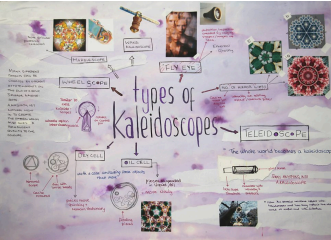
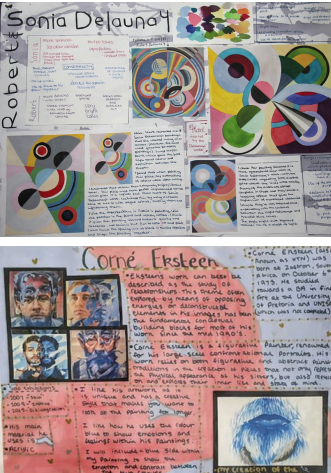


Year: 11
 Subject: AQA GCSE Art and Design

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A Mock ESA	1	Intro to Mock ESA	<p>Present and discuss the different ESA starting points.</p> <p>Quick brainstorming activity: "What do you know about these themes?" (e.g., Identity, Transformation, The Human Form).</p> <p>Discuss key concepts, artists, and initial ideas. Develop a mind map of research areas.</p>	<p>Review the 7 starting points and choose the preferred one.</p> <p>Begin researching their chosen theme and creating a mindmap.</p>	<p>https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/1</p> <p>Example of a mindmap:</p>  <p>Example of Artists Studies:</p> 	<p>Create a mindmap and start researching 2 contemporary and 2 non-contemporary artists in connection with your theme.</p> <p>Use BBC Bitesize's "Researching Your Theme" resource. Students gather 5-10 images and notes.</p>

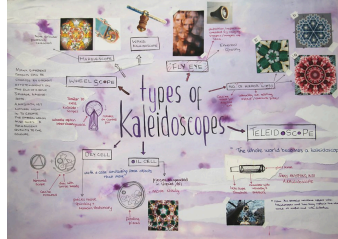
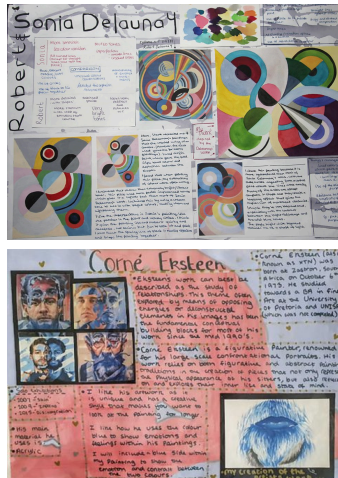
	2	Developing initial ideas and artist research	Review examples of artists working within the chosen theme (e.g., Frida Kahlo for Identity, Alberto Giacometti for The Human Form). Quick discussion on how artists influence project ideas. Research one artist's work, focusing on how their work can be applied to students' chosen themes. Discuss key features of their style, techniques, and symbolism.	Develop and explore artists who have worked within their chosen theme.	Encourage children to complete collecting their image references, artist studies and mindmap.	If students have already started complete artist studies from the previous week. Think about summarizing the artist's work, techniques, and its relevance to their own project. Gather image references for each artist.
	3-7	Experimenting with media and techniques	Show examples of students experimenting with media for a project. Quick activity: "How does changing the medium affect your representation of your theme?" Experiment with one material (e.g., printmaking, collage, or digital art) to explore the chosen theme. Students create small test pieces.	Experiment with different media to explore their ideas and refine techniques that will be used in the final piece.	https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/1 Youtube videos on how to use the media effectively	Recreate artist image references with mixed media. Students experiment independently with at least two different media (e.g., printmaking and digital art) to develop their theme further. Document findings in the sketchbook.

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1B Complete Mock ESA	1-4	Refining Ideas for Mock ESA and Finalizing Concepts and Starting Final Piece	Quick recap: "What makes a final piece successful?" Show an example of a strong final piece and discuss its development process. Create a list of criteria for what a successful final piece should include (e.g., originality, technical skill, conceptual depth).	Students will refine their ideas and develop a clear concept for their final piece, ensuring that it aligns with the chosen theme. Students will begin working on their final piece based on the concept and plan developed in the previous weeks.	Complete a detailed plan for their final piece, including a timeline for production and a list of necessary materials. Continue working on the final piece. Ensure it is progressing as planned.	Students create 4-6 different final ideas of planning size A5/A6. Students create a detailed plan for their final piece, including sketches, materials, and techniques. Refine ideas and outline their approach. Annotate reasoning behind the idea, media choices etc.

			Quick recap on time management in art projects. Show a student's work in progress and discuss its progression. Begin creating the final piece, with a focus on technical execution and maintaining consistency with the plan.			Confirm what their final piece will be. Which artists inspired which parts and which 2 artists they are doing a mashup of for their final composition piece. Students begin working on their final piece, applying the techniques and materials they have refined.
	5-6	Final Piece Completion	Show examples of finished artworks. Discuss the final stages of the project and how to make finishing touches. Work alongside students, providing feedback and offering assistance where needed to refine their work.	Students will complete their final piece and refine it based on feedback and self-reflection.	Complete final refinements and ensure the final piece is ready for submission.	Students complete their final piece, paying attention to detail and ensuring it aligns with the concept they developed.
	7	Evaluation and Presentation of Project	Review of the evaluation process. Discuss what makes a strong evaluation. Write an evaluation of one student's work, analyzing the strengths and areas for improvement.	Students will evaluate their work and prepare it for presentation and submission.	Complete the final evaluation and prepare the portfolio for submission.	Students write a critical evaluation of their final piece and its development. Include reflections on their creative process and how they addressed challenges.

STUDENTS WILL BE ASKED TO COME IN SHORTLY AFTER 2nd JANUARY AS ESA IS RELEASED BY AQA ON THIS DATE. POSSIBLY 5-8th JANUARY.

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
2A ESA from AQA	1	Choose ESA Starting point and create mindmap	Present and discuss the different ESA starting points. Quick brainstorming activity: "What do you know about these themes?" (e.g., Identity, Transformation, The Human Form).	Review the Design Projects starting points and choose one that resonates with their interests.	https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/1 Example of a mindmap:	Create a mindmap and start researching 2 contemporary and 2 non-contemporary artists in connection with your theme.

			<p>Produce a design suitable for one of the following:</p> <ol style="list-style-type: none"> a Postcard a Book cover design a Greetings cards a Calendar <p>Discuss key concepts, artists, and initial ideas. Develop a mind map of research areas.</p>	<p>Begin researching their chosen theme and creating a mindmap.</p>	 <p>Example of Artists Studies:</p> 	<p>Use BBC Bitesize's "Researching Your Theme" resource. Students gather 5-10 images and notes.</p>
2	Developing initial ideas and artist research	<p>Review examples of artists working within the chosen theme (e.g., Frida Kahlo for Identity, Alberto Giacometti for The Human Form). Quick discussion on how artists influence project ideas. Research one artist's work, focusing on how their work can be applied to students' chosen themes. Discuss key</p>	<p>Develop and explore artists who have worked within their chosen theme.</p>	<p>Encourage children to complete collecting their image references, artist studies and mindmap.</p>	<p>If students have already started complete artist studies from the previous week.</p> <p>Think about summarizing the artist's work, techniques, and its relevance to their own project.</p> <p>Gather image references for each artist.</p>	

			features of their style, techniques, and symbolism.			
	3-7	Experimenting with media and techniques	Show examples of students experimenting with media for a project. Quick activity: "How does changing the medium affect your representation of your theme?" Experiment with one material (e.g., printmaking, collage, or digital art) to explore the chosen theme. Students create small test pieces.	Experiment with different media to explore their ideas and refine techniques that will be used in the final piece.	https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/1 Youtube videos on how to use the media effectively	Recreate artist image references with mixed media. Students experiment independently with at least two different media (e.g., printmaking and digital art) to develop their theme further. Document findings in the sketchbook.

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
2B	1-2	Refining Ideas for Design Project and Finalizing Concepts	Quick recap: "What makes a final piece successful?" Show an example of a strong final piece and discuss its development process. Create a list of criteria for what a successful final piece should include (e.g., originality, technical skill, conceptual depth).	Students will refine their ideas and develop a clear concept for their final piece, ensuring that it aligns with the chosen theme.	Complete a detailed plan for their final piece, including a timeline for production and a list of necessary materials.	Students create 4-6 different final ideas of planning size A5/A6. Students create a detailed plan for their final piece, including sketches, materials, and techniques. Refine ideas and outline their approach. Annotate reasoning behind the idea, media choices etc. Confirm what their final piece will be. Which artists inspired which parts and which 2 artists they are doing a mashup of for their final composition piece. Make a list of resources needed for the exam.
	3	10 hour Exam piece spanned over 2 days - 5 hours each day. Students dress down as they will be in exam P1, 2, 3, 4 and 5. Students can go home at 3.				

	4-7	Complete ESA Component 2/X Portfolio	Write Exam piece evaluation, print and mount all preparatory work for the ESA to complete their portfolio,	Students will complete their final piece evaluation and mount portfolio.	Complete final evaluation.	Students type up r hand write their final evaluation and mount all their prep work from January to the Exam date for the Component 2/X portfolio.
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Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
3A	1-7	Study/Revise for any other subjects/courses students are taking as they have finished their Art and Design course. Study Leave will start to take place as well.				

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
3B	1-7	YEAR 11 WORK EXPERIENCE				