



## Academic Learning Plan 2023-4

# Year 11 Art

### GCSE Exam Board - Pathway to papers

AQA GCSE Art, Craft and Design (Art, Craft & Design) [AQA | GCSE | Art and Design |](#)

### Intent:

During the KS4 programme, we endeavour to develop the confidence of students, to help them take risks with their learning and provide the correct level of challenge to develop both their technical and thinking skills. This involves the development of critical thinking skills so that they may explore a range of creative ideas to guide the process: the exploration of creative ideas, refining and modifying, leading to the development of outcomes of value that are personal and meaningful. Themes selected encompass artworks from a range of genres, according to students' individual needs and preferences. After the introductory unit, the major project commences in April of Year 10 and concludes at the end of the Autumn Term in Year 11. A choice of exam questions enables students to take ownership over their work and a real sense of engagement is evident as their ideas come to fruition.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units	<i>Major Project</i>		<i>Externally Set Assignment</i>			
Content	<p>Between February half term and Easter students will be given a mock exam paper with 6 starting points (theme titles). The theme titles will be unspecific so that students can respond in a variety of ways e.g. 'A Journey'; 'The Built Environment' and 'Light and Dark.' This mirrors the approach of the exam board when students undertake the real exam in Year 11. The students will be required to do research, finding out how artists have made work which links to the different theme titles. Then, they must decide which one they will choose as their Major Project theme. After some initial research, students are to choose three main artists and write in-depth analysis of their work. Following the structure of the assessment objectives students will then plan and conduct Primary &amp; Secondary drawing and/or photoshoots, experiments and eventually produce one or multiple final outcomes in the mock exam which takes place during the Autumn term of Year 11. This will mark the end of their coursework.</p> <p>Key content:</p> <ul style="list-style-type: none"> <li>• Be able to generate ideas through single or combined methods, e.g. mind-mapping, spider charts, word association, group discussions</li> <li>• How to find out about things in order to gain inspiration and information in response to the project theme</li> <li>• Know how to develop materials from both primary and secondary research sources, applying information from more than one source</li> <li>• Be able to combine and synthesise primary and secondary research to enhance personal ideas and themes</li> <li>• How to define key contextual areas for research, e.g. artists, designers, industry, professional bodies, organisations, manufacturers, historical and contemporary sources</li> <li>• Generating and developing creative ideas and being able to progress these towards a creative conclusion</li> <li>• Combining creatively and successfully a range of experimental methods, techniques and processes showing coherent progress from initial ideas to end solutions</li> </ul>		<p>The Externally Set Assignment (ESA) is released by AQA on January 2<sup>nd</sup> each year. The paper contains 7 starting points (theme titles) for students to choose from. As with previous projects students are to conduct artist research which will enable them to think about how they can respond to the different themes, and which will suit their style best. Once students have chosen a starting point they need to choose 2-3 central artists/craftspeople/designers whose work they will research and analyse in detail. They will use this research to help them plan and create a range of design ideas and media experiments. This will lead to planning a final piece which they will produce in the 10-hour sustained exam period which will take place just after the Easter Holiday.</p> <p>Once they enter the sustained period, students will not be allowed to work in their sketchbooks/preparatory work. During the sustained period students must work in JCQ exam conditions i.e., they will work in silence and not be allowed access to the internet among other things.</p> <p>Once the 10-hour sustained period is over students must submit their final outcome and all preparatory work. It will be marked and standardised by teachers in the Art Department and externally moderated by AQA. This marks the end of the ESA and for students at Wadham School, signals the end of their GCSE Art journey.</p>			

	<ul style="list-style-type: none"> <li>Know how to record progress through the project and developments, processes and ideas through appropriate methods, e.g. sketchbook</li> <li>How to plan own use of time to ensure sufficient time allowed for production of outcomes</li> <li>Be able to use tests and samples to aid the production of final outcomes</li> </ul>		
<b>Knowledge organiser</b>	<ul style="list-style-type: none"> <li>Art &amp; Literacy KO (in classrooms)</li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Continuous assessment of sketchbooks (taken in half-termly for marking)</li> <li>Half-termly individual tutorials (and as required by students) where detailed individual feedback is given</li> <li>Written analysis formally graded</li> <li>Final outcome for project formally assessed i.e. GCSE grade awarded</li> <li>The coursework will be marked and standardised officially by teachers in the Art Department and externally moderated by AQA</li> </ul>	<ul style="list-style-type: none"> <li>Continuous assessment of sketchbooks</li> <li>Individual tutorials during after-school clinic and lesson time</li> <li>Written analysis graded</li> <li>ESA work officially marked by teachers in Art Department and externally moderated by AQA</li> </ul>	
<b>GCSE AO Link</b>	<p><b>A01</b> – <b>Develop</b> ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02</b> – <b>Refine</b> work by exploring ideas, selecting and <b>experimenting</b> with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> – <b>Record</b> ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>A04</b> – <b>Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>A01</b> – <b>Develop</b> ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02</b> – <b>Refine</b> work by exploring ideas, selecting and <b>experimenting</b> with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> – <b>Record</b> ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>A04</b> – <b>Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
<b>Homework</b>	<p>GCSE students are expected to work on personal coursework targets as homework. This usually takes the form of:</p> <ul style="list-style-type: none"> <li>Primary / Secondary Observations</li> <li>Presenting and evaluating work in their sketchbooks</li> <li>Analysing the work of artists</li> <li>Experimenting with mixed media</li> </ul>	<p>GCSE students are expected to work on personal targets which contribute to the ESA as homework. This will take the form of:</p> <ul style="list-style-type: none"> <li>Primary / Secondary Observations</li> <li>Presenting and evaluating work in their sketchbooks</li> <li>Analysing the work of artists</li> <li>Experimenting with mixed media</li> <li>Planning for the 10-hour sustained period</li> <li>Completing sketchbook preparation before the 10-hour sustained period</li> </ul>	

<b>Literacy</b>	Art & Design literacy mat Artist research help sheet Evaluation help sheet Annotating your ideas help sheet	
<b>CEIAG</b>	Creative thinking skills; Planning; Decision making; Originating new ideas; Setting goals; Developing evaluation strategies; Conveying feelings; Actively listening; Cognitive flexibility; Capacity for curiosity; Adaptability and imagination; Making abstract connections	
<b>Enrichment</b>	Seasonal competitions After school Art club	After school coursework catchup/exam preparation clinic; Seasonal competitions