



Curriculum Narrative

Subject: Art	Year: 11	Author: A. Culley-Tea
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p style="text-align: center;">Key Threshold Concepts:</p> <ul style="list-style-type: none"> • Building an Art Portfolio with consistent high standards • Develop ideas through investigations, demonstrating critical understanding of sources • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes • Record ideas, observations and insights relevant to intentions as work progresses • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 	<p style="text-align: center;">Subject Skills:</p> <ul style="list-style-type: none"> • <i>How to use the following materials: Shading Pencils, Chalk, Charcoal, Mark Making, Biro, Fine Liner, Painting, Oil Paint, Watercolour, Acrylic, Collage, Oil Pastel, Chalk Pastel, Mixed Media, Mono Printing, Poly Printing, Clay sculpture, Mod Rock, Wire etc.</i> • <i>Study and understand a variety of different artists in relation to the themes.</i> • <i>How to scale up an image using the grid method.</i> • <i>How to create an observational drawing from life and to use Primary Research Photography.</i> • <i>Work in the style of other artists and designers to respond in a creative and personal way.</i> • <i>Conducting research.</i> • <i>Planning a final piece.</i> • <i>Careful observation.</i> • <i>Focusing on details and High Standards.</i> • <i>Risk Taking with materials.</i> • <i>Expressing opinion and Critical Analysis</i>

<p>Subject Specific Knowledge and Sequencing:</p> <p><i>Throughout the year students will study two different themes in detail to create two high quality final pieces, students will learn in a spiral method. Students will experience what it is like to delve into a theme with lots of scope for creating personal links and choices as well as producing a high-quality body of work to be proud of. The themes in year 11 are more conceptual and challenging than in year 10.</i></p> <p>‘Fragments’</p> <p>Term 1: Ideas, Artists and Experimenting</p> <ul style="list-style-type: none"> • Understanding a variety of styles by different artists in response to the theme ‘Fragments’ • Generating Ideas, expressing opinions, in the style of an artist, showing skills with a variety of materials, evaluating strengths and areas to develop. • Examples of Pages: Mind Map, Artist Page, Artist Artwork, Tonal Drawing, Critical Analysis, Watercolour <p>Term 2: Experimenting, Personal Links and Planning</p>	<p style="text-align: center;">Prerequisites and Spiral Teaching:</p> <ul style="list-style-type: none"> • <i>Students will start year 11 with the strong foundation of year 10 to excel and create artworks of a high standard both conceptually, critically and practically.</i> • <i>Students will have a high standard of skills in drawing, painting, printing, mark making and mixed media.</i> • <i>Students will have a thorough understanding and appreciation of a variety of art and artists</i> • <i>Key Areas of Art History</i> • <i>Variety of different artistic styles and materials</i> • <i>Understanding the concept behind an artwork</i> • <i>Building on previous learning from basic drawing skills, colour theory, techniques with materials from year 7. Accessing a broadening selection of artists, styles and materials throughout year 8. Understanding the importance of creating an ‘Artist’s Portfolio’ with the element of choice and responses to artists in year 9.</i> • <i>Students will understand the importance of keeping their Art Portfolio to a high standard and to be proud of their work with lots of personal choice, creative decisions, experiments and final pieces.</i>
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- Understanding how to use a variety of materials and techniques to refine work.
- Refining work, decision making, personal connections to the work, practicing and organising, designing a Final Piece
- Examples of Pages: Acrylic, Mono Printing, Collage, Planning for Final Piece, Experimenting, Photo Shoot

'Externally Set Assignment'

Term 3: Ideas, Artists and Experimenting

- Understanding a variety of styles by different artists in response to the theme.
- Generating ideas, expressing opinions, In the style of an artist, showing skills with a variety of materials, evaluating strengths and areas to develop
- Examples of Pages: Mind Map, Artist Page, Artist Artwork, Tonal Drawing, Critical Analysis, Watercolour

Term 4: Experimenting, Personal Links and Planning

- Understanding how to use a variety of materials and techniques to refine work.
- Refining work, decision making, personal connections to the work, practicing and organising, designing a Final Piece.
- Examples of Pages: Acrylic, Mono Printing, Collage, Planning for Final Piece, Experimenting, Photo Shoot

Cross-Curricular Knowledge Links:

Geography and MFL – Artists are from different countries.

Maths – Scaling and Grid Method

History – Art History from Cave paintings to present day, how cultural factors effected the Art world.

English – Critical Analysis – Description, Interpretation, Analysis and Judgement.

Science – Colour Mixing and Colour Consistency

Beliefs and Values – Other Cultures – opinions and responses to artists.

Reading Lists / Sources / Reading around the subject recommendations:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>
- <https://www.studentartguide.com/featured/gcse-art-sketchbook-examples>
- <https://www.bing.com/videos/search?q=GCSE+Art+grade+9&&FORM=VDVXXX>
- *50 Art Movements You Should Know*, by Rosalind Ormiston
- *Isms: Understanding Art*, by Stephen Little
- *Understanding Modern Art New Edition (Isms)*, by Sam Phillips
- *Art: The Whole Story*, Stephen Farthing
- *The Paintings That Revolutionized Art*, by Claudia Stauble
- *Great Paintings: The World's Masterpieces Explores and Explained*, by DK
- *The Art Book, New Edition*, by Phaidon Editors