

Year 11 Topics

In year 11 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Personal project response	Support applied learning demonstrating vocabulary and communication skills of students	Consolidate and apply all learning from yr 10 related to The formal elements, the principles of design and compositional design,	Point , line , Measurement , Techniques, Co-ordination, Dexterity , Point, line, thick, thin, heavy , feint, curvilinear, angular, directional, contour line, Grouping , Gestalt, Pattern , Shape, Texture , rotation, mirroring, blocking, symmetry, asymmetry, texture, density, mark making, rendering, scumbling, stippling, scraffito, implied, real, tone, shade, value, key, hue, tint, tone, shade, value, key, saturation, complementary , harmonious, neutral, tertiary, primary, Colour , saturation, pigment, Composition Structure, Repetition, Grids ,Geometry ,background, Perspective , planes , foreground , middle ground , orthographical lines, Directionality Angles, diagonals, horizontal, vertical, recession, measurement, Structure, Orientation, Relative proportion , visual value, Asymmetrical balance, Symmetrical balance, Unity , cohesion, Weight, Emphasis, focal point, Active dynamics, Passive dynamics, Flow, Movement, Convergence/ divergence, Linear /vertical arrangement, Symmetry/asymmetry, Emphasis and focal points, Proximity and Visual weight , Spatial arrangement and Depth cues, layering, Movement and dynamics Leading lines Geometrical principles, Rule of thirds Fibonacci series/ golden mean, Division, Fragmentation, Rearrangement,	Spatial motor skills Research skills Reflection skills Analysis skills Independence skills Communication skills Evaluation skills Oracy skills Work experience Study visits Careers
	Support applied learning demonstrating mastery of art and design techniques, with a range of materials	Apply specialist key vocabulary to portfolio building		<ul style="list-style-type: none"> • Evaluation- Evaluating the potential of materials through testing. • Analysis- Critical analysis of the work of other designers and artists as well as students' own work. • Creativity- development of a personal response to sources of inspiration Creativity expressed though presentation of ideas • Creating design ideas based on the work of other artists and designers, experimenting
	Support applied learning demonstrating purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods	To learn to use this specialist vocabulary to communicate concisely and clearly , explain and describe process, communicate intention		

	<p>Support applied learning demonstrating mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Support applied learning demonstrating to create sketch books to record observations and use them to review and revisit ideas</p> <p>Support applied learning demonstrating structure portfolio submissions to create a sense of sequential development or 'narrative' which progresses</p> <p>Support applied learning demonstrating knowledge</p>	<p>Consolidate and apply all learning from yr 10 related to The formal elements, the principles of design and compositional design and extend application of that understanding through materials and processes</p> <p>Consolidate and apply all learning from yr 10 about the Five Basic Skills of Drawing The Perception of Edges. The Perception of Spaces. The Perception of Relationships. The Perception of Light & Shadow. The Perception of the Whole or Gestalt</p> <p>Consolidate and apply all learning from yr 10 about speed drawing methods and suitable uses when recording information and ideas</p> <p>Consolidate and apply all learning from yr 10 The understanding and skills to record ideas and communicate through a broad range of drawing techniques</p>	<p>Displacement, Sections, Juxtaposition, Synthesis</p> <p>charcoal, chalk pastel, fixative, pen and ink, crayons and pencil, Chalk pastel, Oil pastel , Wax resist , graphite, Painting, Watercolours, gouache, poster paint, acrylic, saturation, dilute, opacity, opaque, transparent, translucent, matt, gloss, sheen, vibrancy, consistency, load, ferrule, binder, pigment, cutting in, feathering, primer, undercoat, bleeding, glaze, wash, wet wash, dry brush, blend, palette, scumble, sfumato, sgraffito, stipple, Printing , monoprint, block printing, collagraphy, roller, transfer, burnish, proof, register, run, Collage , Mixed media, Sculpture, relief , Assemblage, construction</p> <p>Memory drawing, blind drawing, drawing , double brain drawing continuous line , contour line , line sensitivity , observation, Tone, scales, Chiaroscuro, ratios, Shape , form , sculptural tone, directional light, Scale, ratio, proportion, balance, Focal point , emphasis ,orientation, directionality, Line sensitivity, Synesthesia , association, Ground Subject, Figure, Positive, Negative Outline, Graphical shape, tonal line sensitivity, mass value tonal drawing , sculptural tone , Positive /negative drawing, Notan, reverse/subtractive drawing, emotive line, Sketching, Keyline or Armature Drawing, Scribble drawing , Continuous line</p> <p>Rearrange, insert, addition, subtraction , amend, modify, delete, obscure, Folds / flaps /extensions and pull outs, Protective</p>	<p>with a range of materials and media.</p> <p>Literacy- Annotation of research and design work using subject specific vocabulary accurately.</p> <ul style="list-style-type: none"> • Numeracy- Working out scales, ratios, proportions, measurements • <i>Using golden mean and geometry to guide layouts and compositions</i> • Independence- expressed through creative choices <p>And personal research , thematic selection and development</p> <ul style="list-style-type: none"> • Problem solving skills- technical problem solving creative problem solving • Oracy – open question discussions – ‘what is Art’ <p>group talk – about an art work</p> <p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Technical control and mastery of a range of materials. • Mark making. • Observational drawing • Artist appreciation. • aesthetic awareness
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	<p>and understanding of great artists, architects and designers in history. how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts, how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of: figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation</p>	<p>Consolidate and apply all learning from yr 10 the aesthetics of visual presentation</p>	<p>measures , Overlays, Visual flow , Visual scale , Visual clarity, Whole page dynamics Extended backgrounds , motif backgrounds Balancing visual and written content Consistent identity formats Varying content/ creating focal interest Balancing speed /detailed work, Visual Legibility and Aesthetics , Planning Drafting, Thumbnails, Layouts, Variations</p>	<ul style="list-style-type: none"> • aesthetic judgement
<p>Personal study presentation</p>	<p>Support creative process learning through the maintenance of a drafting/ ideas record book</p> <p>Support development of personal responses</p>	<p>understanding and skills to communicate their intentions and ideas to others</p>	<p>Intentions, clarity, explain, evaluate, analyse , label, express, annotate, compare, Sketchbook, layout, balance, communication, development , thumbnails, Annotation, compare, Active notes, Justifying, Analysing , Describing content and concepts , Comparative description, enquiry, Investigation,</p>	

	through independent research		connection, Context, application Intention statements , Describing ideas development Personal idea outlines, Making personal connections , Summaries and conclusions Literacy, Paragraphs and extended content Research skills , Independence , Contextual understanding, Communicating personal engagement	
Exam response	Support evidencing assessment criteria	Observation and Art history		
		Compositional and media development		

