



Aspire Achieve Thrive

**Spring Term**  
**Term 2**  
**Art**  
**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

### Year 11 Homework Timetable

<b>Monday</b>	Science Task 1	Ebacc Option A Task 1	Option C Task 1
<b>Tuesday</b>	Sparx Science	Option B Task 1	Sparx Maths
<b>Wednesday</b>	English Task 1	Science Task 2	Option C Task 2
<b>Thursday</b>	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
<b>Friday</b>	Sparx Science	English Task 2	Sparx Maths

**Sparx Science**

- Complete 100% of their assigned homework each week

**Sparx Maths**

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Childcare
Triple Science
Travel and Tourism
Music
Sport
IT

Option C
Business Studies
Catering
Computer Science
Drama
Health & Social Care
Media Studies
Photography
Sport
Sociology

Half Term 3 (6 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Details
Week 1 6th January 2025	<b>AO1: Artist Research</b> Theme	Research <i>the theme</i> from your chosen question within the exam paper.
Week 2 13th January 2025	<b>AO1: Artist Research</b> Artist 1	Research <i>artist 1</i> from your chosen question within the exam paper.
Week 3 20th January 2025	<b>AO1: Artist Research</b> Artist 1	Use your Cornell notes on <i>artist 1</i> , to write 100-200 words based on the artist for your research page. Use the literacy guides to support you if needed.
Week 4 27th January 2025	<b>AO1: Artist Research</b> Artist 2	Research <i>artist 2</i> from your chosen question within the exam paper.
Week 5 3rd February 2025	<b>AO1: Artist Research</b> Artist 2	Use your Cornell notes on <i>artist 2</i> , to write 100-200 words based on the artist for your research page. Use the literacy guides to support you if needed.
Week 6 10th February 2025	<b>AO1: Artist Research:</b> Artist comparison	Compare the work of the two artists that you have chosen from your exam question.

\* Make sure you have your homework books each lesson. The work produced here will be used within your coursework books as part of **Assessment Objective 1: Artist Research**.

### Homework task 2

Your second homework each week is to be completed in your sketchbook. This is to help support the work produced in lessons, as well as strengthen your exam preparation. You should be finishing off practical work started in lessons, producing additional drawings/research to support your exam question, taking observational photographs, or completing annotations in your book.

It is of paramount importance that you support your exam preparation outside of lessons by completing **at least 1 hour** of additional practical work per week in your sketchbook.

Half Term 4 (6 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Details
Week 7 24th February 2025	<b>AO4: Personal Response: Mock Exams week beginning 3rd March 2025</b>	Mock Exam Preparation  Answer the questions to help you to prepare for your mock exam.
Week 8 3rd March 2025	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 9 10th March 2025	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 10 17th March 2025	<b>AO4: Personal Response</b> Evaluation of the Mock Exam piece.	Use the <i>Mock Exam Evaluation</i> writing frame sheet to evaluate the piece of work produced in the mock exam.
Week 11 24th March 2025	<b>AO4: Personal Response: Exams week start May 2025</b>	Exam Preparation  Answer the questions to help you to prepare for your exam.
Week 12 31st March 2025	<b>AO4: Personal Response: Exams week start May 2025</b>	Exam Preparation  Answer the questions to help you to prepare for your exam.

\* Make sure you have your homework books each lesson. The work produced here will be used within your coursework books as part of **Assessment Objective 1: Artist Research**.

### Homework task 2

Your second homework each week is to be completed in your sketchbook. This is to help support the work produced in lessons, as well as strengthen your exam preparation. You should be finishing off practical work started in lessons, producing additional drawings/research to support your exam question, taking observational photographs, or completing annotations in your book.

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# Writing about Artwork

## CONTENT

What is its subject matter? Is it based on direct observation, remembered, invented or imagined?  
 Does the content deal with any social, cultural, religious, moral, economic or political issue?  
 Is the meaning and content of the work immediately obvious or is it partly hidden?  
 Does the work remind you of something you have seen before or does it link to other art work based on the content?  
 List what you see using no more than 12 words.

## FORM

How has the work been designed?  
 What colours have been used and how have these been arranged? Are they harmonious or do they contrast? Are they used subtly or are they vivid?  
 Does any one colour dominate or are two or more equally important and eye catching?  
 What shape or shapes have been used in the composition of the work? Are any of these geometric? Do these connect to each other in any way?  
 Has the artist used texture in the work?  
 How big is the work? Does this affect how it is viewed?

## MOOD

How is the work affecting you and why? Are you able to identify what qualities the work possesses that is causing you to respond in this way?  
 Does it capture a particular mood, atmosphere or feeling?  
 Does it remind you of something you have experienced, either in life or through another work of art, music, play, poem, story or novel etc.?  
 Is the painting quiet or noisy, calming or disturbing, happy or sad, relaxing or jarring?  
 What words most effectively describe how you feel about this work?  
 Write down 3 questions you would like to ask the artist about the work.

## PROCESS

What has this work been made out of? What materials, tools, techniques and processes has the artist used?  
 Design a flow chart detailing how the artist might have made the work; from inception to completion.  
 Do you think the artist improvised as they went along or do you think a design or some other form of preparatory study provided a guide?  
 Do you think the artist relied on supporting studies i.e. sketches, diagrams, moquette or photographs for the overall idea or for details within it?  
 What specific skills and techniques do you think were required to create such a work?  
 Do you know of any other work which might have been made in a similar way?

## Challenge

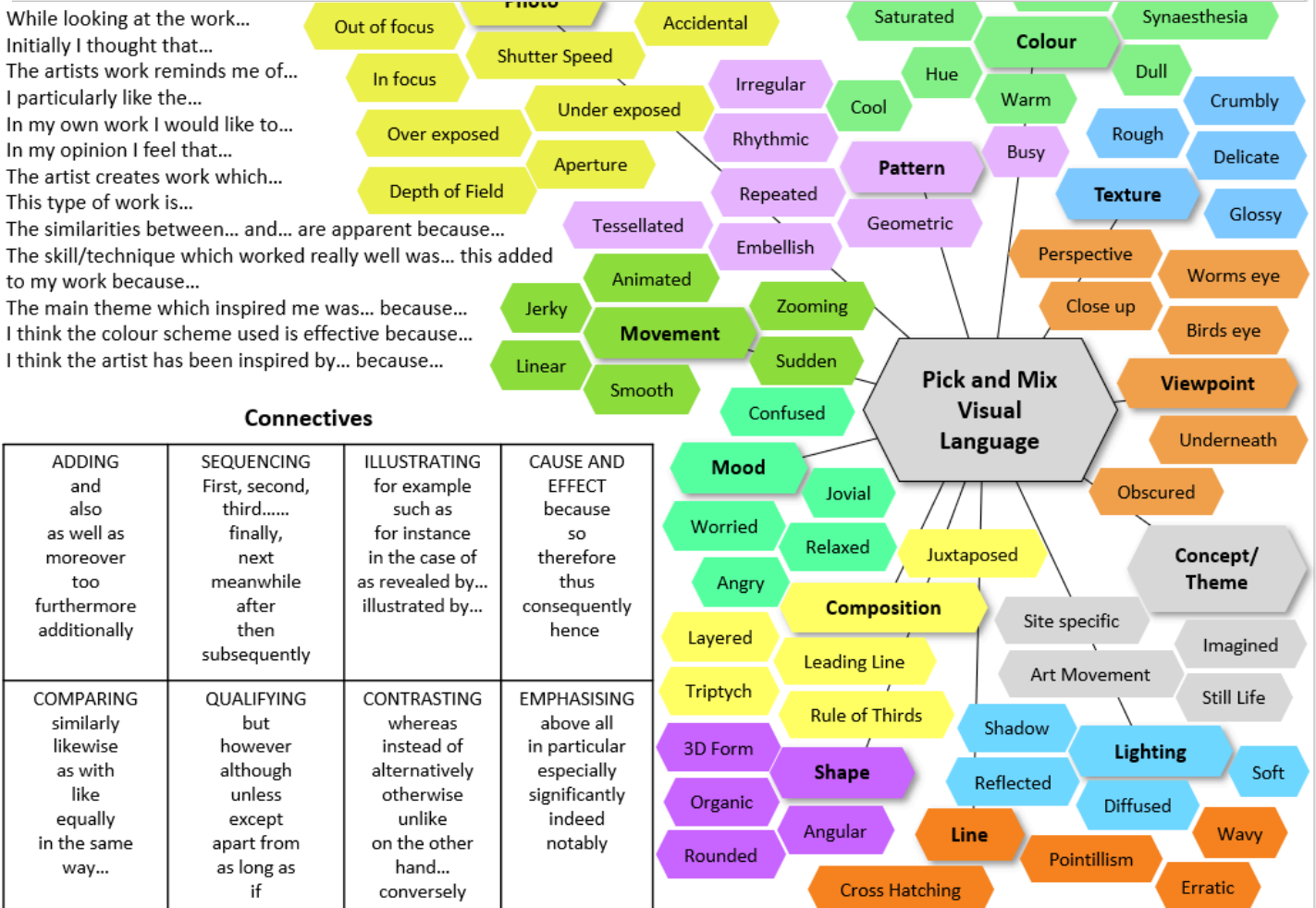
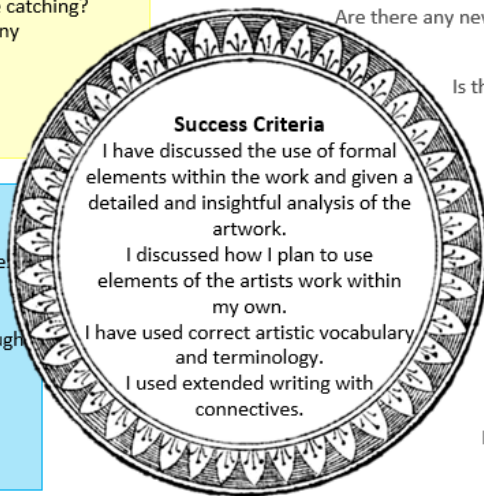
Are there any news articles linked to this work/artist?

Is there work similar to this being shown in current exhibitions?

Imagine you are the artist; write a diary entry or postcard home.

Analyse your own work using these questions.

Create a PowerPoint to present your analysis to your class.



### Connectives

<p>ADDING and also as well as moreover too furthermore additionally</p>	<p>SEQUENCING First, second, third..... finally, next meanwhile after then subsequently</p>	<p>ILLUSTRATING for example such as for instance in the case of as revealed by... illustrated by...</p>	<p>CAUSE AND EFFECT because so therefore thus consequently hence</p>
<p>COMPARING similarly likewise as with like equally in the same way...</p>	<p>QUALIFYING but however although unless except apart from as long as if</p>	<p>CONTRASTING whereas instead of alternatively otherwise unlike on the other hand... conversely</p>	<p>EMPHASISING above all in particular especially significantly indeed notably</p>

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

# WEEK 1: Cornell Notes (Homework task 1)

**Topic:** Exam theme research

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 2: Cornell Notes (Homework task 1)

Topic: Artist 1

Links	Notes
Questions	

Summary





# WEEK 4: Cornell Notes (Homework task 1)

Topic: Artist 2

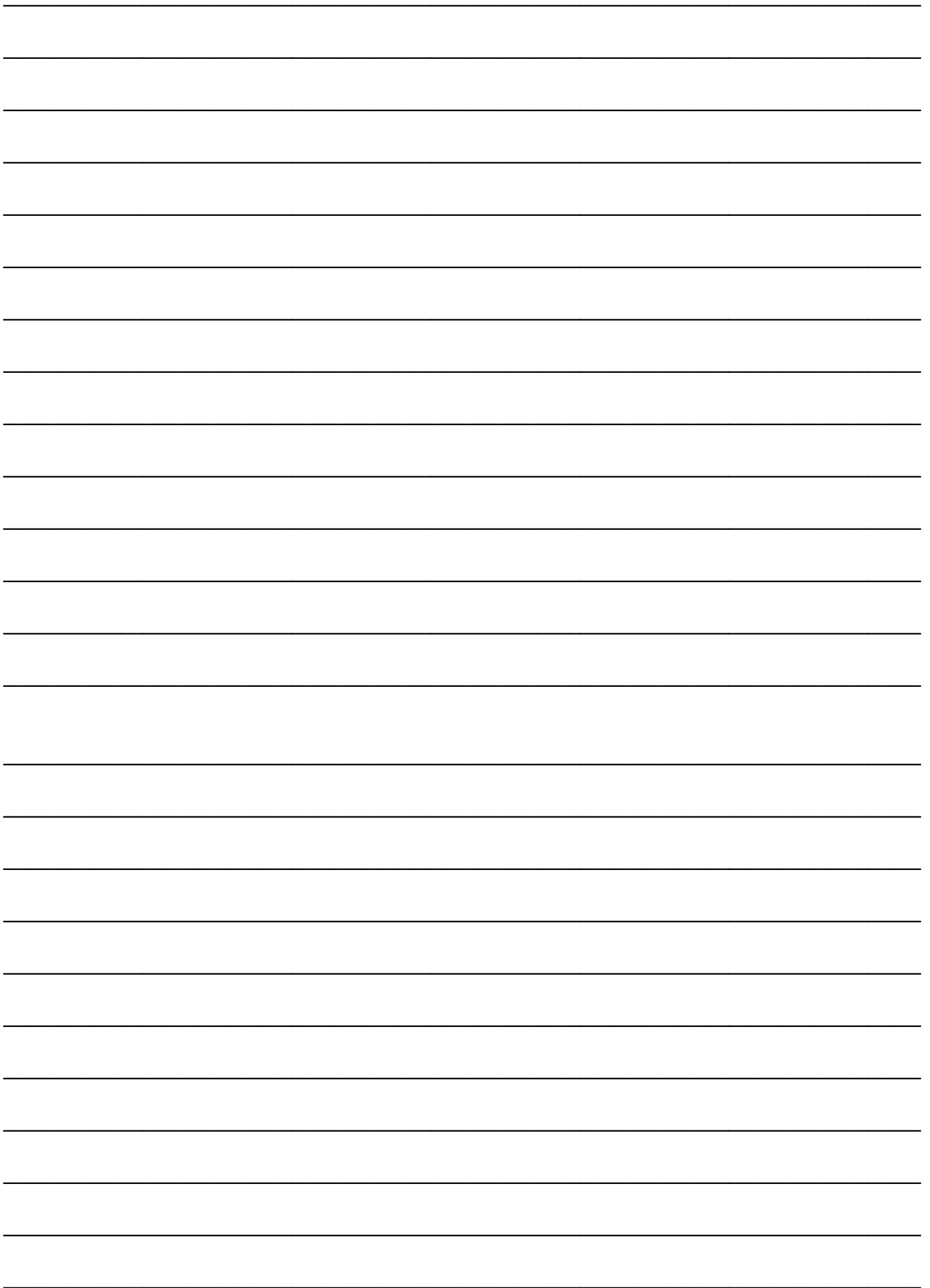
Links	Notes
Questions	

Summary















# Evaluation

An evaluation is a chance to show the examiner your thoughts and creative processes discovered during the projects.

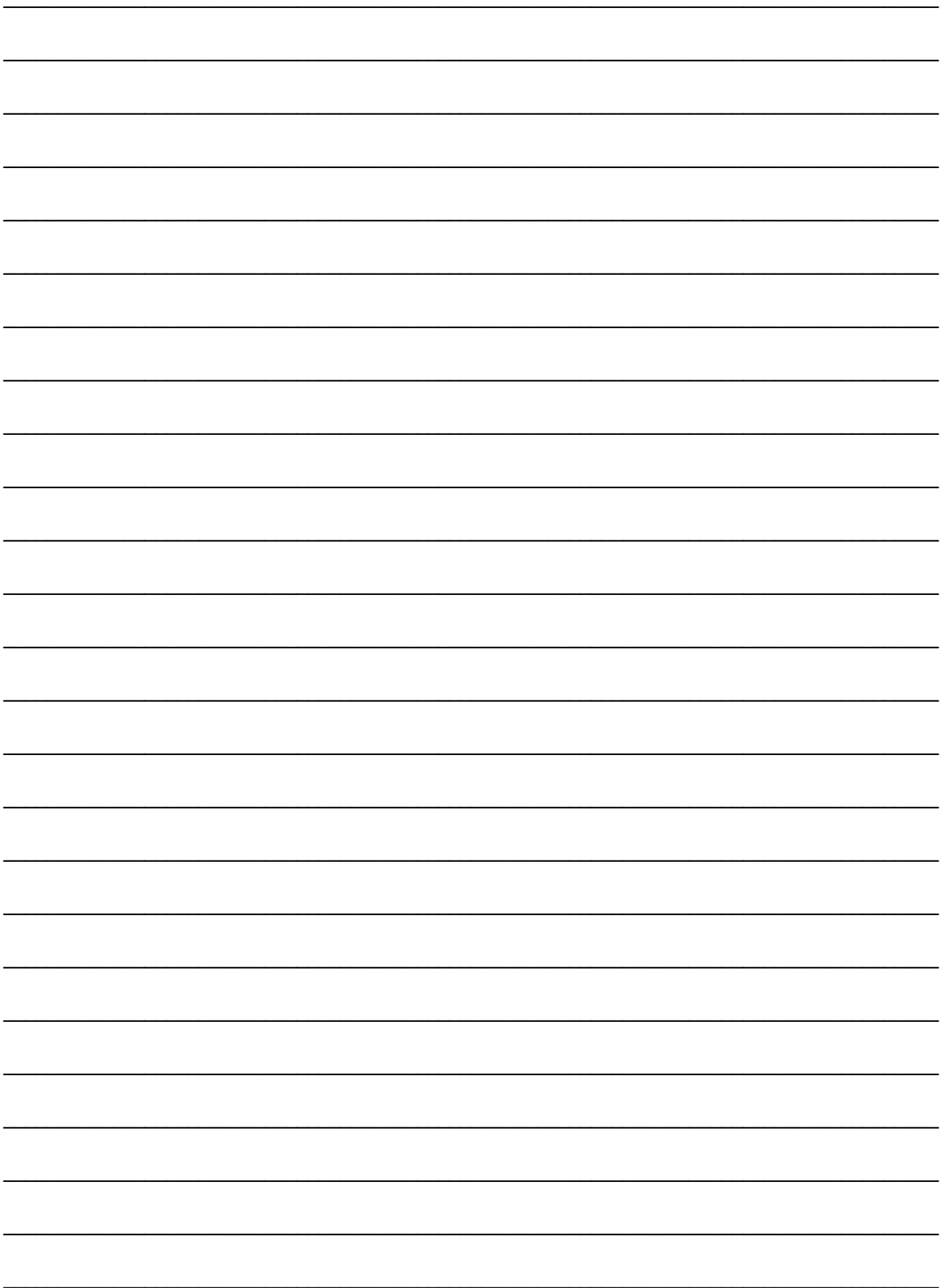
You need to write what research you have undertaken, about your creative experimentations and the development of your designs towards a final piece. On the way, discuss the artists you have researched and any problems you had. Finally you write an opinion of your work and how you could improve if you had more time/were to investigate the topic again.

Below is a writing frame to help you; use the bullet points to structure an evaluation answering all the assessment objectives.

Assessment Objectives	Possible sentence starters
<p><b>A01 – Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</b></p> <ul style="list-style-type: none"> <li>• Chosen theme</li> <li>• Artists, designers and cultures investigated</li> <li>• Why I investigated the artists etc.</li> <li>• How they inspired me and my work</li> <li>• What I wanted to achieve</li> </ul>	<p>I have studied the theme...            I research the work by...            What attracted me to the artist was...            I was inspired by...            My research was useful because it helped me...</p>
<p><b>A02 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</b></p> <p><b>A03 Record ideas, observations and insights relevant to their intentions in visual and/or other forms</b></p> <ul style="list-style-type: none"> <li>• Observational studies (Drawings, paintings etc)</li> <li>• Photographs taken</li> <li>• Experimentation with different materials, what worked well and why?</li> <li>• Experimentation in the style of the artists, what worked well and why?</li> <li>• Development of ideas (After experimentation)</li> <li>• Final design/piece – Why did you choose those materials and techniques, how does it reflect the artists you have investigated and why?</li> </ul>	<p>I recorded from direct observation... I used...to show...            I photographed...            I experimented with...            This worked well because...            My experimentations connect to the artist because...            It worked well because...            After experimenting with... I decided to develop my ideas by...            I adapted my work because...            The different media I used lent me to decide to use...for my final piece.</p>
<p><b>A04 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</b></p> <ul style="list-style-type: none"> <li>• Did you produce your own imaginative ideas and outcomes?</li> <li>• Is your work similar to the artists and designers you have investigated?</li> <li>• Are you happy with your final design and piece?</li> <li>• How could you improve your work?</li> </ul>	<p>I developed my ideas by...            My work connects to the artist(s) because...            Looking back over my project, I think...            I could improve my work/final piece by...</p>

Take care with spelling and grammar: then type up your evaluation and present in your sketchbook with, if possible, a photograph of your final piece.





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ACHIEVE  
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Develop your character

