

Subject	Year	Term
Art and Design	Yr11	Autumn
Topic		
development of personal work- mock continuation		
Content (Intent)		
Prior Learning (Topic)		
<p>Personal work- Students will continue with the development of their own personal work started in yr10. Through a series of stages outlined by the teachers, students will, once again work to develop their own response-further cementing the voice that they have found- through to a second personal piece. Students will again experiment and take increasing risks with drawing/painting processes and materials.</p> <p>Building on previous skills students will learn/revisit the rudiments of 'expression'. They will further learn how to take risks and that the process of making art is just that: a process involving practise and enquiry.</p> <ul style="list-style-type: none"> • Students can access the course safely and confidently, knowing that if they follow the guidelines they will develop their own response through to conclusion. Guidelines are given to the students in the form of a booklet. The skeletal framework is one model and there is the opportunity for students to add to this. Further discussions will be had around the topic of developing an idea further and how artists use working methods to find their voice. Appropriate terminology used around these discussions especially around the use of material choice and expression. • Students continue to see how the context in which they are working is increasingly imperative and begin to make strong links/choices between their work and the work of others. 		
Future Learning (Topic)		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Implementation</p> <ul style="list-style-type: none"> • To repeat a series of activities/stages through to the completing of a second original artwork. • Students will follow the guidelines outlined. • Relevant artists work discussed/reviewed • Constant reviewing of their own work and the work of others and individual tuition used to move each student forward. <p>Students will review their work and comment with increasing confidence on their progress. They will evaluate their outcomes and continue to make informed connections with the work of others.</p>	<p>Impact</p> <ul style="list-style-type: none"> • Practical skills are assessed with regard to being able to review, refine and control materials, processes and techniques. (Assessment Objective 2) Final outcomes are assessed by the quality with which a student has presented a personal response which is clearly supported by their research. They will realise their intentions in a technically convincing and creative way. (Assessment Objective 4) • Personal annotation will be assessed by the quality of insight and understanding demonstrated. Writing will be personal and thoughtful. (Assessment objective 3) 	

<ul style="list-style-type: none"> • After the second mock period has elapsed- culminating in a ten-hour exam- students will continue use their time up until xmas to produce a further developed final piece. • This denotes the ending of the cwk element of their GCSE worth 60% of their final mark. 	<ul style="list-style-type: none"> • Students will be taking increased ownership of their work, developing and experimenting with increased independence.
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How can parents help at home?

Parents can help by encouraging experimental approaches to the subject and if appropriate discussing heir ideas.

Helpful further reading/discussion

<p>Reading Reading/discussion</p> <ul style="list-style-type: none"> • Reading Artist Blogs • Pinterest • Gallery web sites 	<p>Vocabulary Lists</p> <p>Development of an idea, finding a voice, expression, effect, detail, final piece.</p> <ul style="list-style-type: none"> • Using scaffolding sheets (with vocabulary) to discuss other artists' work 	<p>Careers Links</p> <p>Illustrator, fine artist, game designer, draughtsperson, architect, web designer, graphic designer etc</p>
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