## **Table 1** Alcester Academy Curriculum Planning:

Departme nt: ART		Year Grou p: 11					
Term	Topic/ subject	Assess ment Objecti ves	Knowledge acquisition	Skill building  Intent	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	The City	1,2,3,4	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions.  Maintain COVID focus throughout. Reflection upon coursework so far and any enhancements and gaps within assessment objectives. Personalised tutorials to help identify these areas.	Knowledge of COVID restrictions upon chosen city focus points.  Effective evaluation of portfolios to date and reflection on extra developments needed.  Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.	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)/alternative final piece requirements.	Final outcomes are designed and developed throughout this stage, with students working at different portfolio targets and intentions.	Support with literacy elements of the course.  Challenge with the depth and maturity of the theme(s) covered. How much knowledge is being shown independently?  Support - TA support if needed. Use of the projector to aid accuracy. Photography is introduced to remove the pressures of technical challenge if needed. Support with presentational skills.  Challenge - larger scale pieces, introduction of more challenging media e.g. acrylics on canvas/MDF.  More advanced written content and annotation.
Autumn 2	The City	1,2,3,4	As above.  In the event of changes to the course, alternative focus points will be provided by staff to	Evaluating the portfolio so far. Looking for links to strengthen areas and create a flow amongst themes.	As above. Statements of intent need to securely describe ideas and focus for the examiner.	Continued research, study drawings and photographic explorations.	As above.

## **TALEST ACADE STATE OF STREET ACADE STREET A**

			strengthen and broaden themes and knowledge within the portfolio.  These will be personalised to the student and will be designed to maximise impact when meeting A.O.s.	Investigate a new focus which can enhance the assessed work. This will be discussed with staff and pathways will be personalised.			
Spring 1	The City	1,2,3,4	Changes made by DFE as a result of the pandemic.  The examination element of the course is not taking place so students will be given a selection of starting points which will enable them to create a final outcome in order to support and link to existing work.	Choosing a new pathway which discreetly links and supports prior learning and areas of the portfolio in readiness for moderation in the summer.  Evaluating and identifying possibilities.	As above.	Continued research, study drawings and photographic explorations.  New pathway investigations.	
Spring 2	The City/new focus	1,2,3,4	As above Final outcomes become realised and provide strong links to previous portfolio pieces.	As above		Final outcomes develop and begin to take shape. Students must have artist links and secure statements of intent.	Support - TA support if needed. Use of the projector to aid accuracy. Photography is introduced to remove the pressures of technical challenge if needed. Support with presentational skills. Challenge - larger scale pieces, introduction of more challenging media e.g. acrylics on canvas/MDF. More advanced written content and annotation.
Summer 1	As above	1,2,3,4	Final outcomes become realised and provide strong links to previous portfolio pieces.	Assessment objectives knowledge needs to be secure as students ensure that links are obvious and all areas are met.  Artist links are strong and clear to the examiner.	Strong, secure and mature statements of intent effectively link all work across the portfolio, meeting all four assessment objectives.	Final outcomes are realised and ready for assessment.	As above.

Alcester Academy Curriculum Planning:								