

## Long-term planning

### Art - Year 11

Year 11	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	MOCK EXAM		EXAM			
	Students will know that					
	<p>1. Students will make a creative mind map/ title page. They will begin to collect and <b>organise</b> images and make drawings and sketches to <b>record</b> their response to natural forms such as shells, leaves, flowers, fruit etc.</p> <p>2. Students will <b>analyse</b> the work of artists or styles of art related to the theme. They will produce artist research pages in their workbooks</p> <p>3. Students will <b>experiment</b> with materials using a variety of different media. They will produce collages from photographs and other sourced images</p>	<p>4. Students will begin to <b>develop</b> and <b>explore</b> their own ideas using different materials and media such as paint, print, drawing, collage, pens, pencil work etc</p> <p>Drawings at this stage should start to increase in size and they should be <b>experimenting</b> with and <b>exploring</b> the properties of different types of material and media.</p> <p>5. Students will begin to <b>refine</b> their work by <b>applying</b> the findings from their explorations of media and artistic styles to their developing ideas</p>	<p>5. Students will continue to develop and refine their own ideas and make plans towards <b>creating</b> a final piece. They should <b>consider</b> their response to the theme and <b>demonstrate</b> their knowledge and skills through this piece of work.</p> <p>They will <b>present</b> this work (usually large scale) to give a response that shows a personal, meaningful realisation of their intentions. It should clearly show the influence of the artists they have studied.</p> <p>6. Students will continue to <b>refine</b> their idea, culminating in a final large-scale piece of work.</p>			
	Assessment					
	<p>Work will be assessed through coursework (portfolio) and the externally set assignment.</p> <p>Both are practical, developmental and evidence-based rather than test based.</p> <p><b>What is assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Development of ideas</b> How well students explore concepts, themes, and starting points.</li> <li>• <b>Experimentation with media and techniques</b> Range, risk-taking, and technical skill.</li> <li>• <b>Recording observations</b> Drawings, photographs, written notes, studies from life.</li> <li>• <b>Refinement</b> How students improve, adapt, and evolve their work over time.</li> <li>• <b>Final outcomes</b> Quality, ambition, and relevance to the project.</li> </ul>	<p><b>Ongoing Formative Assessment (in-class)</b> This isn't graded formally but is essential for progress.</p> <p>Examples: Teacher feedback on sketchbook work Peer and self-assessment Critiques (crits) Target setting Technical skill checks (e.g., tonal drawing, colour mixing) Mini-projects to build confidence and range</p> <p>This helps students understand how to meet the assessment objectives.</p> <p>Live marking will occur in all lessons Students will compare and discuss outcomes</p>	<p><b>Skills-Based Assessment</b> We will assess specific skills to support progress, such as:</p> <p>Observational drawing accuracy Use of tone and shading Colour theory application Composition planning Use of materials (paint, printmaking, sculpture) Annotation quality Research and analysis of artists</p> <p>These aren't usually graded separately for the GCSE, but they feed into the overall quality of the portfolio.</p>			