



CURRICULUM PLAN

ART

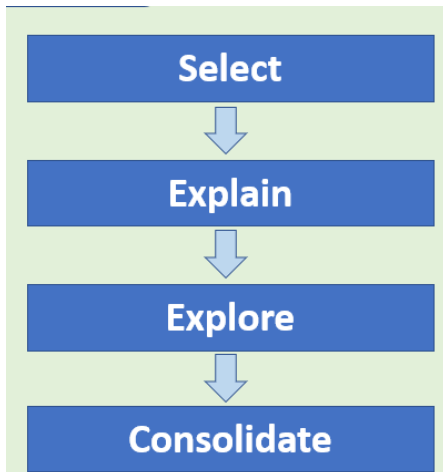
BRAMHALL HIGH SCHOOL

Curriculum Intent

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Disciplinary Literacy - is literacy within our discipline (Art subject area). How we think, speak, read and write as an artist.

We sometimes use elements of the SEEC model.



Research and record. With targeted research, we can guide students to finding out more about words –and complex meaning – whilst developing the capacity to learn more words independently. Lots of the art work studied is Inclusive of Independent student research. Whether It be looking into art concepts such as Cubism, or researching artists or cultures such as Japanese art or artwork by artist Andy Goldsworthy, students are set work to reinforce

Disciplinary vocabulary is vocabulary in our discipline - every subject has its own 'language'.

Lesson Introductions and some plenaries are where students are Introduced to a lot of the vocabulary used.

Using the word in the world. Use the academic word in their talk and during practical activities helps to reinforce student's knowledge of new subject specific vocabulary. For example: Students would need to collect their rollers and printing Inks to produce their lino prints onto paper.

Examples of some of the resources we use to support literacy during KS3-4 are attached over the next few pages.

EXAMPLES OF LITERACY RESOURCES USED IN ART:
 CRITICAL STUDY SHEET WITH DIFFERENTIATED QUESTIONS PINK EASIER
 BLUE THE MOST DIFFICULT.

Use these questions to help you study and describe a piece of artwork or design in depth...

Art Department CRITICAL STUDY

Analyse it!

What colour is used most in this piece of work?
 What do you think is the most important part of this picture?
 How do you think the artist made this piece of work?
 What formal elements are used the most in this piece?

Compare it!

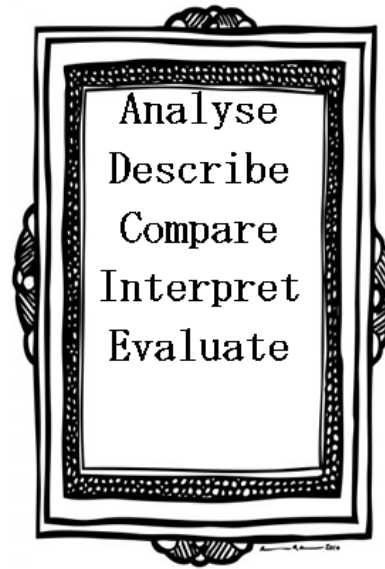
What things do you recognise in this piece of work?
 What interests you most about this work?
 What does this piece of work remind you of?
 What connections can you make between your own work and this?

Interpret it!

What do you think is happening in this piece of work?
 What sounds would this picture make if it could?
 Pretend you are inside the picture what does it feel like?
 What do you think this piece of work is really about?
 Why do you think the artist made this piece of work?
 What title would you give this piece of work and why?

Describe it!

What kinds of things do you see in this piece of work?
 How would you describe this piece of work to a person who could not see it?
 What words would you describe the lines, shapes and colours in this piece of work?
 What kind of mood or feeling does the piece have?



Compare and talk about ideas and methods used by other artists and look at the context of their work
Consider and discuss methods used by other artists and look at the context/ purpose of their
Explain and understand how different Artists put their ideas forward and recognise their characteristic
Have a deeper understanding of how and why the work of others can effect your ideas.

Evaluate it!

What do you think is good about this piece of work?
 What do you think is not good about this piece of work?
 What do you think is worth remembering about this piece of work?
 Do you think the person who made this piece of work did a good job and why do you think this?
 Why do you think other people should see this piece of work?
 What do you think that other people would say about this piece of work?

VISUAL LITTERACY RESOURCE SHEET

Visual Literacy

analysing the work of others

Subject What	Describe it... What is happening in the work? What is the work about?	Is it based on observation or imagination? Does it have any hidden meanings?	Title & Date Name of the Photographer (dates) Where were they born & where do they work now? Any other interesting information? What are they famous for? Are there any key themes? Context: what's happening in art and society What is the first thing you notice about the work? List 5 words that describe the work
Elements How	Colour, tone, line, space, shape, form, pattern, texture How is the work arranged?	Describe the composition... How is line or space used to direct your eye?	
Media How	How has the work been made? How have materials, techniques and tools been used?	Does this type of technique have a name? (crosshatch, impasto, sgraffito, etc) Is this typical of the artist?	
Intent Why	What is the purpose or meaning of the work? Is the meaning clear or unclear?	Is the message personal, political, emotional, social? How does the work affect you?	

ART SENTENCE STARTERS

Speaking and Listening Sentence starters

The similarities between... and... are apparent because...

We are learning this because...

I think the way in which the artist has used... within their work is interesting because...

The skill/ technique which worked really well was... this added to my work because...

I like/ dislike the way in which the artist has used... because...

The main theme which inspired me was... because...

I think this would be successful because...

The skill/ technique which I found most difficult was... because...

Today we are learning to...

I think the colour scheme used is effective because...

The technique I have used is...

I think that the artist has been inspired by... because...

Connectives
 For example,
 On the other hand,
 This was useful because,
 Such as, Therefore
 I combined

LEXONIK

What is a word stem and why are they important in learning to read and develop vocabulary?

A stem is the form of a word before any affixes are added and it's from the word stem that the meaning grows. Understanding stems is important because:

- 1 The stem of a word provides crucial information linked to the meaning of a word and the origins of the word.
- 2 Prefixes and suffixes are added to the stem to alter, change or develop the original meaning of the word.
- 3 Having an understanding of stems and their meaning, supports with spelling as they help form recognisable patterns across words.
- 4 Learning stems, just like prefixes and suffixes, helps the reader to understand words at a deeper level and often in a more lasting way. It supports decoding and independent learning.
- 5 Learning stems increases the number of words we're able to comprehend. With morphemic knowledge we don't have to rely on remembering words as we have the skills to decode vocabulary when we need to.

audi [to hear]

chron [time]

struct [to build]

spec [to look]


pend [to hang]

Morphemic analysis is at the heart of everything we do at Lexonik.

Lexonik: we are your reading and vocabulary solution.

As a department we are currently developing slides to support lessons and disciplinary literacy linking to the projects identified key words. This is a work in progress. We aim to eventually have this for all lessons. We want to create key word lists in students sketchbooks/ folders linking to the slides to develop literacy skills further.

Disciplinary Literacy - ART YEAR 7 BASE TEST

<p>Definition and example</p> <p>Drawing what you can see. To paint/ draw the objects in front of you as accurately as possible.</p>	<p>Morphology</p> <p>Obs, er, va, tion, al</p> <p>Draw, ing</p>
<p>Related words</p> <p>Observe- To see, to watch. Draw</p>	<p>Image</p> 

Observational Drawing

Academic Year: 2023-2024

Review Date: September 2024

Author: Mrs K Kirkpatrick Teacher of art

YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	WEEKS 1-4- BASELINE TEST – Shoe project design, research, develop ideas and create 4 ideas are explored and tested. WEEKS 5-7 NATURAL V MANMADE PROJECT	A1 A2 A3, SC1 SC2 SC4 A1, A2, A3, SC1, SC2, SC3, SC4,	EXAMINATION ASSESSMENT		Disciplinary vocabulary Design Brief Shoe Designer Independent Research Drawing Observational Drawing Drawing to record
Term 1b	Continuation of NATURAL V MAN MADE PROJECT from previous term.	A1, A2, A3, SC1, SC2, SC3, SC4,	Natural V Man made project Shell Drawing task	Assemble whole school Andy Goldsworthy Land Art competition Task RETRIEVAL –1) lesson slides with reference to work covered in previous lessons.- 2) Retrieval questioning in art lessons– 3) End of project retrieval testing sheets	Disciplinary vocabulary Formal Elements of Art Natural Objects Artist Research Art Critique Media in art Tints Tones Land Art Environmental Art Tonal Drawing Text in art

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Term 2a	Natural V manmade	A1, A2, A3, A4, SC2, Sc3, Sc5,	Natural V Manmade project Final Piece		
Term 2b	ART HISTORY PROJECT ANCIENT GREECE	A1, A2, A3, A4, SC2, Sc3, Sc5,	Ancient Greeks sculpture research task	Ancient Greek Sculpture research Virtual Gallery visit research RETRIEVAL -1) lesson slides with reference to work covered in previous lessons.- 2) Retrieval questioning in art lessons- 3) End of project retrieval testing sheets	Disciplinary vocabulary Art History Sculpture Pottery Form Border Pattern Geometric Pattern Ancient Mythology
Term 3a	MYTHICAL CREATURES PROJECT	A1, A3, SC1, SC2, SC3, SC4,	Mythical Creatures Project Artist Research	RETRIEVAL -1) lesson slides with reference to work covered in previous lessons.- 2) Retrieval questioning in art lessons- 3) End of project retrieval testing sheets	Disciplinary vocabulary Mythical Creatures Myths Illustration Illustrator Creativity Design

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Term 3b	MYTHICAL CREATURES PROJECT	A1, A3, SC1, SC2, SC3, SC4,	Mythical Creatures Project Final Piece	Artist research Sara Fanelli, Thomas Danbo, Dianne Hoffman	Disciplinary vocabulary Upcycled Art Art Evaluation Art subject Art intent 2/3 Dimensional Art
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YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Y8 Ancient Egyptian Art studies Project	A1, A3, SC1, SC4, SC5 A2, A3, A4, SC1, SC3, SC4, SC5	CPR marking this mini project leads onto the year 8 art exam- Ancient Egyptian Jewellery tasks in the next project Still life Vanitas work	Homework task virtual gallery visit to Ancient Egyptian Exhibits online at MET Museum New York RETRIEVAL -1) lesson slides with reference to work covered in previous lessons.- 2) Retrieval questioning in art lessons- 3) End of project retrieval testing sheets	Disciplinary vocabulary Egyptian Artefact Ancient Contemporary Context in art Figure Drawing Gallery Virtual Visit Exhibit Hieroglyphics
Term 1b	ART HISTORY ANCIENT EGYPT AND JEWELLERY MAKING 4/5 WEEKS PREPARATORY LESSONS AND EXAM TASKS	A1, A2, A3, A4, SC2, SC3, SC5	EXAMINATION ASSESSMENT	Jewellery making tasks from students own designs as part of controlled assessment	Disciplinary vocabulary Jewellery designer Jewellery Adornment Craft Paper Quilling Decorative

<p>Term 2a</p>	<p>JAPANESE ART PROJECT</p>	<p>A1, A2, A3, A4, SC1, SC2, SC3, SC4</p>	<p>CPR Japanese Art Project Artist Research</p>	<p>Students access to visual information via Youtube in the lesson relating to artist Katsushika Hokusai</p> <p>Practical related activities supported in the lessons to further develop knowledge.</p>	<p>Disciplinary vocabulary Traditional Artist Japanese Culture Grid Method of Enlargement Pagoda- Architecture Origami Manga Kokeshi Dolls</p>
<p>Term 2b</p>	<p>JAPANESE ART PROJECT</p>	<p>A1, A2, A3, A4, SC1, SC2, SC3, SC4</p>	<p>Japanese Art Printmaking final piece</p>	<p>Planning preparing and recording students own journey with the printmaking process.</p> <p>RETRIEVAL -1) lesson slides with reference to work covered in previous lessons.-</p> <p>2) Retrieval questioning in art lessons- 3) End of project retrieval testing sheets</p>	<p>Disciplinary vocabulary Printmaking Direct print Woodcut print Printing Process Work Development</p>
<p>Term 3a</p>	<p>STILL LIFE ART HISTORY VANITAS</p>	<p>A2, A3, A4, SC1, SC3, SC4, SC5</p>	<p>CPR marking of Still life Vanitas work</p>	<p>Completed research tasks in art history booklets</p> <p>Direct work from still life objects in the lesson.</p>	<p>Disciplinary vocabulary Art History Still Life Vanitas Composition Overlapping Shadows Reflections Distortions</p>

				<p>RETRIEVAL –1) lesson slides with reference to work covered in previous lessons.-</p> <p>2) Retrieval questioning in art lessons– 3) End of project retrieval testing sheets</p>	Focal Point
Term 3b	STILL LIFE ART ISM's CUBISM	A2, A3, A4, SC1, SC3, SC4, SC5	CPR marking students Cubist style still life final piece.	Development of students work in mixed media to create a cubist style still life piece.	<p>Disciplinary vocabulary</p> <p>Art Ism's Cubism Post Impressionism Mixed Media Collage Artist Interpretation</p>

YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Sweets project ARTIST RESEARCH SARAH GRAHAM, NIGEL HUMPHRIES, Presenting Primary and Secondary source images and development of ideas from them.	A3 A1 SC4 SC1	<ol style="list-style-type: none"> Sweets Project Mind map Artist Research x3 Sarah Graham, Nigel Humphries and Wayne Thieabaud. Wayne Thieabaud oil pastel cake skills. Sweets Project Primary source research photographs Developing own artwork in the style of their chosen artist. 	<p>Students are to create their own photograph of sweets in the style of their favourite artist studied as a homework task. The image will be printed off. Students will then develop a piece of artwork based on this photograph using suitable materials in school.</p> <p>RETRIEVAL –1) lesson slides with reference to work covered in previous lessons.-</p> <p>2) Retrieval questioning in art lessons– 3) End of project retrieval testing sheets</p>	<p>Disciplinary vocabulary</p> <p><i>Artist interpretations</i></p> <p><i>Text</i></p> <p><i>In depth artist research</i></p> <p><i>Artist styles</i></p> <p><i>Oil Pastels</i></p> <p><i>Pop Art</i></p>

<p>Term 1b</p>	<p>SKILLS, MATERIALS & TECHNIQUES – Experimenting with the development of ideas with a variety of the above recording process and progress evaluating and adapting ideas Planning for a final piece/personal response to the exam theme. Creating rough drafts and the actual final piece and evaluating the project. Exploring colour theory and pointillism with sweet project looking at artist George Seurat</p>	<p>A2 SC2 SC3 SC4</p>	<ol style="list-style-type: none"> 1. Colour Theory – colour wheel studies. 2. Pointillism and Artist George Seurat 3. Sweet jar design idea with pointillism 4. Creating pointillism style sweet jar. 5. Ideas plans for the final piece evidence of planning. 6. Sweets final piece and evaluation 		<p>Disciplinary vocabulary</p> <p>Colour Theory Primary colour Secondary colour Tertiary colour Complementary colours Colour wheel Pointillism Post Impressionism/ Neo Impressionism</p>
<p>Term 2a</p>	<p>Year 9 African Art Exam Student assessment task- Exploring African art and Culture. Looking into how contemporary artists represent traditional cultural African values in their artwork.</p>	<p>A1 A3 A4 SC1 SC4</p>	<p>Teacher Assessed and graded as the year 9 exam project 4 lessons of tested work covering skills in research, recording ideas, knowledge, design and creation of a final piece.</p>	<p>Traditional wooden African masks to be viewed within the department. Additional homework task providing independent research opportunity as part of the exam to be completed by students at home.</p>	<p>Disciplinary vocabulary</p> <p>Culture Cultural Development Art Context African Textile Pattern Traditional African Artwork Masks Contemporary Artist</p>

				<p>RETRIEVAL –1) lesson slides with reference to work covered in previous lessons.-</p> <p>2) Retrieval questioning in art lessons– 3) End of project retrieval testing sheets</p>	
Term 2b	<p>Portraiture y9 mini project</p> <p>Explores how to produce portraits following the rules for the correct proportions, developing both research into types of realistic and abstract portraiture.</p>	<p>A1 A2 A3</p> <p>SC1 SC2 SC4 SC5</p>	<p>Final piece assessed</p> <p>student portraiture skills assessed oral comments throughout the lessons.</p> <p>CPR marking during final task.</p>	<p>Series of practical portraiture related tasks to enhance skills and theory to enhance student knowledge and understanding of some of the functions of portraiture within art.</p> <p>RETRIEVAL –1) lesson slides with reference to work covered in previous lessons.-</p> <p>2) Retrieval questioning in art lessons– 3) End of project retrieval testing sheets</p>	<p><i>Disciplinary vocabulary</i></p> <p>Portraiture</p> <p>Portrait proportions,</p> <p>Realism- Photo Realism</p> <p>Abstract Art</p> <p>Tonal Drawing</p> <p>Line Drawing</p> <p>Continuous Line Drawing</p> <p>Analytic Cubism</p>

<p>Term 3a</p>	<p>Year 9: Celtic Art Project</p> <p>Artist Research – Ancient Celtic Art and Motifs, Michael Carroll Celtic designs. Own ideas and research: Finding and presenting images related to Celtic Art. Developing Ideas in own style inspired by the research.</p>	<p>A2 A3</p> <p>SC2 SC3 SC4</p>	<p>Skills and materials</p> <p>Design developments</p> <p>Final Piece</p>	<p>RETRIEVAL –1) lesson slides with reference to work covered in previous lessons.-</p> <p>2) Retrieval questioning in art lessons– 3) End of project retrieval testing sheets</p>	<p>Disciplinary vocabulary</p> <p>Design</p> <p>Create</p> <p>Evaluate</p> <p>Mixed media</p> <p>Tracing</p> <p>Mood Board</p>
<p>Term 3b</p>	<p>Skills and materials: Applying variety of materials and techniques to images developed from research, experimenting to see what effects can be made and how these could be used in Final Piece, Creation of final piece based on design developments showing a personal response to the project theme plus evaluation of final piece. Final Piece.</p>	<p>A4 A1 A3</p> <p>SC1 SC5</p>	<p>To research and show understanding of the meaning of 2 types of Celtic Art Symbols.</p>		<p>Disciplinary vocabulary</p> <p>Celtic Art</p> <p>Book Of Kells</p> <p>Illuminated Manuscripts</p> <p>Celtic Knotwork</p> <p>Typography</p> <p>Cross Hatching</p> <p>Colour Wash</p> <p>Collage</p>

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy/ vocabulary
Term 1a	AO3 ARTIST RESEARCH Choice of artists 3 out of 6 listed L. S Lowry, Michael Gutteridge, Ingrid Siliakus, Lucinda Rogers, Fredrich Hunderwasser, Antonio Gaudi	Art Trip GCSE specifications in art and design must require students to know and understand how sources inspire the development of ideas. For example, drawing on: <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues 	<ol style="list-style-type: none"> 1. Architecture Project Summer homework task Artist research facts 2. AO3 Architecture booklet drawing tasks 3. AO1 Artist research description of artwork 	GCSE ART TRIP y10 BRAMHALL HALL Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures <ul style="list-style-type: none"> • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries Written research and annotation into the work of other styles of architecture and relevant artist/ architects work.	<p>Disciplinary vocabulary</p> <p><i>Architecture</i> <i>Architect Buildings</i> <i>(Styles of Architecture, Classical, Gothic, Modern)</i> <i>Perspective Drawing</i> <i>Natural Forms</i> <i>(Media/ skills- Ink Backgrounds, Sgraffito, tonal drawing, Monochromatic, Kirrigami</i></p> <p><i>RETRIEVAL –reference back to architecture studies in lower school</i></p> <p><i>2) Retrieval students demonstrate evidence of understanding of a topic through coursework evidence created independently and assessed by AQA exam board</i></p>

<p>Term 1b</p>	<p>AO1 OWN IDEAS AND RESEARCH Presenting Primary and Secondary source images and development of ideas from them</p>	<p>A1,A2, SC4, KU1c, KU1d, S1, S4, S6,</p>	<ol style="list-style-type: none"> 1. AO1 Primary source research photograph 2. AO1 Secondary source research. 3. AO1 Developments from research in the style of relevant artists. 	<p>We would like to take students out for an afternoon into the local area- maybe Bramhall Hall or around the local town or city to allow them to take some of their own photos (Primary sources) of different examples of Architecture which can be used to develop and enhance this unit of coursework. Annotation of sources and how students have developed their own ideas from them.</p>	<p>Disciplinary vocabulary <i>Art Analysis</i> <i>Research</i> <i>Primary/secondary</i> <i>Sources</i> <i>Annotation</i> <i>Presentation</i></p>
<p>Term 2a</p>	<p>AO2 SKILLS, MATERIALS & TECHNIQUES – Experimenting with the development of ideas with a variety of the above recording process and progress evaluating and adapting ideas</p>	<p>A3 A4 A6 A10, SC2, KU2, Ku3, KU4</p>	<ol style="list-style-type: none"> 1. AO2 skills and materials 2. AO2 gothic/ classical architecture pages 	<p>Student self critique of ideas/ experimentation if different media through annotation In the sketchbook- What worked well? What could be developed improved further and how?</p>	<p>Disciplinary vocabulary <i>Experiment,</i> <i>Media,</i> <i>Process,</i> <i>Techniques,</i> <i>Skills,</i> <i>Development</i> <i>Refinement,</i> <i>Evidence,</i> <i>Assessment Objectives</i></p>

<p>Term 2b</p>	<p>AO4 Planning for a final piece/personal response to the exam theme. Creating rough drafts and the actual final piece and evaluating the project.</p>	<p>A5, SC1, SC3, SC4, KU3, KU4</p>	<p>AO4 Design Ideas for final piece</p> <p>Year 10 Fine art mock exam Architecture project</p> <p>1.AO4 Final piece</p> <p>2. AO4 Evaluation and overall coursework marking</p>	<p>Student annotation of final piece planning and project evaluation</p>	<p>Disciplinary vocabulary</p> <p><i>Ideas development</i></p> <p><i>Creative experimentation</i></p> <p><i>Realise Intentions</i></p> <p><i>Personal response</i></p> <p><i>Evaluation</i></p>
<p>Term 3a & 3b</p>	<p>AO3 ARTIST RESEARCH HUMAN FORM PROJECT Leonardo Da Vinci, Alice Kettle, Tim Marrs, Franco Clunn, Lucy Jones AO1 OWN IDEAS AND RESEARCH Presenting Primary and Secondary source images and development of ideas from them</p>	<p>A7, A8-Looking at the roles of different artists,A9, SC4, KU1a, S1, S2, S4,S6,</p>	<p>AO3 Artist research and Ao1 students own ideas and collected source work developments and annotations marked when completed against GCSE AQA exam board criteria.</p> <p>Students receive regular CPR marking feedback on the progress of their artwork.</p>	<p>Sketchbook annotation by students of their independent research into the work of relevant artists craftspeople and designers. Gathering research ideas and inspiration from this artwork. Explanation of development of students own independent ideas for the project. descriptions of source work gathered/ developed by students</p>	<p>Disciplinary vocabulary</p> <p><i>Human Form</i></p> <p><i>Figurative</i></p> <p><i>Portraiture</i></p> <p><i>Proportionality</i></p> <p><i>Photo Realism</i></p> <p><i>Abstract Portrait</i></p> <p><i>Anatomy</i></p> <p><i>Flesh tone</i></p> <p><i>Technological developments</i></p> <p>RETRIEVAL –reference back to portraiture studies in lower school</p> <p>2) Retrieval students demonstrate evidence of understanding of a topic through coursework evidence created independently and</p>

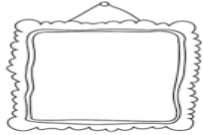
					assessed by AQA exam board
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YEAR 11

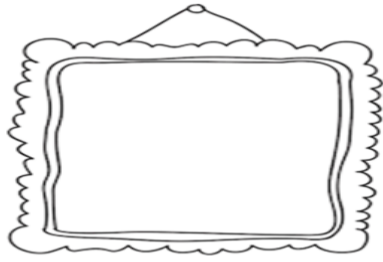
Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	AO2 SKILLS, MATERIALS & TECHNIQUES- Experimenting with the development of ideas with a variety of the above recording process and progress evaluating and adapting ideas	A5, A6, A10, SC1, SC2, SC3, SC4, KU1d, KU2, KU3, S3, S4, S5,	<ol style="list-style-type: none"> AO1 summer homework drawing tasks human form project AO1 mind map AO3 artist research 	Student self-critique of ideas/ experimentation if different media through annotation In the sketchbook- What worked well? What could be developed improved further and how?	Disciplinary vocabulary Same as above
Term 1b	AO4 Planning for a final piece/ personal response to the exam them. Creating rough drafts and the actual final piece and evaluating the project. DEADLINE FOR ALL COURSEWORK BEFORE XMAS HOLIDAYS	A5, SC1, SC3, SC4, KU3, KU4	<ol style="list-style-type: none"> AO2 skills and materials <p>Year 11 Mock Art exam Final piece human form 5hour exam Overall Marking of 3 units of GCSE coursework- Component 1</p>	Student annotation of final piece planning and project evaluation	Disciplinary vocabulary Same as above

<p>Term 2a</p>	<p>COMPONENT 2 EXAM PROJECT AO1 and AO3 to complete</p>	<p>AO1= A7, A8- Looking at the roles of different artists, S1, S4, S6, AO3= A9, SC4, KU1a, A1,A2, SC4, KU1c, KU1d, A3, A4, SC3, SC4,S1, S2, S4,</p>	<ol style="list-style-type: none"> 1. FINE ART GCSE EXAM AO1 own ideas and research 2. FINE ART EXAM Final piece planning 	<p>Students choose a selected question from the AQA Fine art exam paper and work developing a sketchbook of ideas in relation to their chosen question-gathering independent research, developing their own ideas.</p>	<p>Disciplinary vocabulary Controlled Assessment, Theme Exam Question, Self Organisation, Independent Research, Artist Research, Generating ideas, Evidence, Development, Refinement, Experimentation, Annotation, Preparation</p>
			<p>3.</p>		
<p>Term 2b</p>	<p>COMONENT 2 EXAM PROJECT AO2 and AO4 to complete and Practical Examination at GCSE</p>	<p>AO2= A5, A6, A10, SC1, SC2, SC3, SC4, KU1d, S3, S4, S5, KU2, KU3 AO4 = A5, SC1, SC3, SC4, KU3, KU4</p>	<p>1.y11 Art Examination Moderation of ART EXAM and all Coursework</p>	<p>Students must plan their own ideas for a personal response which must be evidenced and explained and developed to be created under 10 hours of controlled assessment.</p>	<p>Disciplinary Vocabulary Same as above</p>

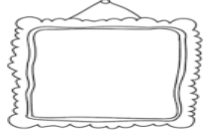
ART REFLECTION	
REMEMBERING What did I do?	Describe what you did
UNDERSTANDING What was important about what I did?	Describe what was important about what you did
APPLYING Could I use this again?	Did you meet your goals? YES <input type="radio"/> NO <input type="radio"/> -- why not? When have you used this skill before, in any subject matter, whenever in life?
ANALYZING Do I see any patterns in what I did?	How and where could you use this skill again? Did you follow a routine with this project? Do you find that you usually make the same mistakes? Are their pattern in what you did and how you worked?
EVALUATING How well did I do?	2 stars (things that you're proud of)  1 wish (something you would have changed) 
CREATING What should I do next?	If you had all the time, money, and resources in the world what would you do next?



Last lesson



This lesson



Next lesson

Developing Recall with Students. We will be developing slides to support each lesson taught, we already have the template above to connect the learning from last lesson but will add more targeted questioning to each slide.

We are also working on worksheets for sketchbooks targeted at demonstrating recall skills and knowledge in art for students this is currently work in progress we are completing this throughout the year.

(See example below)

Y7 NATURAL V MANMADE RECAP THE LEARNING SO FAR...

What are **natural objects/ man made objects**?.....

Give an **example** of a **natural** object.....

Give an **example** of a **manmade** object.....

What is an Art Critique? Underline the correct answer from the 2 choices below.

- 1) Art Critique is telling somebody what's wrong with their artwork and why you think its rubbish!
- 2) Art Critique is giving somebody positive feedback, (Known as constructive criticism) with specific advice how they can make improvements to their artwork.

Look at the drawing of the seashell that somebody has made. Give them a **specific piece of advice** as part of an **Art Critique** on how they should **improve** their drawing. Use a full sentence.



Draw an example of a 2D shape and draw an example of a 3D shape.

Bubble Writing (known as TEXT) makes lettering stand out more on the page to improves the presentation on a title page. **Turn the word below into bubble writing** using skills you have learnt.

ARTWORK

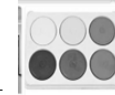
When shading in pencil list 3 tips to keep your work neat.

- 1) -----
- 2) -----
- 3) -----

Y7 NATURAL V MANMADE RECAP THE LEARNING SHEET

NAME: _____

GROUP: _____



When using paint to mix colours... What is a **TINT**? -----

What is a **TONE**?-----

Give 3 examples of **tips** you can use to paint neatly with watercolour paints.

- 1)-----
- 2)-----
- 3)-----

Draw a simple pencil leaf study in this space .

Artist **Andy Goldsworthy** is famous for his sculptures of art. He made artwork out of _____ objects he found on the land. He _____ his artwork because it would not have lasted long in nature. This meant he could create a record or a _____ of his artwork for other people to see.

(Fill in the MISSING WORDS)

Photographed documented natural Land

Can you quickly draw a Land Art idea of your own made with **natural objects** below. If you completed the homework you should have plenty of ideas. Explain/ Describe your work when you are done.