times. Looking at the works of Gaudi and how natural forms can inspire art work. Drawing from direct observation: shoe, leaf, shell, exploring the main features of buildings. Students will be able to develop their own ideas from direct observation, second hand observation, imagination and experiences. Students design own imaginary shoe building and master mark making techniques using pen/ biro. Colour work using drawing inks in various techniques.

- **These units are studied in this order because** students continue their further understanding of the creative process, generating ideas and being selective with materials, techniques and processes to communicate their ideas effectively. Students have a growing understanding of the work of other artists that can inform their own practice and how they can draw inspiration from artists in regards to concept and technique.

**The enrichment opportunities available to year 8 students include** after school art club for KS3 students, charity events, seasonal art competitions such as Christmas cards, Easter decorations, art competitions within school and from outside organisers, supporting and participating in

making and designing school events props, decorations, displays, exhibitions and illustrations, such as clay poppy making for school garden, school play props and more.

## Year 8 Units of Study

Length of unit

Unit 1	Youth Culture/Close ups	1 Term
Unit 2	Artist Timeline	1 Term
Unit 3	Perspective/Imaginary buildings	1 Term

## Year 9 Art and Design at Smith's Wood Academy

**The Smith's Wood Year 9 Art and Design curriculum** enables all students to recall and apply a wider range of techniques and processes, including print making, clay, mixed media, collage, watercolour, colour pencils, pencil, biro, textiles. Working in sketchbooks students can work on small samples of work and gain an experience in a wide range of processes. I believe that this is the way to encourage high level of creativity and develop a growing interest in the subject; this is vital in order to encourage students to choose to study art at GCSE level. Considering that students at SWA have different abilities, experiences and aspirations, exposing them to several interesting and engaging activities will enrich their potential and widen their interests. At this age students get bored very quickly and they need to feel that there is a purpose to their learning. I often hear from students that they do not like art because they are not good at it. I believe that the most important skill for student is to gain confidence and interest in the subject through exciting and fun experiments. To be able to express themselves through art and enjoy it. Once they like what they are doing it is more likely that they will spend more time on developing their skills and talents.

Unit 1: Introducing a Portraiture and detail study of human face features. Students learn how to draw a human face in proportions, using guidelines. Final piece is created by scaling up an image using grid system and focuses on developing high quality tones using different materials and techniques. Portrait is divided into four section and students develop tone and details using different techniques in each section. Section 1- pencil, section 2- pen, section 3- paint and section 4- collage, using black and white newspapers. Students look at the works of several artists, including Chuck Close, Picasso, MC Esher, Modigliani, Frances Bacon.

Unit 2: Progresses directly from unit 1 and extends an aspect of portraiture but allows students to record from their experiences and imagination.

Students will explore distortion of faces and how emotions can be expressed through the use of shape, colour, line, texture and pattern. The project focuses on the elements, exploring tone, shape and form and colour in depth. This will directly prepare students for GCSE level, where students began to develop higher levels of skills in a specific area and technique.

Unit 3: Students learn about human figure proportions, using mathematical method of sectioning and dividing. Explores processes such as typography, printmaking, narrative design and incorporate prior knowledge of portraits, perspective and materials. Based on their prior knowledge of art elements: tone, colour, line, texture, shape and form and skills that students developed through experimentation with a range of media and techniques in year 7 and 8,

students will be able to use their imagination and record own designs of superheroes. Project will be supported with Pop Art, onomatopoeia, animation and story boards. Students will look at the style of Andy Warhol and Lichtenstein and use examples of their work to inspire and link with own ideas.

**These units are studied in this order because** students have a thorough understanding of all the Visual Elements (Tone, Pattern, Texture, Space, Colour, Shape and Form) and how they can be used to describe, analyse and evaluate their own artwork and that of others. Students have an increased proficiency in the execution of observational drawing from first hand, second hand and using a grid to draw from and have ability to select and mix colours appropriate to record from observation. This is the foundation for students to start developing ideas from experiences and imagination and begin to increase the level of skill focusing on specific techniques and processes. This is particularly important in preparation for GCSE, where high level of skill and independent work is required.

**The enrichment opportunities available to year 9 students include** after school art club for KS3 students, charity events, seasonal art competitions such as Christmas cards, Easter decorations, art competitions within school and from outside organisers, supporting and participating in making and designing school events props, decorations, displays, exhibitions and illustrations, such as clay poppy making for school garden, school play props and more.

Year 9 Units of Study		Length of unit
Unit 1	Portraits	1 Term
Unit 2	Identity-Distorted Faces/Emotions	1 Term
Unit 3	Human figure-Superheroes	1 Term

## Year 10 Art and Design at Smith's Wood Academy

In GCSE students choose from a selection of starting points to develop their own ideas independently and creatively; students select media and processes relevant to their intentions and area of work.

GCSE specifications in Art and Design require students to demonstrate the knowledge and understanding of

- Drawing on the work and approaches of artists, craftspeople or designers from contemporary and /or historical contexts, periods, societies and cultures
- Contemporary and /or historical environments, situations or issues
- Other relevant sources researched by the student in their chosen title
- The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture
- The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen title
- The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work

Each component must show evidence of four assessment areas: recording ideas and experiences from different sources, experimenting with a range of media and processes,

connecting own work to the work of others through the research and annotations and producing a final piece.

**The Smith's Wood Year 10 Art and Design curriculum prepares all students to** continue their Art and Design journey and actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Students must be encouraged to work upon the guidance of GCSE specification and have clear understanding of the assessment criteria when developing their portfolios. Students are given a range of starting points to explore, brainstorm, research and use to develop their ideas.

**Our students are studying these units because** it prepares them to recognise expected volume of work, managing time, to work in line with the criteria and to be able to work independently, applying skills learnt in previous years. Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media and techniques with purpose and intent. Students must support their outcomes with artist links, evaluations and analysis.

**These units are studied in this order because** students need to complete a coursework component which counts as 60 % of their final grade. Students develop own ideas alongside with direct observations, experimentations, exploring artists and movements and mastering techniques in a wide range of media, appropriate to their intentions. The work progresses very much on an individual basis, becomes often personal and individual. Lessons are focused on specific tasks and are strictly planned to deadlines to keep students focused in development of their work.

**The enrichment opportunities available to year 10 students include** artist in residence workshops, which extend their experimentation, expertise in a specific area, time gained for development of work and improvement of their outcomes, after school catch up sessions, Saturday art school ( to be discussed with KC), additional time during half term holidays, visits from past GCSE and A-level students to inspire, widen and inform, university visits, exhibitions both in the gallery and on line.

Year 10 Units of Study		Length of unit
Art and Design GCSE Coursework Component	Students to select one on the following titles: "Green", "Identity", "Food and Drink", "Water"	Year 10 Term 1,2,3

## Year 11 Art and Design at Smith's Wood Academy

**The Smith's Wood Year 11 Art and Design** curriculum prepares all students to complete their GCSE journey as we will have covered all four criteria within GCSE Art and design specification.

In January students will start their GCSE Art and Design Exam. Once given the exam paper, students once more will select one starting point form the paper and begin preparation for the exam.

**Our students are studying these units because** they must prepare in depth for the coming up exam, follow all deadlines and achieve their full potential and outcome.

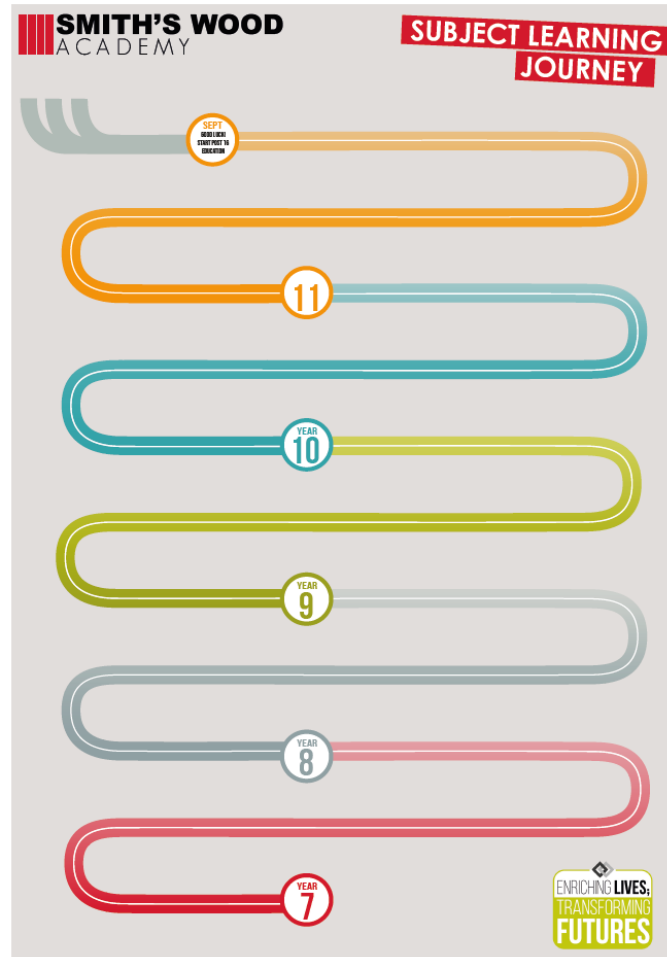
**These units are studied in this order because** this is how the OCR Art and Design qualification is structured. It is vital that students understand the assessments criteria and how exhibit clear evidence to cover what is required.

**The enrichment opportunities available to year 11 students include** artist in residence workshops, which extend their experimentation, expertise in a specific area, time gained for development of work and improvement of their outcomes, after school catch up sessions, Saturday art school (to be discussed with KC), additional time during half term holidays, visits from past GCSE and A-level students to inspire, widen and inform, university visits, exhibitions both in the gallery and on line. As the students start GSCE they will be exposed to A-N artist information company, available on my private membership and this will keep the students informed and up to date with current information, opportunities and jobs market within creative arts industry in the UK.

<b>Year 11 Units of Study</b>		<b>Length of unit</b>
Exam component-preparation	To be selected by students once presented with the exam paper	January-Easter
Exam- final piece realisation	Realisation of the personal response to the selected title- final piece	10 hours



The *Subject* Department Learning Journey at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.