

**Year 11 Long Term Overview**

**Subject: YEAR 11 GCSE FINE ART 2022-23**

**Year 11 Overview:**

In the first part of year 11, autumn half term 1, students continue with the 'Order and/or Disorder' project. They will design and make a final piece to resolve the project started in year 10.

They will follow the creative process with the aim of producing a final outcome to the theme in the 10-hour mock exam in December. All work for component 1 will be completed and submitted by Tuesday 17<sup>th</sup> January.

From Wednesday 18<sup>th</sup> January, students will embark on the externally set exam theme – Component 2. This is the culmination of the course and students will continue to build on skills of research, ideas development, experimentation and review. Students will be independent in their choices and gain confidence in expressing and communicating personal ideas in response to the world around them.

**Autumn Term 2022**

**Project Title: Order and/or Disorder**

**Project Overview:**

Completion of Component 1 – Worth 60% of the final GCSE grade

**Outline of Key Learning**

**Weekly Content breakdown**

**Be able to apply The Creative Process:**

*Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review,  
Refine and Develop – Realise - Evaluate*

**Formal Elements:**

*Line; Shape; Form; Tone; Texture; Colour; Space.*

**Principle:**

*Pattern; Contrast; Balance; Movement; Emphasis; Harmony; Rhythm; Proportion.*

**Week 1 and 2**

Artist research 3. Students independently select their second piece of research to inspire the development of ideas in response to the theme. (Analysis, pastiche)  
(AO1)

**Week 3, 4 and 5**

Develop own ideas in response to the research - Experimental and developmental work. A range of techniques and processes (personalised to student preference).  
Students to begin to work at a larger scale. (AO2, AO3)

To become creative, critical, independent, visual thinkers

<p><b>Composition</b></p> <p><b>Materials</b> <i>A range of materials within the art department. (dependent on artist choice and final piece design)</i></p> <p><b>Techniques and Process</b> <i>A range of techniques and processes. (dependent on artist choice and final piece design)</i></p> <p><b>Skills: (to continue to develop confidence in their...)</b>          ...ability to respond to a theme/brief          ...ability to follow the creative process          ...ability to use a range of materials technically and creatively to create artworks with intention and purpose          ...ability to select appropriate resources to fulfil own creative intention          ...ability to think about and discuss their artwork and the work of others.          ...ability to work to tight deadlines</p> <p><b>Art Period/Movement/Style</b> <i>Student Choice</i></p> <hr/> <p><b>IBACC Soft skills (habits of mind)</b> To become creative, critical, independent, visual thinkers</p> <ul style="list-style-type: none"> <li>• <b>RESILIENCE</b> <i>Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills</i></li> <li>• <b>INDEPENDENCE</b> <i>Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.</i></li> <li>• <b>COMMUNICATION</b> <i>Develop appropriate subject specific vocabulary. Use this vocabulary to</i></li> </ul>	<p><b>Week 6 and 7</b> Artist research 4. Students independently select their third piece of research to inspire the development of ideas in response to the theme. (Analysis, pastiche) (AO1)</p> <p><b>Week 8 and 9</b> Develop own ideas in response to the research - Experimental and developmental work. A range of techniques and processes (personalised to student preference). Students to begin to work at a larger scale. (AO2, AO3) Sketchbook surgery – ensure all sketchbook pages and larger work is complete.</p> <p><b>Week 10:</b> Design ideas – select best ideas for further visual and experimental development towards a final outcome. This could be taken from research, homework, experiments etc. Individual composition ideas for final outcome-at least four. (AO3) Further research for some students. (AO1)</p> <p><b>Week 11, 12, and 13:</b> Refining idea. Experimental and developmental work. A range of techniques and processes (personalised to student preference). Students ‘practice’ and work out their outcome through trials and ‘mistakes’ (AO2).</p> <p><b>Week 14:</b> <b>Art Mock:</b></p> <ul style="list-style-type: none"> <li>• Day 1: Monday 12<sup>th</sup> December (5 hours)</li> <li>• Day 2: Tuesday 13<sup>th</sup> December (5 hours)</li> </ul> <p>Producing final 2D or 3D outcome in ‘exam conditions’ (AO4).</p>
--	--

*articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.*

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

**IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

**DISCIPLINE:** *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

---

#### **IBACC Homework**

*(linked to class project)*

*Homework -varied length*

- *Ensure checklist deadlines are met (personalised to each student's project).*

*Assessment method: Teacher assessment alongside classwork where overall level will be awarded.*

---

#### **Ongoing Formative Teacher:**

*DIRT in sketchbooks (as necessary)*

*Plus...*

*Student self and peer assessment.*

*Key terminology Spelling and comprehension test.*

#### **End of unit assessment:**

*Holistic grade based on all classwork and homework...Current level working at.*

*Student Handbooks: Highlighted assessment grid with current grade and targets.*

<p><b>Spring Term 2023 and Summer Term 2023</b></p>	<p><b>Project Title: Order and/or Disorder</b> <b>Project Title: Edexcel set theme</b></p>
<p><b>Project Overview:</b> (up until Monday 17<sup>th</sup> January) Completion of Component 1 – Worth 60% of the final GCSE grade (from Tuesday 18<sup>th</sup> January) Begin Component 2 – externally set exam project worth 40% of the final grade</p>	
<p><b>Outline of Key Learning</b></p>	<p><b>Weekly Content breakdown</b></p>
<p><b>Be able to apply The Creative Process:</b> <i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p><b>Formal Elements:</b> <i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p><b>Principle:</b> <i>Pattern; Contrast; Balance; Movement; Emphasis; Harmony; Rhythm; Proportion.</i></p> <p><b>Composition</b></p> <p><b>Materials</b> <i>A range of materials within the art department. (dependent on artist choice and final piece design)</i></p> <p><b>Techniques and Process</b> <i>A range of techniques and processes. (dependent on artist choice and final piece design)</i></p> <p><b>Skills: (to continue to develop confidence in their...)</b> ...ability to respond to a theme/brief ...ability to follow the creative process ...ability to use a range of materials technically and creatively to create artworks with intention and purpose ...ability to select appropriate resources to fulfil own creative intention</p>	<p><b>Week 1, 2:</b> Students to complete their Component 1 submission worth 60% of their final GCSE Fine Art grade.  All work must be completed and presented appropriately, ready for submission. <b>DEADLINE for component 1: Tuesday 17<sup>th</sup> January</b></p> <p><b>Week 3 to the end of course</b> <b>Begin Component 2 (EXAM): From Wednesday 18<sup>th</sup> January</b>  Students begin the Edexcel set exam project (unknown theme). 40% of the final GCSE grade.  Students will produce personal responses to the given theme following the creative process as learnt over the previous projects. They will complete preparatory work towards a sustained final outcome (10 Hours) that will be created on the following dates:</p> <ul style="list-style-type: none"> <li>• Day 1: Tuesday 2<sup>nd</sup> May (5 hours)</li> <li>• Day 2: Wednesday 3<sup>rd</sup> May (5 hours)</li> </ul> <p><b>DEADLINE for component 2 and end of course:</b></p>

...ability to think about and discuss their artwork and the work of others.  
...ability to work to tight deadlines

**Art Period/Movement/Style**

*Student Choice*

---

**IBACC Soft skills (habits of mind)**

To become creative, critical, independent, visual thinkers

• **RESILIENCE**

*Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills*

• **INDEPENDENCE**

*Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.*

• **COMMUNICATION**

*Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.*

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

**IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

**DISCIPLINE:** *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

- **Friday 5<sup>th</sup> May**

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

---

**Homework**

(linked to class project)

*Homework -varied length*

- *Ensure checklist deadlines are met (personalised to each student's project).*

(it is expected that students work independently to complete tasks if they fall behind the schedule)

---

**Ongoing Formative Teacher:**

*DIRT in sketchbooks (as necessary)*

*Plus...*

*Student self and peer assessment.*

*Key terminology Spelling and comprehension test.*

**End of unit assessment:**

*Holistic grade based on all classwork and homework...Current level working at.*

*Student Handbooks: Highlighted assessment grid with current grade and targets.*

*FORMAL ASSESSMENT: Final assessment against GCSE criteria ready to be sent to the exam board. Component 1 is worth 60% of the final GCSE grade. Component 2 is worth 40% of the final grade.*