

# Curriculum Summary Document

## Year 11 – Art

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
<b>GCSE Component 1:</b> Independent Portfolio Development	Autumn Term	<p>Students continue developing their personal project following the same structure used in Year 10. They refine their chosen theme, extending their research into artists, materials and ideas that support their individual direction.</p> <p>They strengthen observational drawing and media experimentation, working at greater depth and with increased independence.</p> <p>Students analyse how their chosen artists communicate intention and refine their own visual strategies through annotation and practical testing.</p> <p>Students develop more sustained idea-development, revisiting and refining earlier work, improving composition, surface quality and personal meaning.</p>	<p>This phase ensures students build the strongest possible portfolio for Component 1 before the submission deadline.</p> <p>They deepen the AO1–AO3 habits introduced in Year 10, demonstrating research, experimentation and refinement with increasing independence.</p> <p>Students strengthen their ability to justify decisions and use GCSE command words such as analyse, refine, explore and evaluate to present high-quality evidence. This prepares them for both written and practical expectations when their final portfolio grade is awarded.</p>	<p>Oracy: articulating and justifying personal intentions</p> <p>English: analysis, interpretation and extended annotation</p> <p>Art History: contextual influence and critical understanding</p>
<b>GCSE Component 2:</b> Externally Set Assignment – Preparatory Work	Spring Term	<p>Students receive the AQA exam paper in January and explore the seven or eight theme options provided. They select a theme that resonates with their interests and begin generating visual research, artist studies and initial idea development.</p> <p>They investigate appropriate artists, craftspeople or designers relevant to their chosen theme, analysing how meaning, mood or intention is communicated.</p> <p>Students produce annotated responses, media experiments and early composition studies that relate closely to the exam theme.</p>	<p>This phase inducts students fully into the structure of the Externally Set Assignment.</p> <p>They apply the AO1–AO3 process independently, showing how research has informed their developing ideas.</p> <p>Students practise structured analysis, purposeful experimentation and reflective annotation—the core skills that lead to strong GCSE outcomes. This work forms the preparatory portfolio for Component 2 and prepares students for making informed decisions in their final 10-hour exam.</p>	<p>Oracy: discussing theme interpretation and artist influence</p> <p>English: extended written analysis and explanation</p> <p>PSHE: exploring themes such as identity, culture or environment (depending on choice)</p>

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<p><b>GCSE</b> <b>Component 2:</b> Final Outcome (10-Hour Exam)</p>	<p>Summer Term</p>	<p>Students refine their chosen idea, producing final planning pages, composition trials and material tests before completing their 10-hour practical exam.</p> <p>They make deliberate decisions about scale, colour, composition and material choice to communicate meaning effectively.</p> <p>During the exam, students apply all prior learning from Years 10 and 11, producing a coherent and fully resolved final outcome that responds precisely to the exam theme.</p>	<p>This final phase completes Component 2 and demonstrates full mastery of AO4.</p> <p>Students show independence, control and conceptual clarity, evidencing their ability to create a meaningful final piece under exam conditions.</p> <p>The process—and the discipline of working in timed conditions—directly prepares students for the expectations of GCSE grading and supports transition into future creative study.</p>	<p>Oracy: presenting and explaining final intentions</p> <p>English: reflective evaluation using accurate subject terminology</p> <p>Art History: connecting outcomes to artist influences chosen earlier</p>
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