



Be World Class

Autumn Term

Term 1

Art

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	English Exam Question	English Sparx	Maths Sparx
Tuesday	Option A Exam Question	Science Carousel	Science Sparx
Wednesday	Option B Exam Question	Option A Carousel	Maths Sparx
Thursday	Art Homework Task 1	Option B Carousel	Science Sparx
Friday	Science Exam Question	Art Homework Task 2	Catch Up Sparx

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)	Option B	Option C
Computer Science	Business Studies	Art
Languages	Hospitality and Catering	Business Studies
Geography	Drama	Hospitality and Catering
History	Music	Computer Science
	Geography	Drama
	Health and Social Care	Photography
	ICT	Science (Triple)
	Media Studies	Sport
	Music	
	Sport	
	Travel and Tourism	

Half Term 1 (7 weeks) - Year 11

Week / Date	Homework task 1	*Details
Week 1 7th September 2026	Annotations	Annotate the experimentations within your Art book from year 10. Write about the materials and techniques explored and how they relate to your theme.
Week 2 14th September 2026	AO1: Artist Research Who is Yasumasa Morimura?	Read the information on the Artist: <i>Yasumasa Morimura</i> . Cornell note taking based on the artist. https://www.saatchigallery.com/artist/yasumasa_morimura
Week 3 21st September 2026	AO1: Artist Research Who is Yasumasa Morimura?	Use your Cornell notes on <i>Yasumasa Morimura</i> , to write 100-200 words based on the artist. Use the literacy guides to support you if needed.
Week 4 28th September 2026	AO1: Artist Research: Artist comparison	Compare the work of the two artists that you have studied from the <i>Identity</i> theme project.
Week 5 5th October 2026	AO1: Artist Research: Personal artist	Research an artist of your own personal choice to use within your identity project. Cornell note taking on the artist.
Week 6 12th October 2026	AO1: Artist Research Who is your <i>personal artist</i> ?	Use your Cornell notes on your <i>personal artist</i> , to write 100-200 words based on the artist for your research page. Use the literacy guides to support you if needed.
Week 7 19th October 2026	AO1: Artist Research: Artist comparison	Compare the work of your personal artist with the work of the two artists that you have studied from the <i>Identity</i> theme project.

* 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 coursework preparation outside of lessons by completing **at least 1 hour** of additional practical work per week in your sketchbook.

Half Term 2 (6 weeks) - Year 11

Week / Date	Homework task 1	*Details
Week 8 9th November 2026	AO4: Personal Response:	Mock Exam Preparation Answer the questions to help you to prepare for your mock exam.
Week 9 16th November 2026		
Week 10 23rd November 2026		
Week 11 30th November 2026	Mock Exams	Mock Exams
Week 12 7th December 2026	Mock Exams	Mock Exams
Week 13 14th December 2026	AO4: Personal Response Evaluation of the Mock Exam piece and your Identity project.	Use the <i>Mock Exam Evaluation</i> writing frame sheet to evaluate the piece of work produced in the mock exam and Identity project.

* 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

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Art, Craft and Design

WEEK 2 & 3:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Yasumasa Morimura



Yasumasa Morimura (born 1951, Osaka, Japan) has been working as a conceptual photographer and filmmaker for more than three decades. Through extensive use of props, costumes, makeup, and digital manipulation, the artist masterfully transforms himself into recognizable subjects, often from the Western cultural canon. Morimura has based works on seminal paintings by Frida Kahlo, Vincent Van Gogh, and Diego Velázquez, as well as images culled from historical materials, mass media, and popular culture. The artist's reinvention of iconic photographs and art historical masterpieces challenges the associations the viewer has with the subjects, while also commenting on



Japan's complex absorption of Western culture. Through his depiction of female stars and characters, Morimura subverts the concept of the "male gaze"; within each image he both challenges the authority of identity and overturns the traditional scope of self-portraiture.

WEEK 5 & 6:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Personal artist - talk to your teacher about possible artists you could research and investigate.

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions

Versatile - able to adapt or be adapted to many different functions or activities.
Revolution - a forcible overthrow of a government or social order.
Innovative - introducing new ideas; original and creative in thinking.
Aesthetic - the appreciation of beauty.
Analytical - documentary - research based work
Postpone - to wait
Recognition - acknowledgement of something
Societies - a community of people
Transform - to change
Reconstruction - to rebuild
Restoration - to repair
Decay - To deconstruct with age
Alludes - to suggest

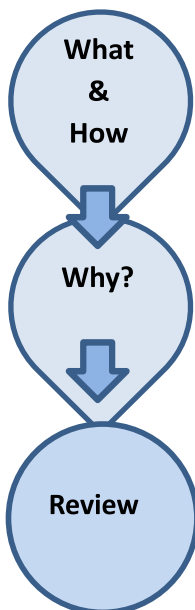
TIER 3 Vocabulary and definitions

Artistic - relating to art
Art Movement - a style in art with a common theme or idea within a certain time period
Graphic Designer - a creative profession
Photomontage - a collage with photographs
Photography - capturing images with a camera
Urban landscape - man made environment
Geometric - mathematical shapes
Architecture - the design of buildings
Compositional - the layout or design of an image

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Versatile - able to adapt or be adapted to many different functions or activities. Revolution - a forcible overthrow of a government or social order. Innovative - introducing new ideas; original and creative in thinking. Aesthetic - the appreciation of beauty. Analytical - documentary - research based work Postpone - to wait Recognition - acknowledgement of something Societies - a community of people Transform - to change Reconstruction - to rebuild Restoration - to repair Decay - To deconstruct with age Alludes - to suggest	Artistic - relating to art Art Movement - a style in art with a common theme or idea within a certain time period Graphic Designer - a creative profession Photomontage - a collage with photographs Photography - capturing images with a camera Urban landscape - man made environment Geometric - mathematical shapes Architecture - the design of buildings Compositional - the layout or design of an image

Annotating your work - Answer the questions below about your artwork.



What have you produced?

How did you do it?

What materials have been used?

Why did you produce this?

(How does it connect with the project? Why?)

What do you like about the work?

How could it be improved?

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

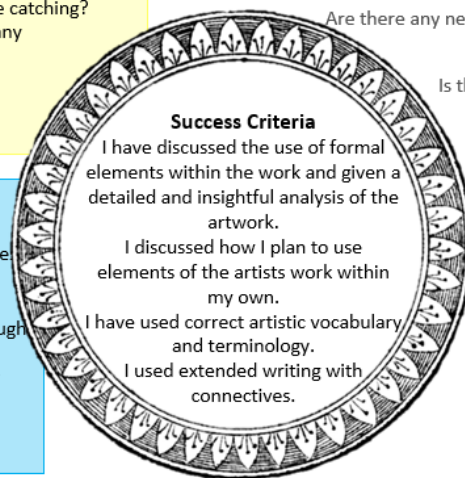
Are there any news articles linked to this work/artist?

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.



Sentence starters...

While looking at the work...
Initially I thought that...
The artists work reminds me of...
I particularly like the...
In my own work I would like to...
In my opinion I feel that...
The artist creates work which...
This type of work is...
The similarities between... and... are apparent because...
The skill/technique which worked really well was... this added to my work because...
The main theme which inspired me was... because...
I think the colour scheme used is effective because...
I think the artist has been inspired by... because...

Connectives

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



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 2: Cornell Notes (Homework task 1)

Topic: Yasumasa Morimura

Links Questions	Notes

Summary

WEEK 3: Cornell Notes *Write Up* (Homework task 1)

Topic: Yasumasa Morimura

Answer:-

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 4: Artist Comparison (Homework task 1)

Topic: Artist comparison

Answer:

[illegible]

WEEK 5: Cornell Notes (Homework task 1)

Topic: *Personal Artist* research

Links	Notes
	Questions

Summary

WEEK 6: Cornell Notes *Write Up* (Homework task 1)

Topic: *Personal Artist* research

Answer:

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WEEK 7: Artist Comparison (Homework task 1)

Topic: Artist Comparison

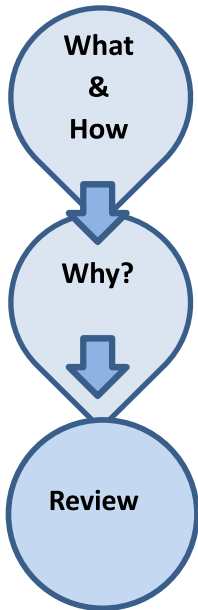
Answer:

[illegible]

Annotations

Topic: Annotations

Annotating your work - Answer the questions below about your artwork.



What have you produced?

How did you do it?

What materials have been used?

Why did you produce this?

(How does it connect with the project? Why?)

What do you like about the work?

How could it be improved?

You can use the space below to make notes, but annotate in your sketchbooks please

Notes: _____

[illegible]

WEEK 8: Mock Exam Preparation (Homework task 1)

Topic: Mock Exam Preparation

What do I need to prepare for the mock exam?

1. AO4: What are you going to produce in the mock exam?
2. AO1: How does this link to the artists studied? Why?
3. AO2: What materials and techniques are you using? Why?
4. AO3: How have you recorded from observation? (Photographs, drawings)
5. AO4: Do you need to do any final preparation or complete any work in your art book?

Answer:-

[illegible]

WEEK 9: Mock Exam Preparation (Homework task 1)

Topic: Mock Exam Preparation

WEEK 10: Mock Exam Preparation (Homework task 1)

Topic: Mock Exam Preparation

WEEK 11: Assessment Week Revision (Homework task 1)

Task: Complete any uncompleted tasks from the project.

Work completed:-

WEEK 12: Assessment Week Revision (Homework task 1)

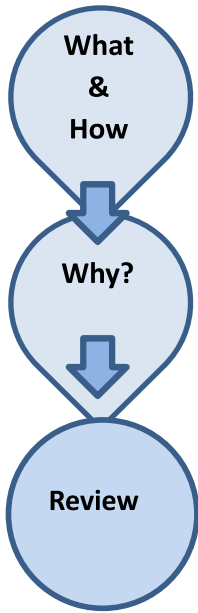
Task: Complete any uncompleted tasks from the project.

Work completed:-

WEEK 13: Mock Exam Evaluation (Homework task 1)

Topic: Mock Exam Evaluation

Answer the questions based on the piece of work produced during the mock exam.



What have you produced?

How did you do it?

What materials have been used?

Why did you produce this?

(How does it connect with the project? Why?)

What do you like about the work?

How could it be improved?

Answer:-

[illegible]

WEEK 13: Project Evaluation (Homework task 1)

Topic: Identity Evaluation

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
AO1 – Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding - Chosen theme - Artists, designers and cultures investigated - Why I investigated the artists etc. - How they inspired me and my work - What I wanted to achieve	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...
AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms - Observational studies (Drawings, paintings etc) - Photographs taken - Experimentation with different materials, what worked well and why? - Experimentation in the style of the artists, what worked well and why? - Development of ideas (After experimentation) - Final design/piece – Why did you choose those materials and techniques, how does it reflect the artists you have investigated and why?	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.
AO4 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. - Did you produce your own imaginative ideas and outcomes? - Is your work similar to the artists and designers you have investigated? - Are you happy with your final design and piece? - How could you improve your work?	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...

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.

WEEK 13: Project Evaluation (Homework task 1)

Topic: Identity Evaluation

Project Evaluation - Identity

Answer:-

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

