



HPRS CURRICULUM MAP



SUBJECT AREA: Art	YEAR / GROUP: 11
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BRIEF SUMMARY OF CURRICULUM INTENT

The intended outcome for the art curriculum is a range of development portfolio work – either for GCSE Art, Craft and Design or Expressive Arts for ASDAN
It is intended that the art curriculum:

- can be successfully implemented for students with specific learning needs such as ADHD
- is simultaneously challenging and motivating for a wide range of individual students
- provides opportunity for a variety of creative disciplines

How SMSC and British Values are delivered in this subject

- Exploring differences and similarities between people, places and cultures
- Establishing enjoyment and engagement at school for all students in order to promote confidence and self-esteem
- Development of critical, creative and analytical thinking skills to include problem solving and risk taking and increased self-confidence
- Combining Art with Maths, English, PSHE and IT to break down barriers between subjects and learning
- Developing visual literacy and communication skills, and imagination and personal expression

KEY DATES / NOTES

Assessment will be a mixture of initial assessment through the induction process, on-going verbal feedback aimed at stimulating and challenging students and summative assessments at the end of the terms or an Externally Set Task for GCSE, week before Easter

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features • Literacy Elements • Curriculum Links • Visits / Events
AUTUMN Half term 1	Independent learning: Students fully engaged in making artist and theme choices to best suit their style 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.	A range of development work for chosen theme/artist, Component 1, 60% of Non Examination Assessment <ul style="list-style-type: none"> • Printmaking • Photography • Mixed Media • Drawing and Painting 	Assessments every term according to level descriptors Students respond to on-going verbal feedback and written feedback on Learning and Planning sheets inside front of books	On-going Literacy: Analysis Descriptive Explanation Evaluation Visit H-Art with individual students as appropriate
AUTUMN Half term 2			Final realisation and assessment of Component 1	Visit local art college for open days or local art venues

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	<p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Final realisation of Component 1</p> <p>5 hour exam session?</p>	<p>5 hour exam session?</p>	
SPRING Half term 3	Externally Set Task set by the Exam Board Key Skills as above	Exam Preparation for Component 2	Working Grade every fortnight for GCSE students – Teacher/student consultation and written evidence	Interview artist about their work and inspirations
SPRING Half term 4		Final realisation of Component 2 10 hour exam session	10 hr Exam Session Final Assessment	
SUMMER Half term 5	Refine and present work for Component 1	Finalise portfolio work for Component 1 in preparation for exhibition	Mark and externally moderate GCSE work	
SUMMER Half term 6				Exhibition of GCSE work