The Hart School – Faculty of Design
Yr 11 GCSE Fine Art (OCR J171) Curriculum Overview

Curriculum intent: GCSE Art and Design: Fine Art (OCR J171) develops pupils into independent artists who investigate, experiment, record and present a personal response. Component 01, the Portfolio, is 60% (120 marks). Component 02, the Externally Set Task, is 40% (80 marks): OCR releases the paper from 2 January and pupils have up to 10 hours of supervised time to realise their response. Both components are marked in school and moderated by OCR.

Four assessment objectives, each worth 25%, shape every lesson. AO1: develop ideas through investigations, demonstrating critical understanding of sources. AO2: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: record ideas, observations and insights relevant to intentions as work progresses. AO4: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Year 10 builds a media foundation, then a themed portfolio led by three artists; Year 11 completes the portfolio and the externally set task.

Progress is tracked live against AO1–AO4 with visual grade descriptors, and pupils review their current grade and next step every lesson. Each PPE and portfolio review is followed by QLA by AO and cohort, with PP and SEND work reviewed first. Access arrangements are confirmed before supervised time, and JCQ regulations apply to all assessed work.

Yr 11 end points: By the end of Year 11 pupils can complete a sustained portfolio with a realised final piece (Component 01, 60%); interpret an OCR starting point and produce independent preparatory work; realise a personal response in the 10-hour supervised exam (Component 02, 40%); and present both components for OCR moderation.

Yr 11 key dates (LTP): PPE 1 w/c 16.11.26 and 23.11.26 (portfolio banded against AO1–AO4) · Year 11 reports home 7.1.27 · OCR ESA paper available from 2.1.27, launched w/c 4.1.27 · ESA developments banded w/c 1.2.27 · PPE 2 w/c 22.2.27 and 1.3.27 · Year 11 reports home 24.3.27 · 10-hour ESA w/c 13.4.27 and 20.4.27 · portfolio finalised w/c 3.5.27 · internal standardisation w/c 10.5.27 · OCR moderation submission w/c 17.5.27 · course closed w/c 24.5.27 · records archived under JCQ retention w/c 12.7.27

	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Core Course Topic: Lesson (L) numbers and the week each is taught. Bold = summative assessment.	**Developments 3 and 4; Starting the Final Piece** L1 · Development 3 in the style of Artist 3 · w/c 7.9.26 L2 · Development 3 refine; A6/A5 artist copy · w/c 14.9.26 L3 · Development 4: combine two artists (A3/A2 or 3D) · w/c 21.9.26 L4 · Development 4 refine to a high standard · w/c 28.9.26 L5 · A6 design ideas; one test piece · w/c 5.10.26 L6 · Begin final piece (drawing out or 3D first stages) · w/c 12.10.26 L7 · Final piece: check proportions; main colours · w/c 19.10.26	**Final Piece, PPE 1 and Moderation Prep** L8 · Final piece: refine and continue · w/c 2.11.26 L9 · Final piece complete; present the journey · w/c 9.11.26 **L10 · Portfolio complete (PPE week) · w/c 16.11.26** L11 · Refine post-PPE; act on QLA · w/c 23.11.26 L12 · Portfolio presentation; AO1–AO4 check · w/c 30.11.26 L13 · Moderation prep; final annotations · w/c 7.12.26 L14 · Moderation prep; complete DIRT targets · w/c 14.12.26		**Externally Set Task: Research and Developments** L15 · ESA intro: read the paper; mind-map and mood board · w/c 4.1.27 L16 · 3 artist case studies; theme photographs · w/c 11.1.27 L17 · ESA Development: Artist 1 (own photo) · w/c 18.1.27 L18 · ESA Development: Artist 2 · w/c 25.1.27 **L19 · ESA Development: Artist 3 · w/c 1.2.27** L20 · Combine developments (A3/A2 or 3D) · w/c 8.2.27		**ESA: Design Ideas and Exam Preparation** L21 · Design ideas; test piece (PPE) · w/c 22.2.27 L22 · Refine test piece; plan the outcome (PPE) · w/c 1.3.27 L23 · Final-piece prep: plan and photos ready · w/c 8.3.27 L24 · Complete preparatory work before the exam · w/c 15.3.27 L25 · Final prep; ESA plan for the 10-hour exam · w/c 22.3.27		**10-Hour Exam and OCR Submission** **L26 · 10-hour ESA: supervised session 1 · w/c 13.4.27** **L27 · 10-hour ESA: session 2; evaluation · w/c 20.4.27** L28 · ESA annotations; moderation prep · w/c 27.4.27 **L29 · Portfolio finalised for submission · w/c 3.5.27** L30 · Study leave; internal standardisation · w/c 10.5.27 **L31 · OCR moderation submission window · w/c 17.5.27** L32 · Post-exam: course closed; results tracking · w/c 24.5.27	**Course Complete** No lessons: Year 11 examinations complete · w/c 7.6.27 to 5.7.27 Records archived under JCQ retention · w/c 12.7.27
Additional support links: Topic-specific pages from trusted sources (links checked September 2026)	**OCR** GCSE Art and Design (9–1) J170–J176 **Tate** Mixed media (art term)	**OCR** GCSE Art and Design (9–1) J170–J176		**OCR** GCSE Art and Design (9–1) J170–J176 **Tate** Photography (art term)		**OCR** GCSE Art and Design (9–1) J170–J176		**OCR** GCSE Art and Design (9–1) J170–J176 **Discover! Creative Careers** Careers in the creative industries		**Discover! Creative Careers** Careers in the creative industries
Knowledge: The specific knowledge your child will learn in detail	Development 4 combines two artists at large scale (A3, A2 or 3D), showing independent synthesis. A6 design ideas explore compositions for the final piece, and the strongest is trialled as a test piece. The final piece (AO4) must be personal and meaningful and clearly realise the intentions shown in earlier work. Drawing out transfers the planned composition accurately with a grid or light outline before media are added; proportions are checked before colour. Main colours are blocked in first, with detail and contrast last.	The Portfolio (Component 01) is 60% of the GCSE, marked out of 120 and moderated by OCR. It should show a clear journey: theme and artist research (AO1), experiments and developments (AO2), recording and annotation (AO3) and a realised final piece (AO4). Presentation arranges the work in a logical order with references and photographs. QLA by AO shows which objective is weakest so the next lessons target it. Final annotations explain intentions, decisions and the links between the artists and your own work.	**PPE 1** w/c 16.11.26 and 23.11.26	The Externally Set Task (Component 02) is 40% of the GCSE, marked out of 80. OCR makes the paper available from 2 January with a choice of starting points; pupils choose one, complete their preparatory work, then have up to 10 hours of supervised time to realise their response. Preparation follows the same journey as the portfolio: mind-map and mood board, three artist case studies, their own photography, three developments and a combined development. All work must be the pupil's own and is authenticated under JCQ rules.	**PPE 2** w/c 22.2.27 and 1.3.27	Before supervised time, the plan for the final outcome must be clear: composition, size, media, reference photographs and the order of work across 10 hours. Preparatory work cannot be added to once supervised time starts. Access arrangements, such as extra time or rest breaks, are confirmed in advance. A time plan divides the 10 hours into stages: drawing out, blocking in, building detail and refining.	**10-Hour Exam (ESA)** w/c 13.4.27 and 20.4.27	The 10-hour supervised exam is sat under JCQ conditions: work stays in the department between sessions and no preparatory work can be added. Afterwards pupils annotate and evaluate their outcome against their intentions. The portfolio and ESA are marked in school against OCR's criteria, internally standardised so every teacher marks to the same standard, and a sample is submitted to OCR for moderation with marks, records and photographs.	Year 11 examinations are complete. Coursework, marks and candidate records are kept securely under JCQ retention rules, then archived.
Key vocabulary: Subject terms your child should know, spell and use	*development, synthesis, scale, design idea, test piece, final piece, realise intentions, drawing out, proportion, blocking in*	*Component 01, portfolio, journey, PPE, QLA, band, moderation, annotation, intentions, presentation*		*Component 02, externally set task (ESA), starting point, preparatory period, supervised time, authentication, JCQ, mind-map*		*test piece, final outcome, time plan, preparatory work, supervised time, access arrangements, exam conditions*		*supervised session, JCQ, evaluation, internal standardisation, moderation sample, mark record, submission*		*JCQ retention, results day, post-16*
Portfolio & Exam Skills: Techniques and AO skills your child will develop	Independent large-scale development; combining two artists; generating A6 design ideas; evaluating a test piece; transferring and building a final piece	Completing and presenting a final piece; auditing a portfolio against AO1–AO4; acting on QLA targets; writing reflective annotation		Interpreting a starting point; planning a theme; writing case studies; independent photography; producing three developments and combining them at scale		Refining a test piece; planning a final outcome with a timed plan; organising reference material; working independently under time pressure		Realising a final outcome independently in timed sessions; evaluating against intentions; finalising annotation and presentation		Portfolio photographs kept for college and sixth-form interviews
How it is assessed: Formative checks and summative assessments	Every lesson: live tracking against OCR AO1–AO4 with visual grade descriptors; pupils self- and peer-review their current grade and next step; WWW/EBI and green-pen DIRT; PP prioritised.	Summative PPE 1 (w/c 16.11.26 and 23.11.26): coursework portfolio banded against OCR AO1–AO4, full QLA by AO and cohort, PP/SEND scripts first, feedback and DIRT inform intervention. L11: post-PPE targets actioned. L12: AO check across the portfolio. L13: moderation readiness. L14: live tracking against OCR AO1–AO4 with visual grade descriptors; pupils self- and peer-review their current grade and next step; WWW/EBI and green-pen DIRT; PP prioritised.		Every lesson: live tracking against OCR AO1–AO4 with visual grade descriptors; pupils self- and peer-review their current grade and next step; WWW/EBI and green-pen DIRT; PP prioritised. Year 11 reports home 7.1.27. Summative (w/c 1.2.27): ESA developments banded against AO1–AO4, full QLA by AO and cohort, PP/SEND first, feedback and DIRT inform intervention.		Every lesson: live tracking against OCR AO1–AO4 with visual grade descriptors; pupils self- and peer-review their current grade and next step; WWW/EBI and green-pen DIRT; PP prioritised. PPE 2 w/c 22.2.27 and 1.3.27. Exam readiness and access arrangements confirmed (w/c 15.3.27). Year 11 reports home 24.3.27.		Summative: 10-hour ESA completed under exam conditions with JCQ regulations and access arrangements (w/c 13.4.27 and 20.4.27); evaluation against the AOs. Moderation annotations checked (w/c 27.4.27). Portfolio finalised, internally standardised and banded to OCR criteria (w/c 3.5.27); borderline work standardised (w/c 10.5.27); OCR moderation submission (w/c 17.5.27); results tracking.	Course closed; records archived under JCQ retention (w/c 12.7.27).
Builds on / leads to: How this topic connects to prior and future learning	Builds on: Y10 Developments 1 to 3 and design ideas. Leads to: completing the portfolio (Autumn 2) and the externally set task (Spring 1).	Builds on: Autumn 1 final piece. Leads to: the externally set task (Spring 1) and OCR moderation (May).		Builds on: the portfolio journey (Year 10 to Autumn 2). Leads to: design ideas and exam preparation (Spring 2).		Builds on: ESA developments. Leads to: the 10-hour supervised exam (Summer 1).		Builds on: all Year 10 and 11 work. Leads to: A Level Fine Art (AQA 7202), Level 3 art and design courses, apprenticeships and creative careers.		Leads to: results day and post-16 study.

The Hart School – Faculty of Design
Art and Design: Curriculum Map, Year 7 to Year 13

Each strand is taught in every year and revisited at greater depth, so pupils build on what they already know. KS3 units return to the formal elements with harder media and more demanding artists each year, and Year 9 follows the GCSE journey (observe, study artists, develop, present) so that pupils start Year 10 ready for AO1–AO4.

Strand	Year 7	Year 8	Year 9	GCSE Fine Art (Years 10 and 11)	A Level Fine Art (Years 12 and 13)
Drawing and observation (AO3)	Perspective: one-point, two-point and aerial; continuous line; grid method; facial proportion	Animal and still-life observation; figure proportion (8 heads) from structural shapes	Insect anatomy from sources; camera studies from own photos; portrait likeness	Pencil study from own photos; 'My Photography'; recording throughout the portfolio and ESA	Graded pencil and biro workshop; test shoots; critical recording and reflection
Tone and the formal elements	3 to 5 tones; hatching, cross-hatching, stippling; positive and negative space	Biro cross-hatching; high-contrast and gradual tone on the figure	Tonal scales in wet and dry media; chiaroscuro in portraits	Full tonal range and depth; high-contrast pastel at A2	Gradation across pencil grades H to 9B; tone used for meaning
Colour and painting	Colour wheel; tints and shades; complementary and harmonious colour; colour meaning (Jarrell)	Earth colours; Ben-Day dots; pointillism (Seurat); deliberate colour in photo overlays	Watercolour, pencil crayon blending and oil pastel; Cubist colour	Coloured pencil, watercolour, pastel and acrylic; monochrome and analogous palettes	Watercolour, ink, acrylic glazing and impasto
Printmaking and resist	Lino relief print; registered half-drop repeat	Wax and ink resist	Pochoir (Séguy); repoussé; surface pattern	Monoprint, collagraph, reduction, drypoint and poly-block	Monoprint, collagraph, reduction and multi-block lino
Textiles, collage and mixed media	Montage; templates, appliqué, embroidery and blanket-stitch construction	Appliqué with stitched detail; paper cut-outs (Matisse)	Collage and stitch on paper (Jennifer Collier); Cubist mixed media	Mixed media developments combining two artists	Mixed-media grounds and surfaces linked to the theme
3D and sculpture	Stuffed textile construction	Paper sculpture and clay figure (Henry Moore)	Repoussé and cardboard relief	3D card sculpture; 3D developments and final pieces	3D outcomes where the investigation needs them
Photography and digital	Reference photos of faces from different angles; photographing outcomes	Paired DSLR portraits; doodle-bomb overlay	Natural-forms photography; kaleidoscope manipulation	'My Photography' as personal source material	Test shoots for every development
Artists, cultures and art history (AO1)	Ruth Allen, Wadsworth Jarrell (AfriCOBRA), Iain Macarthur; Mehndi, African and Indigenous Australian pattern; Día de Muertos	Indigenous Australian art; Lichtenstein and Pop Art, Hundertwasser, Matisse, Seurat, Hattie Stewart, Keith Haring, Henry Moore	E. A. Séguy, Damien Hirst, Jennifer Collier, Picasso and Cubism	Three artists for the portfolio and three for the ESA; content, form, process and mood case studies	Comparative contextual analysis; 1,000 to 3,000-word written study
Composition, presentation and evaluation (AO4)	A3 layout and mounting; WWW/EBI with key vocabulary; portfolio review	Final compositions from studies; written evaluations	Final outcomes from studies; annotation against AO1–AO4	Design ideas, test piece and final piece; 10-hour supervised ESA	Statement of intent; final outcome; 15-hour supervised ESA