



Year 11 Art curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Component 1 – Personal Investigation Creating a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. <ul style="list-style-type: none"> A continued selection of further work resulting from activities such as work placements; independent study and evidence of the student's specific role in any group work undertaken. 		Component 2 – Externally Set Assignment AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. <ul style="list-style-type: none"> An opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. 		Component 2 – Externally Set Assignment AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. <ul style="list-style-type: none"> The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. 	
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	Students will know and understand how to: Fine art: <ul style="list-style-type: none"> Explore and create work associated with areas of study from at least two of these titles: drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art. 					



Textile design

- Explore and create work associated with areas of study from at least two of these titles: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

Photography:

- Explore and create work associated with areas of study from at least two of these titles: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Art, craft and design:

- Explore and create work associated with areas of study from at least two of these titles: Fine art, graphic communication, textile design, three-dimensional design and photography.

Component 1 - Generic for all three subject areas:

- Show evidence of working in areas of study drawn from **two or more** of the titles, taking into account the distinguishing characteristics of art, craft and design.
- Develop responses to initial starting points, project briefs or specified tasks
- Realise intentions informed by research
- Develop and refine ideas through meaningful engagement with selected sources.
- Create responses which include evidence of drawing for different purposes and needs, and show written annotation.

Component 2 - Generic for all three subject areas:

- Respond to a starting point provided by AQA.
- Show evidence of the ability to work independently within specified time constraints



	<ul style="list-style-type: none"> • Demonstrate the ability to realise intentions that are personal and meaningful • Explicitly address the requirements of all four assessment objectives. <p>The exam and non-exam assessment will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • 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. 	
<p>Skills</p>	<p>R Develop RESILIENCE</p>	<ul style="list-style-type: none"> ★ <i>Successfully completing tasks and projects independently boosts self-confidence and reinforces belief in one's abilities. This sense of accomplishment builds resilience by cultivating a positive self-image and the confidence to tackle new challenges or unfamiliar situations with determination and optimism.</i>
	<p>A Possess AMBITION</p>	<ul style="list-style-type: none"> ★ <i>Assessment objectives often require students to demonstrate growth and improvement over time. Striving to meet and exceed these objectives promotes a growth mindset</i>



	<p>I Demonstrate INTEGRITY</p>	<ul style="list-style-type: none"> ★ <i>Time constraints force students to prioritise tasks and focus on what's essential to achieve objectives efficiently.</i> ★ <i>Working under time constraints encourages students to be resourceful and find creative solutions to complete tasks within limited time frames. This process requires integrity in using available resources responsibly and ethically, without compromising quality or cutting corners.</i> 	
	<p>S Embed Self-Discovery</p>	<ul style="list-style-type: none"> ★ <i>Setting personal intentions requires introspection and clarity about what students really want to achieve or experience. This process involves identifying passions, interests, and values, which deepens self-awareness and enhances understanding of one's identity and priorities.</i> 	
	<p>E Display EMPATHY</p>	<ul style="list-style-type: none"> ★ <i>Students will use various techniques such as colour, composition, and symbolism to depict emotions and experiences authentically. By capturing the nuances of human emotions—such as joy, sadness, fear, or hope—students invite others to empathise with the depicted feelings and relate them to their own experiences.</i> 	
<p>Curriculum Links</p>	<p>Students will pick up from where they have left in term 3 of year 10 with their personal investigation. In this term they must show their ability to work both independently and in a group. They can draw on experiences of other subjects where controlled assessments are a feature. They must use skills which allow them to be independent in their research and working practices. Students should now be familiar with the</p>	<p>This term will see students drawing on their work in their investigation in order to complete an externally set assignment. They will use their prior knowledge to respond accurately to a brief. Some students will already have experience of responding to briefs in year 10 within various vocational subjects.</p>	<p>Students should use their experience of working within deadlines from the last half term. They should be able to ascertain how to spend their remaining controlled assessment hours appropriately. They should use skills gained in other subject areas to approach work holistically.</p>



	processes within the faculty and follow them correctly.		
Assessment	Component One - Portfolio 60% of overall qualification	Component Two - Externally Set Assignment 40% of overall qualification	Component Two - Externally Set Assignment 40% of overall qualification
Aspirations & Careers	<ul style="list-style-type: none"> • Discussion of job roles within the field of fine art, such as: illustrator, painter, animator, sculptor, curator and muralist. • Discussion of job roles within the field of textile design, such as print designer, pattern designer, colorist, textile stylist, textile buyer and fashion designer. • Discussion of jobs roles within the field of photography, working in areas such as: portrait, animal, wedding, fashion, commercial, sport, architecture, food or travel. • Year 11 students are trusted to demonstrate their skills (and mentor others) when using specialist equipment including cameras and editing software in order to build their confidence level and vocational skills. • Students will receive career guidance and the opportunity to explore college courses that may link to their specific skill set. • Students will be invited to collaborate on school projects such as the evolving gallery within the faculty.# • Year 11 gives the students the opportunity to further develop their portfolio which can be taken to employers and education providers when seeking security after school. 		