



# Year 11 Art

Subject Leader: Ms Nancy Sayer-Schofield

Exam Board: AQA

Art at The Gilberd School encourages forward thinking and independent creativity along with a deeper understanding and appreciation for the subject. Students are encouraged to be imaginative, visual thinkers through the exploration of expression, combined with analytical skills and contextual understanding of a diverse range of artwork.

We aim to give students a broad and varied curriculum that builds upon prior learning and develops skill through experimentation with materials and techniques. We encourage students to engage with art history as well as contemporary art and local resources to create meaningful outcomes that have developed through personal expression and a passion for the subject.

## Topics to be covered in Year 11

	Term 1	Term 2	Term 3
<b>Topics to be covered</b>	Mock Exam -past paper	ESA-set by exam board	n/a
<b>Key vocabulary</b>	'minimal, some ability, moderate, consistent, highly developed, exceptional, development, investigations, critical understanding, contextualising, refinement, creativity, visual language, recording, first-hand studies, secondary source materials, observational drawing, personal and meaningful responses, annotation, intentions, discrimination, purposeful, appropriate, progression, skill, confidence, conviction'	<b>Unstructured, clumsy, disjointed, minimal, elementary,</b> deliberate, methodical, superficial, unrefined, simplistic, tentative, <b>reflective,</b> informed, purposeful, secure, engaged, skilful, thoughtful, cohesive, <b>advanced, convincing, comprehensive, focussed, perceptive, refined, resolved, risk-taking,</b> accomplished, inspired, intuitive, insightful, powerful, extraordinary, unexpected, outstanding.	n/a
<b>Skills to be developed</b>	Developing skills based on a chosen theme- independently working with support from class teacher. Contextual and critical understanding of sources Development of ideas Exploration of ideas, experimentation with media, materials, techniques and processes Recording ideas relevant to intentions Meaningful outcomes' that show refined skills	Preparatory period exploring skills learned for Assessment Objectives 1-3 on a given theme. Visual skills explored, reviewed and modified. 10 hour exam creating meaningful outcome that can be fully realised through the sketchbook development and research. Visual language skills should be refined.	n/a
<b>Opportunities for revisiting previous learning</b>	Developing ideas; Critical understanding; refining work; experimentation with media, techniques and processes; recording ideas; making responses meaningful	Developing ideas; Critical understanding; refining work; experimentation with media, techniques and processes; recording ideas; making responses meaningful	n/a
<b>When will formal assessment of progress take place?</b>	Personal portfolio and accompanying sketchbook	Personal portfolio and accompanying sketchbook	n/a

## Year 11 Useful Resources

### Website Links:

<http://www.edexcel.com/subjects/Art-Design/Pages/Default.aspx>

[www.nationalgalleries.org](http://www.nationalgalleries.org)

[www.saatchigallery.co.uk](http://www.saatchigallery.co.uk)

[www.guggenheim-bilbao.es](http://www.guggenheim-bilbao.es)

[www.beauxartslondon.co.uk](http://www.beauxartslondon.co.uk)

[www.clothandculturenow.com](http://www.clothandculturenow.com)

[www.digitalartsonline.co.uk](http://www.digitalartsonline.co.uk)

<http://www.nationalmediamuseum.org.uk>

[www.museumofchildhood.org.uk](http://www.museumofchildhood.org.uk)

[www.photographersgallery.com](http://www.photographersgallery.com)

[www.tate.org.uk](http://www.tate.org.uk)

[www.vam.ac.uk](http://www.vam.ac.uk)

[www.getty.edu](http://www.getty.edu)

[www.npg.org.uk](http://www.npg.org.uk)

[www.sculpture.org.uk](http://www.sculpture.org.uk)

[www.potonet.org.uk](http://www.potonet.org.uk)

[www.rijksmuseum.nl](http://www.rijksmuseum.nl)

[www.thelowry.com](http://www.thelowry.com)

[www.textilearts.net](http://www.textilearts.net)

[www.okeeffemuseum.org](http://www.okeeffemuseum.org)

[www.henry-moore.org](http://www.henry-moore.org)

[www.ceramicsartists.com](http://www.ceramicsartists.com)

[www.africanart.org.uk](http://www.africanart.org.uk)

[www.firstsite.uk.net](http://www.firstsite.uk.net)

[www.scva.org.uk](http://www.scva.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## **Marking, Assessment and Feedback**

Throughout the academic year, students will complete several formal assessments to evaluate their progress and development in their learning journey.

The Art Department provides feedback in various ways, including verbal and written comments on students' creative responses and sketchbook work. To support understanding of the marking criteria, exam board terminology and keywords are incorporated into this feedback. Improvement strategies are demonstrated through discussions of successful outcomes, technique demonstrations, media trials, experimentation, and sharing exemplar materials and past student work.

Key assessments are created using a range of media and stored in a portfolio separate from the sketchbook. All outcomes are thoroughly explored and referenced in the sketchbook before completion. Teachers will continue to offer planned written feedback on selected pieces to guide further progress.

## **Homework**

Homework will be set using the online platform GO 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. In GCSE Art homework supports and extends the personal portfolio and exam preparation and contributes towards the final grade.

## **Contact Information:**

If you would like to contact the Art Department please email: [art@gilberd.com](mailto:art@gilberd.com).

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