

**Alcester Academy Curriculum Planning: Key Stage 4**

Department: <i>Art</i>						Year Group: <i>11</i>
Term	Topic/Subject	Assessment Objectives and Knowledge  (include differentiation)	Skills  (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	The City  Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions.	1,2,3&4  Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their own artist ideologies and also investigate intentions for year 11.	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback.  Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.	Students are challenged to strengthen their links to studied artists. Questions will be: WHY did this artist investigate this theme? What was his/her intention?	Final outcomes at various stages. These are personalised to the student to be appropriate in order to drive next ideas forward or finalise a particular focus area.
Autumn 2	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions.	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their own artist ideologies and also investigate	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback.  Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.	How does your work link across the portfolio? WHY have you chosen your theme? What does it enable you to do next?	Final outcomes.

			intentions for year 11.			
Spring 1	External Set Task (exam)					
Spring 2	External Set Task (exam)					
Summer 1	External Set Task (exam)					
Summer 2	External Set Task (exam)					