



YEAR 11 2023-24

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Responding to a Theme



Curriculum Intent	Pupils will be taught according to the AQA GCSE Specification Art & Design: Fine Art
Skills/National Curriculum Links	<p>They will be taught to:</p> <ul style="list-style-type: none"> • Develop ideas through investigations, demonstrating critical understanding of sources. • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Record ideas, observations and insights relevant to intentions as work progresses. • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Spiritual, moral, social, and cultural development	<p>SMSC: Students have opportunities to explore artists from around the world and from different historical periods. This enables comparison, discussion and interpretation on many levels. Students are encouraged to see the world around them as a source of inspiration; visually, conceptually, politically, spiritually and culturally.</p> <p>PSHE/British Values: Students have opportunities, through art, to appreciate cultures from around the world and develop tolerance and understanding of other faiths and beliefs. Students develop confidence and self-esteem via discussion and sharing opinions about art and the meaning behind it. Students are encouraged to peer mentor and peer evaluate, sharing opinions and demonstrating respect and tolerance for each other and each other's work. Students are encouraged to work safely and understand the rules of the art room.</p> <p>Skills Builder: Problem solving, team work, leadership, working independently.</p>
Numeracy	Measuring and proportion, composition, using grids, perspective.
Literacy	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Subject Specific Language • Annotation of work in progress
Becoming future ready	Careers/Employability: references to contemporary artists, their work and their pathways to becoming artists. Using short films to show artists in their studios discussing their work and how they make a living.
Adaptation	<ul style="list-style-type: none"> • By outcome: different learners will produce different outcomes. • By resource: worksheets are clearly presented and accessible. • By Intervention: by providing different levels of supervision and support • By progressive questioning: exploring pupils' understanding through interactive dialogue. • By grouping: according to prior attainment, gender, social preference, preferred learning style.
QFT/SEND Provision	By offering optional activities: In class or as homework, to extend learning.
Implementation Curriculum Delivery	Teachers will introduce a chosen theme, such as Identity, Surrealism or Issues Based Art.
Learning Outcomes (Knowledge)	<p>In responding to this theme, students will:</p> <ul style="list-style-type: none"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes

	<ul style="list-style-type: none"> • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> ○ media ○ materials ○ techniques ○ processes ○ technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process.
Current learning to be developed in the future within:	Students continue to develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. The ability to analyse artwork (their own and that of other artists) will be developed. Students will continue to develop skills in decision making and working independently.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.