



**Scheme of Work**  
**YEAR 11 GCSE**

**SUBJECT Art**

	Component 1: Personal Portfolio - 60% Final Grade	Component 2: Externally Set Assignment - 40% Final Grade
Key concepts	Developing and exploring ideas. Researching primary and contextual sources. Experiment with media, materials, techniques and processes. Present personal response(s) to the internally-set theme.	Developing and exploring ideas. Researching primary and contextual sources. Experiment with media, materials, techniques and processes. Present personal response(s) to the externally-set theme.
Themes	Title – Fantastic Forms. Students have the opportunity to creatively respond to the theme and develop their own project inspired by the title. 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.	Title – To be set according to January Exam paper. Students have the opportunity to creatively respond to the theme and develop their own project inspired by the title. 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.
Challenge	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation. Greater freedom in developing individual project brief.	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation. Greater freedom in developing individual project brief.
Support	Simpler subject matter. Support and suggestions for selecting project direction. Annotation guides – keywords and phrases.	Simpler subject matter. Support and suggestions for selecting project direction. Annotation guides – keywords and phrases.
Literacy focus	Research of theme through mood boards and looking at the work of other artists – presentation about artist’s life and work as well as reflection on work and personal comment. Annotation of project as it develops.	Research of theme through mood boards and looking at the work of other artists – presentation about artist’s life and work as well as reflection on work and personal comment. Annotation of project as it develops.



Numeracy Focus	Scaling images, grid copying technique.	Scaling images, grid copying technique.
Cross-curricular links	English – annotation and research tasks. History – some artworks are a reflection of the era in which they are created (development of the media or through social commentary).	English – annotation and research tasks. History – some artworks are a reflection of the era in which they are created (development of the media or through social commentary).
SMSC & MBV	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression. Spiritual appreciation.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression. Spiritual appreciation.
ASSESSMENTS	WA grade end of summer term. WA grade – Mock exam. Completed Project.	Completed project.
Out of school learning	Additional art tasks to support and develop project. Research of images and artists	Additional art tasks to support and develop project. Research of images and artists



**Topic: Fantastic Forms**

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p><b>Introduction</b> Following a task brief. Research images for inspiration.</p>	<p>Students to produce a mood board page of images to inspire their own ideas on the theme.</p> <p><b>Task:</b> Introduction of theme and discussion of exemplar work. Production of a mind map to evidence consideration of potential ideas. Students to research examples of images on the theme from the internet. Images should be presented on one A2 sheet of paper. Students can annotate some of the images to explain how they link to the theme.</p>	<p><b>Challenge</b> Encouragement to attempt more complex imagery.</p> <p><b>Support</b> Step by step guides Support in choosing images.</p>	<p>IT Access Theme presentation.</p>
2-6	<p><b>Initial drawings</b> Investigating ideas. Developing drawing and observation skills Creative practice.</p>	<p>Using their initial mood board research, students to create a series of sketches that show consideration of theme, imaginative approach, and ability to review and refine the images as the work develops.</p> <p><b>Task:</b> Reminder of theme and reflection on appropriate and creative examples – students then have opportunity to explore the theme through drawing. Focus will be on accurate form and attention to detail. Work should be presented on A2 paper (at least 5 sketches).</p>	<p><b>Challenge</b> Encouragement to attempt more complex imagery.</p> <p><b>Support</b> Step by step guides Support in choosing images.</p>	<p>Pencils, paper, student images</p>
7-10	<p><b>Artists</b> Deciding on appropriate artists to help with the development of ideas.</p>	<p>Students to choose and research at least 3 artists that link to their ideas – research should include info about the artist’s life, work, techniques and a personal reflection from the student about the work.</p> <p><b>Task:</b> Introduction of task and reflection on exemplar work. Students to use IT to research appropriate artists. Students can create copies of examples of the artist’s work as a means of investigating their techniques and subject matter.</p>	<p><b>Challenge</b> Through individual feedback and discussion.</p> <p><b>Support</b> Through individual feedback and discussion. Annotation guides</p>	<p>IT Access Theme presentation.</p>



**Topic: Fantastic Forms**

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
11-15	<p><b>Media exploration</b> Investigating ideas. Developing skills using a variety of media. Creative practice.</p>	<p>Using their initial mood board research and artist images, students to create a series of pieces experimenting with a range of media (particularly a chance to explore colour media). Work should also continue to show consideration of theme, imaginative approach, and ability to review and refine the images as the work develops.</p> <p><b>Task:</b> Reminder of theme and reflection on appropriate and creative examples – students then have opportunity to explore the theme through drawing. Focus will be on accurate form and attention to detail and control of media. Work should be presented on A2 paper (at least 5 sketches).</p>	<p><b>Challenge</b> Encouragement to attempt more complex imagery.</p> <p><b>Support</b> Step by step guides Support in choosing images.</p>	<p>Pencils, paper, variety of media, student images</p>
16-44	<p><b>Continued Project Development</b> Investigation of Assessment Objectives Development of individual project briefs. Personalised photography tasks Exploring editing creatively.</p>	<p>Students will be required to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>● develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>● apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>● refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies.</li> <li>● realise personal intentions through the sustained application of the creative process.</li> </ul> <p>Work must demonstrate integrated knowledge, understanding and skills. Students undertaking the Art, Craft and Design title are required to create work associated with areas of study chosen from at least two of the five endorsed titles for Component 1. For Component 2, Art, Craft and Design students are required to create work associated with at least one area of study.</p>	<p><b>Challenge</b> Through individual feedback and discussion.</p> <p><b>Support</b> Through individual feedback and discussion.</p>	<p>Paper, pencils, variety of media, resource images (specific to individual need).</p>



		<p><b>Fine Art:</b></p> <p>Drawing</p> <ul style="list-style-type: none"><li>● The use of expressive and descriptive mark-making to record and communicate ideas.</li><li>● The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.</li></ul> <p>Lens-/light-based media</p> <ul style="list-style-type: none"><li>● The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate ideas.</li><li>● The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre-and post-production manipulation.</li></ul> <p>Mixed media</p> <ul style="list-style-type: none"><li>● The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas.</li><li>● The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and nondigital applications.</li></ul> <p>Printing</p> <ul style="list-style-type: none"><li>● The creation of surfaces from which an image can be transferred to communicate ideas.</li><li>● The use of a variety of materials, media and techniques such as linoleum, screen, intaglio, relief, lithography, drypoint, etching and monoprint, using a range of inks and printing surfaces.</li></ul> <p>Painting</p> <ul style="list-style-type: none"><li>● The use of expressive and descriptive mark-making to record and communicate ideas.</li><li>● The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.</li></ul> <p>Sculpture</p> <ul style="list-style-type: none"><li>● The creation of form through manipulation of three-dimensional materials to communicate ideas.</li></ul>		
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		<ul style="list-style-type: none"> <li>● The use of a range of sculpting materials, tools and techniques such as carving, modelling, joining, constructing and reducing, and transposing two-dimensional images into three-dimensional forms.</li> </ul> <p><b>Graphic Design</b></p> <p>Advertising</p> <ul style="list-style-type: none"> <li>● The use of advertising to convey information for clients and audiences that promotes corporate identity.</li> <li>● The use of traditional graphic media and current technology.</li> </ul> <p>Communication graphics</p> <ul style="list-style-type: none"> <li>● The use of communication through graphics to develop solutions for worldwide identity.</li> <li>● The exploration of traditional and digital graphic media in both two- and three-dimensions.</li> </ul> <p>Design for print</p> <ul style="list-style-type: none"> <li>● The use of design-based solutions in media for use in creating visual and written material for public distribution.</li> <li>● Developing solutions in both traditional print and digital technology.</li> </ul> <p>Illustration</p> <ul style="list-style-type: none"> <li>● The use of illustration and narrative to communicate factual, fictional and/or technical ideas for a particular purpose or audience.</li> <li>● The use of a range of illustration materials, tools and techniques such as digital applications, wet and dry processes and drawing, painting and printing techniques.</li> </ul> <p><b>Textile Design</b></p> <p>Constructed textiles.</p> <ul style="list-style-type: none"> <li>● The use of a range of digital textiles materials, tools and techniques such as traditional and non-traditional digital methods for recording and developing ideas in colour, construction, design, repeat pattern, surfaces and materials.</li> </ul> <p>Dyed fabrics</p> <ul style="list-style-type: none"> <li>● The use of natural and synthetic dyes.</li> <li>● The use of resist and applied techniques with natural and man-made fibres.</li> </ul> <p>Printed fabrics</p> <ul style="list-style-type: none"> <li>● The use of printed textiles to create bespoke pieces and haute couture.</li> <li>● The use of a range of printed textiles materials, tools and techniques such</li> </ul>		
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		<p>as monoprint, transfer-relief, relief print, wood-cut, lino-cut, silk-screen and digital printing on fabrics.</p> <p>Fashion design</p> <ul style="list-style-type: none"> <li>● The design and creation of clothing and fashion for creative and commercial audiences, clients and consumers.</li> <li>● The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture.</li> </ul>		
45-50	<p><b>Project Completion</b> Opportunity for final review and reflection of task</p>	<p>Evidence of completed project through portfolio presentation that cover all 4 assessment objectives.</p> <p><b>Task</b> Students to spend time reviewing and refining their presentations – checking through assessment objectives, making sure there is a clear progression through from initial ideas, experimentation and producing a final outcome.</p>	<p><b>Challenge</b> Through individual feedback and discussion.</p> <p><b>Support</b> Through individual feedback and discussion.</p>	<p>Paper, pencils, variety of media, resource images (specific to individual need).</p>



**Topic: Externally Set Assignment (Exam)**

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p><b>Introduction</b> Following a task brief. Research images for inspiration.</p>	<p>Students to produce a mood board page of images to inspire their own ideas on the theme. <b>Task:</b> Introduction of theme and discussion of exemplar work. Production of a mind map to evidence consideration of potential ideas. Students to research examples of images on the theme from the internet. Images should be presented on one A2 sheet of paper. Students can annotate some of the images to explain how they link to the theme.</p>	<p><b>Challenge</b> Encouragement to attempt more complex imagery. <b>Support</b> Step by step guides Support in choosing images.</p>	<p>IT Access Theme presentation.</p>
2-5	<p><b>Initial drawings</b> Investigating ideas. Developing drawing and observation skills Creative practice.</p>	<p>Using their initial mood board research, students to create a series of sketches that show consideration of theme, imaginative approach, and ability to review and refine the images as the work develops. <b>Task:</b> Reminder of theme and reflection on appropriate and creative examples – students then have opportunity to explore the theme through drawing. Focus will be on accurate form and attention to detail. Work should be presented on A2 paper (at least 5 sketches).</p>	<p><b>Challenge</b> Encouragement to attempt more complex imagery. <b>Support</b> Step by step guides Support in choosing images.</p>	<p>Pencils, paper, student images</p>
7-9	<p><b>Artists</b> Deciding on appropriate artists to help with the development of ideas.</p>	<p>Students to choose and research at least 2 artists that link to their ideas – research should include info about the artist’s life, work, techniques and a personal reflection from the student about the work. <b>Task:</b> Introduction of task and reflection on exemplar work. Students to use IT to research appropriate artists. Students can create copies of examples of the artist’s work as a means of investigating their techniques and subject matter.</p>	<p><b>Challenge</b> Through individual feedback and discussion. <b>Support</b> Through individual feedback and discussion. Annotation guides</p>	<p>IT Access Theme presentation.</p>





Topic: Externally Set Assignment (Exam)

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
16-24	<p><b>Continued Project Development</b> Investigation of Assessment Objectives Development of individual project briefs. Personalised photography tasks Exploring editing creatively.</p>	<p>Students will be required to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>● develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>● apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>● refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies.</li> <li>● realise personal intentions through the sustained application of the creative process.</li> </ul> <p>Work must demonstrate integrated knowledge, understanding and skills. Students undertaking the Art, Craft and Design title are required to create work associated with areas of study chosen from at least two of the five endorsed titles for Component 1. For Component 2, Art, Craft and Design students are required to create work associated with at least one area of study.</p> <p><b>Fine Art:</b> Drawing</p> <ul style="list-style-type: none"> <li>● The use of expressive and descriptive mark-making to record and communicate ideas.</li> <li>● The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.</li> </ul> <p>Lens-/light-based media</p>	<p><b>Challenge</b> Through individual feedback and discussion.</p> <p><b>Support</b> Through individual feedback and discussion.</p>	<p>Paper, pencils, variety of media, resource images (specific to individual need).</p>



		<ul style="list-style-type: none"> <li>● The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate ideas.</li> <li>● The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre-and post-production manipulation.</li> </ul> <p>Mixed media</p> <ul style="list-style-type: none"> <li>● The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas.</li> <li>● The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and nondigital applications.</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>● The creation of surfaces from which an image can be transferred to communicate ideas.</li> <li>● The use of a variety of materials, media and techniques such as linoleum, screen, intaglio, relief, lithography, drypoint, etching and monoprint, using a range of inks and printing surfaces. Painting</li> <li>● The use of expressive and descriptive mark-making to record and communicate ideas. ● The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>● The creation of form through manipulation of three-dimensional materials to communicate ideas.</li> <li>● The use of a range of sculpting materials, tools and techniques such as carving, modelling, joining, constructing and reducing, and transposing two-dimensional images into three-dimensional forms.</li> </ul> <p><b>Graphic Design</b></p> <p>Advertising</p> <ul style="list-style-type: none"> <li>● The use of advertising to convey information for clients and audiences that promotes corporate identity.</li> <li>● The use of traditional graphic media and current technology.</li> </ul> <p>Communication graphics</p>		
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		<ul style="list-style-type: none"> <li>● The use of communication through graphics to develop solutions for worldwide identity.</li> <li>● The exploration of traditional and digital graphic media in both two- and three-dimensions.</li> </ul> <p>Design for print</p> <ul style="list-style-type: none"> <li>● The use of design-based solutions in media for use in creating visual and written material for public distribution.</li> <li>● Developing solutions in both traditional print and digital technology.</li> </ul> <p>Illustration</p> <ul style="list-style-type: none"> <li>● The use of illustration and narrative to communicate factual, fictional and/or technical ideas for a particular purpose or audience.</li> <li>● The use of a range of illustration materials, tools and techniques such as digital applications, wet and dry processes and drawing, painting and printing techniques.</li> </ul> <p><b>Textile Design</b></p> <p>Constructed textiles.</p> <ul style="list-style-type: none"> <li>● The use of a range of digital textiles materials, tools and techniques such as traditional and non-traditional digital methods for recording and developing ideas in colour, construction, design, repeat pattern, surfaces and materials.</li> </ul> <p>Dyed fabrics</p> <ul style="list-style-type: none"> <li>● The use of natural and synthetic dyes.</li> <li>● The use of resist and applied techniques with natural and man-made fibres.</li> </ul> <p>Printed fabrics</p> <ul style="list-style-type: none"> <li>● The use of printed textiles to create bespoke pieces and haute couture.</li> <li>● The use of a range of printed textiles materials, tools and techniques such as monoprint, transfer-relief, relief print, wood-cut, lino-cut, silk-screen and digital printing on fabrics.</li> </ul> <p>Fashion design</p> <ul style="list-style-type: none"> <li>● The design and creation of clothing and fashion for creative and commercial audiences, clients and consumers.</li> <li>● The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture.</li> </ul>		
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10hrs (2 x 5hrs sessions)	<p><b>Project Completion – sustained focus.</b> 10 hours independent study time to complete project presentations</p>	<p>Evidence of completed project through series of appropriate portfolio presentations that cover all 4 assessment objectives.</p> <p><b>Task</b> Students to spend time completing and reviewing and refining their presentations – checking through assessment objectives, making sure there is a clear progression through from initial ideas, experimentation and producing a final outcome.</p>	<p><b>Challenge</b> Independent working – previous guidance available</p> <p><b>Support</b> Independent working – previous guidance available</p>	<p>Paper, pencils, variety of media, resource images (specific to individual need).</p>