Falconer School

Curriculum Intent:

*We are committed to providing a personalised curriculum which allows students to grow in confidence, build resilience and realise their full potential; equipping them with the skills and knowledge needed for future success.*

| Course Information | | | |
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| **Year: 11** | | **Subject: Art** | |
| **Subject** | Art | **Subject Lead contact information** | Megan Thomas<br>m.thomas@falconer.herts.sch.uk |
| **Exam Board** | AQA Fine Art | **Specification code** | TBC |

**Subject Content**

Year 11 students will continue their Fantastic and Strange title exploration until the January, this is when AQA will release their final GCSE exam title. This is what they will follow up until Exam Season, where they will complete their Art GCSE exam. This is a two day event of consistent working on a final outcome they have planned in their time leading up to the exam.

**Technical Vocabulary**

- **Printing**
- **Mark Making**
- **Colour**
- **Sculpture**
- **Animals**
- **Pattern**
- **Detail**
- **Bold**
- **Bright**
- **Block Colour**
- **Colour Theory**
- **Primary Colours**
- **Secondary Colours**

**Differentiation**

Differentiation is the way the teacher adapts the lessons to provide the right kind of challenge to each pupil. This allows all pupils to access the same piece of work, at their own level.

Some examples of differentiation used in Art are:

- Visual examples
- Writing frames for artist research
- Word prompts
- Scaffolding
- Demonstrating techniques
- Collaborative work
- Resource packs
- Artist information sheets
- Key word banks

| Topic | Key Words | Previous Learning | Key concepts | Learning Objectives |
|---|---|---|---|---|
| Introduction to new topic<br>'The Fantastic and the Strange'<br>Mind Map | Fantastic<br><br>Strange | N/A | Students will be introduced to the theme of The Fantastic and the Strange. They will be | Develop understanding of the chosen title. |

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| | Fantasy<br><br>Mind Map | | given an overview of key concepts and artists. | Creating a visual Mind Map of ideas. |
| Observational Drawings | Observation<br><br>Line Drawing<br><br>Timing<br><br>Annotation | Introduction to title | Students will be given objects they will have to draw in an abstract style. These will be timed exercises and annotated. | Developing understanding of observational drawing.<br><br>Complete timed drawing exercises. |
| Artist Study | Artist Interpretation<br><br>Study<br><br>Critical Thinking | Observational Drawings | Students will create a study looking at the work a chosen artist. They will write about his work and share their opinion too. | Developing understanding of the artists' work. |
| Artist Copy | Artist Copy<br><br>Inspiration | Intrduction to the work of chosen artist | Students will create an artist copy. | To copy the artists' work. |
| Mixed Media Experiments | Experimentation<br><br>Decision Making<br><br>Independence | Artist copy | Students will explore different art materials. | Students will develop an understanding of using different art materials.<br><br>They will develop their understanding of experimentation. |
| Artist study | Artist Interpretation<br><br>Study<br><br>Critical Thinking | Mixed Media Experimentation | Students will create a study looking at the work a chosen artist. They will write about his work and share their opinion too. | To carry out independent research. |
| Primary Source Images | Photography<br><br>Images | Artist inspiration | Students will take their own images. | To take your own images.. |
| Final Piece Plan | Plan<br><br>Final Piece<br><br>Decision Making | Primary Images | Students will begin to plan their final piece. | To begin to plan your final piece. |
| Final Piece | Sustained work | Final Piece Plan | Students will begin to work on their final piece. | To begin work on your final piece. |
| Final Piece | Sustained work | Piece began | Students will work on their final piece. | To work on your final piece. |
| Final Piece | Sustained work | Piece began | Students will work on their final piece. | To work on your final piece. |
| Final Piece | Sustained work | Piece began | Students will work on their final piece. | To work on your final piece. |

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| Final Piece Evaluation | Sustained work<br><br>Self assessment | Final piece | Students will evaluate their final piece. | To evaluate their final piece. |
| Final Piece | Sustained work | Final Piece Plan | Students will begin to work on their final piece. | To begin work on your final piece. |

**What can I do to support my child at home?**

Encourage creativity through activities like colouring and craft. Talk to your child about piece of art, it could be something they see on television or posters in bust stops. Encourage them to form their own opinion and discuss it with them. Watch programmes about art with them. Sky Arts Portrait and Landscape Artist of the Year are great examples of shows students can watch. They can take techniques and learn about new artists too. Visit Galleries and Museums, you can do this by going to their websites too. They are great for exploring what Galleries have to offer and there are often virtual exhibitions being shown too.

**Recommended resources**

Tate Kids
Sky Arts
Art2Day.com
Pinterest

**Teaching Staff Contact Details**

| Name | Role | Email |
|---|---|---|
| Megan Thomas | Art Teacher and Subject Lead | m.thomas@falconer.herts.sch.uk |