Alcester Academy Curriculum Planning:

Department: ART		**Year Group: 11**					
Term	Topic/ subject	Assessment Objectives	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	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.

			to 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	External Set Task (exam)	1,2,3,4	**Following DFE statement that exams are back to normal:** The examination element of the course will return to year 11. In January, students will receive an exam paper containing 5 starting points or themes. Chosen starting point will dictate the pathway for individual students and peop time begins. Students follow GCSE assessment objectives to develop the project and move towards the final outcome.	Choosing a new pathway which discreetly links and supports the chosen starting point, using GCSE assessment objectives in readiness for the external set task (exam) at the beginning of the summer term.	As above.	Continued research, study drawings and photographic explorations. New pathway investigations building towards final outcome ideas..	
Spring 2	As above	1,2,3,4	As above Final outcomes become realised and provide strong links to preparatory work.	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.

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Summer 1	As above	1,2,3,4	Students sit the External Set Task.				