

7A 'The Basics'

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives To promote awareness of the basic elements of making art. Increased mastery of basic skills in line, tone & paint (monochrome Still Life basic shapes). Learning names of shapes and colours and geometric forms. Understanding Colour theory (basics). Understanding the form and proportions of the human face.</p>	<p>Outcomes. Use of a variety of graphic materials. Use of sketchbook. Drawing of tonal grids. Painting of tonal grids. Drawing (tonal) of objects (basic forms) from observation. A colour circle. Schematic drawings showing facial proportions and 'how to do' features/details.</p>	<p>Elements Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>Art Words Face Features Colour Tone Form Ellipse Angle Monochromatic Complimentary Primary Secondary Foreshortening Grade/Gradation Shade.</p>	<p>Suggested Artists Georgio Morandi. Vermeer. Frida Khalo, Lucian Freud, Leonardo da Vinci, Raphael,</p>		

Weeks	1	2	3-4	5-7	8-9	10-11	12	13	14
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.</p>
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Activity	Give out sketchbooks. Introduction to the subject. Information given outlining what students will learn during the year, how they will be assessed & Topics that will be covered. Why Art and Design is taught to all KS3 pupils. Tonal exercises including tonal chart using pencil. Use of pencils/pencil grades.	Monochromatic tonal chart using Pencil week 1, complete the other half of a photocopy in tone (pencil) Week 2 Focus on the other half of an image in paint (Tone) Mc Escher	Drawing basic. Foci is Texture real texture and synthesised. Wax crayons, pencils. Frottage (rubblings) Henry Moore	Drawing basic PERSPECTIVE 1 POINT 2 POINT 3 POINT FOR ADVANCED STUDENTS Road, Rail ,Buildings. John Piper.	introduction of colour theory. Colour wheel Abstract art. Matisse, Picasso.	Geometric and symmetrical patterns. Charcoal and paint. (Paul Klee Taking a line for a walk . Different lines with different media. Doodle art	Using overlapping templates (hands,objects) Look at the work of Bridget Riley and other Op Artists . Felt pens and coloured pencils	Worms eye, Birds eye, normal viewpoint (google earth for birds eye. Worms eye students to look up at objects from floor.
	Week 1 TONE	WEEK 2 TONE	Week 3-4 TEXTURE	Week 5-7 PERSPECTIVE	Week 8-9 COLOUR	Week 10-11 PATTERN	Week 12 LINE/	WK 13 COUNTER-CHANGE	WK14 VIEW-POINTS
Resources	All art department graphic materials. Pencils, felt tips, coloured pencils, paints etc. All art department drawing equipment, ICT equipment, Art department painting surfaces such as paper and sketchbooks.								
ICT applications	Drawing of basic shapes and forms using 'paint' programme. Google earth for viewpoints. Patterns created in Serif Photo. Perspective lettering in serif				Placing of colour theory and related information onto students own site. Proportions of the face drawn on paint programme.				
Literacy	Use of AFL boards and reading writing objectives & outcomes. Names of shapes and forms and colours etc. Use of (reading and writing) key words. Writing out information (with question and answer sessions) on the use of pencils etc.								
Numeracy	Looking at and understanding Pencil grades. Measuring and drawing grids for tonal charts. Geometry of circle divided into 6. Estimating and measuring angles, lengths, size of forms. Proportions of the face. The construction of 'Tonal Strips' involving precise measurement. The introduction of geometry and geometric measurements in the construction of a colour circle.								
Homework	Draw a picture of a pile of books on a table (not carefully stacked) using tone only (no lines showing if possible).			Draw an Egg in an eggcup - Reinforce idea about tone replacing use of outline.		Self- portrait- Encouraged students not to use outlines. Reinforce knowledge about proportion and tone.			
Other information	This project is an introduction to Yr 7 and therefore an introduction to art at the school.								

Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project. Dept feedback level sheets produced monthly.	
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.	7A

7B SHOES

PROGRAMME OF STUDY AND SCHEME OF WORK

<u>Objectives</u> Learn about using construction lines to draw a shoe from observation. Use different media (mixed) Design a comedy or themed shoe Clay model of a shoe	<u>Outcomes.</u> Tonal drawing of Shoe in different viewpoints Shoes drawn in mixed media Coloured detailed design produce on A4 paper with technical notes. Painted model of a shoe. With project evaluation.	Elements Pattern Texture Colour Line Tone Shape Form Space		Practices Drawing Painting Printmaking Sculpture Photography ICT
Art Words Perspective, Renaissance, Building, Interior, Exterior, Ellipse, Cube, Foreshortening, Cone, Sphere, Form, Vanishing point, Architectural/architecture, Sources, Eye level, Horizon. Construction. Media.	Suggested Artists Van Gogh (fashion designers www.punkyourchucks.com			

	Week 1 Construction drawing chalk/charcoal	Week 2 Mixed media rendering	Week 3 Themed shoe	Week 4 Clay shoe	Week 5 Decorate shoe	Extra Work	Extra work
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Stimulus	Art department displays. Posters Art department books. Library books. Art department CD Roms and projected imagery. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.					To be announced
Activity	Learn about using construction lines to draw a shoe from observation. Draw own shoe from 3 different angles using construction lines. Complete as homework. Chalk and charcoal studies	Students to work over photocopies of their drawings using mixed media combinations of collage, ink, felts, chalks, paints. Complete for homework	Produce a graphic design sheet for a presentation for a themed shoe . students to make connections with the natural world and man made. look at cars, animals, insects for inspiration. Designs completed for homework. (Students to look at the work of other shoe designers)	How to construct a shoe out of clay , using simple tools for shaping and marking. Students to collect glitter, sequins, accessories for their shoes as homework.	Students to add creative touches to their shoes looking at the work of other artist/designers for inspiration. Shoes packaging to be looked at for presentation.	
	Week 1	Week 2	Week 3	Week 4	Week 5	
Resources	Art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, cont□e crayons, etc. All art department drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Paper and sketchbooks.					
ICT applications	Use of art dept. projector for computer generated display and source material..					
Literacy	Written accounts of how to sequentially create drawings in perspective. A short written critique of John Piper (& possibly other artists) should be attempted by all pupils with the aid of a teacher's summary of the style and technique.					
Numeracy	Measuring and geometry are central to this unit throughout.					
Homework	Electric plug top with cord.		Corner of room- reinforce work on perspective.		An observed piece of architecture with the aid of one point perspective.	
Other information						

Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(. Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.	
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore. Greater complexity can easily be asked of some students within the bounds of one point perspective.	7B

7C Aboriginal Art

PROGRAMME OF STUDY AND SCHEME OF WORK

<p><u>Objectives</u> Learn about art in other cultures. Look at the use of symbols in art discover meanings and how they can be the basis of a design that has a narrative. Understand natural pigments and where they come from.</p>	<p><u>Outcomes.</u> Paintings using texture and symbols that have a narrative. Boomerang and didgeridoo models decorated in the style of aboriginal art</p>	<p>Elements Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>Art Words Design, paint, delicacy, subtle, pretty, shape, interesting, Venetian, Italian, Mask, Features, Mouth, Nose, Ears, Eyes, Decoration, Sensitivity, Expression.</p>	<p>Suggested Artists</p>		

	Week 1 Titles Knowledge /understanding Indigenous Australian art	Week 2 Dot Paintings	Week 3 Dot paintings Interim evaluation sheets	Week 4 Completion of Dot paintings-start boomerang designs(sgraffito)	Week 5 Make boomerangs	Week 6 Contemporary aboriginal artist Study
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Stimulus	Art department displays. Posters Art department books. Library books. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. Homework research. Collection of mask related source material.					
Activity	Design a title page in sketchbooks using symbols in place of words(some may be adapted or invented ,key must be shown) Examples of Aboriginal work and symbols meanings to be displayed. Work on a story using symbols and dots (dot paintings)	Draw up and paint the design using symbols. Dot paintings	Class interim evaluation sheets handed out. Group discussion about points for improvement.	Completion of paintings and final evaluation/ grading to take place. Students to start planning boomerang designs using sgraffito.	Make boomerangs out of car or clay. Use paint to synthesise a wooden effect. Decorate with markings and symbols.	Contemporary aboriginal art painting. Look at the work of modern Aboriginal artists and try to emulate. Make an artists study. Use writing frame to glean relevant information and facts about artists.
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, paints. ICT equipment, Camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.					
ICT applications	Pupils to replicate the work of an aboriginal artists using serif photo or Microsoft paint. Using popular symbols.					
Literacy	Use of AFL Boards. Use of art words—a selection to be written down. An evaluation of work in not less than 200 words.					
Numeracy	Counting No. of layers to be applied. Geometry is often required in designs.					
Homework	Research information about the indigenous people of Australia		Find example of symbols in art		Find examples of everyday symbols and make a design using them.	
Other information						

Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.	
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.	7C

7D 'Colour/Tree studies

PROGRAMME OF STUDY AND SCHEME OF WORK

<p><u>Objectives</u> To learn about design and composition. Abstracting an image (transforming) Learn about negative space How to print in 3 colours. Use of flat colour</p>	<p><u>Outcomes.</u> Paintings and prints A section of a bigger picture A negative image 3 colour print Balanced colour</p>	<p>Elements Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices Drawing Painting Printmaking Sculpture Photography ICT</p>
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Art Words Circumference, Radius, Diameter, Segment, Secondary, Complimentary, Primary, Warm & Cool, Light & Dark, adjacent, Tree, distortion, growth, Palette, compass.	Suggested Artists Piet Mondrian. Mark Rothko, Howard Hodgkin	Kandinsky. Constable, Picasso	Malevich Corot, Kirchner			
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	Week 1 Studies of trees	Week 2 Negative space	Week 3 Viewfinders	Week 4 Colour/Painting	Week 5 Printing	Week 6 digital Manipulation
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Stimulus	Art department display. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. Homework research.					
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Activity	Make studies of branches, note how branches overlap to create interesting negative and positive shapes.	Working from the drawing made previously students are to block in all the negative space in a drawing leaving all other detail blank (white).	Students to make different viewfinders :keyholes cracks, torn, windows, shapes etc and to make a selection of an area of their painting/drawing enlarge to A3 (show how to scale up Grid method.)	Using bright unnatural colours (flat) paint in the design.	Using a selection of the image engrave a small sheet of t press-print and make a 3 coloured print.	Make a drawing of a tree using a mouse and flood-fill with a bright palette. Using an evaluation sheet describe the differences of working digitally compared to traditional drawing. Use photo manipulation of a tree.
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Resources	All art department graphic materials. Pencils, coloured pencils, paints etc. Art department painting and drawing equipment, ICT equipment, . (See also 'stimulus'). Art department paper, sketchbooks and pencils.					
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ICT applications	Designs transferred/or created onto Serif photo ' programme. Digital photographs of trees taken as reference materials.					
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Literacy	Use of AFL boards and key words/art words. Details of colour theory and names of types of colour etc., recorded in sketchbooks. The naming and learning of the parts of a circle.					
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Numeracy						
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Homework	Tree- observational study. Necessary for class work unit.	Observations of a view through a window recorded in complimentary colours.	Portrait of family member or friend. - Reinforce awareness of tone and proportion. Encourage to work from primary source where possible.			
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Other information	Potential to create links with other early modernist painters; and with the Landscape Project 7C.					
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Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.					
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Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.	7D
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8A

Still life and mark making techniques

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives Learn how to draw still objects with various media such as chalk and charcoal on black paper.</p>	<p>Outcomes Drawings Paintings and artist studies.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>Art Words Pattern, Design, Symbol, Likeness, Abstract, Figurative, vibrancy, religion, spiritual, , repetition, meaning, Wash. composition</p>	<p>Suggested Artists Matisse, Vuillard, Leonardo de Vinci Michelangelo</p>		

	Week 1 Observational drawing	Week 2 Charcoal/chalks	Week 3 Using colour and tone	Week 4 Mixed media/collage	Week 5 pen and wash	Week 6 Watercolour washes
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	from life (chalk Dry media	(greys)composition Dry Media	Rendering a template Dry Media	and paint Wet and dry Media		
Stimulus	Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.					
Activity	Observational drawings of a still life display. (Look at shading cones, cylinders, cubes initially as a starter exercise).Fruit veg, plants etc. Working in white chalk on black paper initially looking at light and shadow. Look at how using a rubber and masking out with paper can sharpen up drawings.	Working in charcoal looking at shadow and composition. Work from life again onto white paper. Use white chalk and charcoal to develop greys.	Working from still life Students to initially use a simple outline produced by teacher to practise rendering. objects preferably different to previous objects look at using colour and blending tones.	Using collage and paint students are to put together various objects and to complete missing sections using colour	Students to work on freehand sketches using Berol fine liners and to use water on a brush to add tone to their drawings. Look at the work of Leonardo de Vinci and Michelangelo .	Students to attempt to make a complete painting by building up light washes of tone until correct tones are reached.
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, paint, etc. Tracing paper. ICT equipment. Paper and sketchbooks. (See also 'stimulus').					
ICT applications	Develop new skills using ICT and open up the potential for image making using 'Paint' programme. (see 'activity' above).					
Literacy	Students to copy details from board in notated/own words. Use of AFL boards. Use of Art words. Students to write evaluation week 6. Art history information					
Numeracy	Measuring in relation to proportions of object drawn					
Homework	Drawing of a Mug or vase that has a pattern. Special attention to be paid to the 'correct' drawing of the pattern going around the mug.	Fruit: Sliced fruit etc. on a plate along with the knife that sliced it. Special attention to be paid to the cast shadows beneath objects and beneath the plate.		Draw a picture of someone or something with a great deal of pattern (eg wallpaper) in the background. Attach the most importance to the patterned background.		

Other information	Potential for links with Drama, Music and History. Possible progression to visit to British Museum or V&A in Year 9.	
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.	
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.	8B

8B

PATTERN IN Nature

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives Study natural patterns from plants to camouflage. Pattern can aid in design and help with detail in painting and drawing. William Morris</p>	<p>Outcomes. Wallpaper designs and paintings. Abstract art. Sketches, studies artist profiles.</p>	<p>Elements Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>William Morris. Klimpt. Klee.</p>	<p>Repeat pattern. Pen and wash. Tone. Embossing. Structure.</p>		

	<p>Week 1 Manmade pattern</p>	<p>Week 2 Natural Pattern William Morris</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week</p>
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. CD Rom projector. (possible use of TV programmes). Homework research.</p>					
	<p>EXPLORING OBJECTS</p>		<p>WALL PAPER DESIGNING</p>		<p>COMPLETE WORK</p>	
<p>Activity</p>	<p>Make studies in pencil of cut up vegetables Cabbage, Onion, Carrot . Write evaluations under each drawing. Look at scale and zoom into interesting areas. Use colour on interesting sections</p>	<p>Make pen and wash sketches on A3 paper using black felt pens from the drawings made previously. Bring out the areas of pattern by enlarging them and trying to fit together to make small designs (roughs)</p>	<p>Do a study of the artists William Morris. Copy some of his designs and use his knowledge and experience to inform designs. (This could be in the form of an informative illustrated poster.)</p>	<p>Using tracing paper copy selected areas of drawings and arrange to make a repeat pattern design suitable for wallpaper, the patterns should link together. Colour is not important at this time. (final design may be embossed on white paper)</p>	<p>Complete the wallpaper by painting, embossing, collage, depending what is the most appropriate for the students design. wallpaper (A2)</p>	<p>Complete and evaluate</p>
	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>

Resources	Paint. Art department graphic materials. Pencils, pens, felt tips, coloured pencils, etc. Tracing paper. ICT equipment. Paper and sketchbooks. (See also 'stimulus'). Reference/source material in the form of photocopies and coloured reproductions, Art dept. books.		
ICT applications	Students should take turns using the art department computers, to research Artists alternative imagery. Also, textural techniques can be practiced using the paint programme, or repeat pattern using cut and paste.		
Literacy	Students to make an artist profile on William Morris		
Numeracy	Skill in enlargement of initial images can be gained through accurate 'squaring out' incorporating precise measurement and calculation.		
Homework	Find examples of natural pattern and make sketches	Find examples where natural pattern has been used as inspiration for art and design (jewellery) and draw some.	Make a list of objects that have good clear natural pattern 10+
Other information	Some students take a very long time on this project and, if they are working well, this should be allowed. (i.e. beyond the time allotted above.)		
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.		
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.		8B

8C 'Pop Art'

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives</p> <p>To gain an awareness of the work of artists during the 50's and 60's Pop culture and processes used.</p> <p><i>Knowledge and understanding-</i> Look at the work of Andy Wahol, Roy lichtenstien, Richard Hamilton. Flat colours, Printing process and collage.</p>	<p>Outcomes.</p> <p>Produce Portraits in the style of Roy Lichtenstein and Andy Warhol.</p> <p>Produce drawings of cans in the style of Andy Warhol.</p>	<p>Elements</p> <p>Pattern</p> <p>Texture</p> <p>Colour</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Form</p> <p>Space</p>	<p>Practices</p> <p>Drawing</p> <p>Painting</p> <p>Printmaking</p> <p>Sculpture</p> <p>Photography</p> <p>ICT</p>
<p>Art Words</p> <p>Tone, colour, technique, discipline, observation, objectivity, 'relief' Printing, Lithograph,</p>	<p>Suggested Artists</p> <p>Andy Warhol Roy Lichtenstein</p>		

	<p>Week 1</p> <p>Knowledge/Understanding Title</p>	<p>Week 2</p> <p>Re-colouring simple outlines</p>	<p>Week 3</p> <p>Crushed can study</p>	<p>Week 4</p> <p>Sweet wrapper design</p>	<p>Week 5</p> <p>Collage Richard Hamilton</p>	<p>Week 6</p> <p>Portraits Warhol</p>	<p>Week 7</p> <p>Portraits continued</p>	<p>Extra</p> <p>T.shirt Montage</p>
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. CD Rom projector, (possible use of TV programmes). Homework research.</p>							
<p>Activity</p>	<p>Discuss with students examples of artists' work. Knowledge and understanding; Examples from a variety of artists. Pupils shown examples of work by pop artists Design a large bright colourful title design. Work in the style of Roy Lichtenstein</p>	<p>Design a drinks can- either on the computer or by hand using templates provided.</p>	<p>Make a study (tracing) of a crushed coke can with black pen A3. Photocopy and colour with red and yellow poster paint.</p>	<p>Sweet wrapper designs . invent a name and a design for a new sweet.</p>	<p>Emulate the work of Richard Hamilton using collage of strange objects in a room. Evaluate all work.</p>	<p>Using ICT take photographs and using serif photo use threshold to remove colour and detail.. Print out black copy and use flood fill to create a repeat image of different colours</p>	<p>Look at the work of Warhol and emulate the Mick Jagger image using collage, carbon paper and paint.</p>	<p>T shirt design based on a selection of students favourite pop art images.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Resources	Paint. Art department graphic materials. Pencils, pens, felt tips, coloured pencils, etc. Tracing paper. ICT equipment. Paper and sketchbooks. (See also 'stimulus'). , Art dept. books.									
ICT applications	Pupils to take turns at rearranging imagery on Art dept. computers and 'researching' Ben Nicholson and Victor Pasmore on the internet.									
Literacy	Students to record 'Art words' with meanings as and when dictated. Students to record in written form of descriptions of how to use flat colour and printing. Write a description on pop art									
Innumeracy	The construction of the later pictures in this project involves considerations of geometry and measurement.									
Homework	Make drawings of labels and advertising images Sweet wrappers.	Enlarge sections of labels and add own colours	Create a simple outline drawing of a bottle and repeat it overlapping each bottle.	Find a picture that you like and copy it in a Pop art style						
Other information	This is a long term project in a variety of stages. The length of time spent on each stage is not entirely predictable. Therefore the length of the stages will be extended or curtailed according to the degree of involvement of students.									
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.									
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.						8D			

8D African masks/Animal spiritual Human

PROGRAMME OF STUDY AND SCHEME OF WORK

Objectives. Learn craft and traditional techniques.	Outcomes. Clay masks knowledge and understanding of African masks	Elements Pattern Texture Colour Line Tone Shape Form Space	Practices Drawing Painting Printmaking Sculpture Photography ICT
Art Words Clay. Texture, Hollow, Solid, Welding, Smoothen, Slip. Join,	Suggested Artists African tribal art.		

	Week 1 Make a title page	Week 2# Mask design	Week 3 Prototype	Week 4 Paint and embellish	Week 5 Poster art	Week 6 Mosaic
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Stimulus	Art department displays. Posters. demonstrations. Art department books. Library books. Past work/Previous examples. Internet. Demonstrations. Homework research.					
	Make a title page Include key information with examples of masks from different cultures.	Design 3 alternative masks Animal Human Bird. Spiritual They must all be very different and fully coloured.	Make a prototype (small mask) Of each of your designs. Make some stamps to be printed into the clay of one of your masks. Make your favoured design twice the size of your prototype.	Paint and embellish your mask and prototypes.	Make a poster that includes photographs of your masks and explain how they were made; With key information about the history of masks. Using a photograph of a face draw over it using Serif –Photo to make it look mask like. It must include the personality characteristics of the face	Create a mosaic effect using torn paper over the top of one of your less successful masks.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Resources	Paint. Art department graphic materials. Pencils, pens, felt tips, coloured pencils, etc. Tracing paper. ICT equipment. Paper and sketchbooks. (See also 'stimulus'). , Art dept. books.					
ICT applications	Research and design applications					Evaluation word processed by some students.
Literacy	Art profiles,					
Numeracy	Measuring scale proportions etc. Detailing these in designs.					
Homework	Draw a building carefully, such as a castle, in order to use this for slab pot designs in class.	Produce designs for slab pots in the form of a building.		Produce a design for a slab pot in any form you wish (not a building).		
Other information	This project is dependant on time at the end of the course.					
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.					
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.				8F	

8E Soft Sculpture

Objectives. Look at and make soft sculptures based on the work of Claus Oldenburg	Outcomes Soft sculpture. Knowledge and understanding with written evaluations.	Elements Pattern Texture Colour Line Tone Shape Form Space	Practices Drawing Painting Printmaking Sculpture Photography ICT
Art Words Soft, Stitch, Template, Design, Wadding, Planning.	Suggested Artists Claus Oldenburg, Any Warhol.		

	Week 1 Claus Oldenburg Key Information. Title page letters made to look soft. Draw half of a picture making it look soft and padded. Make a simple soft sculpture design of Your initials. Try and work out how you will make it, draw a diagram.	Week 2 Look at working from a pattern. Look at sewing techniques, gluing and Velcro. Cut out the shapes add fine detail stitch and fill. Evaluate so techniques can be improved on.	Week 3 Draw up a pattern (design) Sketch out a drawing for a sculpture of a packet of sweets, or burger. Learn from earlier letter sculpture and improve on techniques. Start to make the sculpture	Week 4 Continue making sculpture.	Week 5 Photo manipulation. Drop a photograph of your sculpture into context using Serif-Photo. Then create a poster giving key information about soft sculpture and artists involved in it	
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Stimulus	Art department displays. Posters. demonstrations. Art department books. Library books. Past work/Previous examples. Internet. Demonstrations. Homework research. Ready made flexible figures (formas)					
Activity						Evaluation.
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Resources	All art department graphic materials: Pencils, pens, felt tips, coloured pencils, etc. & watercolours. ICT equipment. Paper and sketchbooks Felt, cotton, templates needles. (See also 'stimulus').					
ICT applications	Each student to spend time on the art room computers creating overlapping figure shapes.					Evaluation word processed by some students.

Literacy	Use of AFL Boards and 'art words'. The proper use of the following words (and similar) should be learnt and recorded: Tone (reiterate), contour, overlapping, negative shapes, background and foreground, figure and ground, pattern, proportion, articulation, limb, feature (etc).				
Numeracy	Measuring out the patterns to be used for the soft sculpture				
Homework	Homework Make a drawing of a soft sculpture you have at home. (Teddy)	Homework Design a shaped cushion based on a theme	Homework Make a drawing of some objects you have in your room (or draw the whole room) make them look like they are made of soft material	Homework Complete any unfinished work and get project ready for marking.	
Other information					
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.				
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.				8G

9A Cubism (Observational Drawing)

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives. Refreshing prior learning, i.e., Tone, mark making, observation, line etc. Develop and build on previous observational skills learned. Understand and practise the methods and processes used in Cubism. Ability to apply a range of materials to the act of observational drawing. Enhanced ability through greater experience in drawing with a variety of mediums: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media. Enhanced understanding and appreciation through familiarity: students being shown examples of drawings by various artists and examples from books etc., on technique.</p>	<p>Outcomes. Students are required to complete a variety of several timed drawings of still life 'set ups' in a variety of materials/mediums. Students complete small copies of observational drawings by a number of artists detailing in writing the drawing techniques found. Various other tasks listed below.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>		<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>Art Words Technique, form, shape, line, tone, modelling, light, hatching/cross-hatching, drawing, sketching, illumination, draughtsman, shading, pencil, medium, discipline.</p>	<p>Suggested Artists Picasso, Cezanne, Braque,</p>			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Stimulus	<p>Art department displays. Posters. demonstrations. Art department books. Library books. Past work/Previous examples. Internet. Demonstrations. Homework research.</p>
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Activity	<p>Students shown images of observational still life drawings and these are discussed.</p> <p>The discipline of drawing from observation is discussed with 'tips' given.</p> <p>Students have demonstrated for them aspects of observational drawing.</p> <p>Students complete careful observational line and tonal drawings of still life 'set ups'.</p> <p>The timing of drawings is used.</p>		<p>Students complete small copies of observational drawings by a number of artists detailing in writing the drawing techniques found.</p>	<p>Making processes and achievement so far is discussed at the start (and end) of each lesson.</p> <p>Lessons continue with greater freedom of choice of materials. The concept of drawing is broadened out.</p> <p>The timing of drawings is used. In particular, colour is introduced with oil pastels and pencil crayons.</p> <p>Use of the following as mediums for drawing: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media.</p>			<p>Continuing with observational still life studies.</p> <p>Evaluation.</p> <p>Extension: (expand variety).</p>
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Resources	<p>All art department graphic materials: Pencils, pens, felt tips, coloured pencils, oil pastels etc. ICT equipment. Paper and sketchbooks. (See also 'stimulus').</p>						
ICT applications	<p>Students to search internet for the drawings, etchings and paintings of Giorgio Morandi and print out a black & white copy for inclusion in the sketchbook along with a description of the work/appraisal of the work.</p>					<p>Evaluation word processed by some students.</p>	
Literacy	<p>Use of AFL Boards and 'art words'. 'Question & answer' sessions are to be used with the students 'taking down' notes & written descriptions of drawing processes. 'Write ups' on techniques of artists work.....see week 3 activities. An evaluation.</p>						
Numeracy	<p>Measuring scale proportions etc.</p>						
Homework	<p>Study of three jars, tubs or cups in line going away from you.</p>		<p>Make an enlarged drawing of a collection of small objects such as keys, watch, rings and jewellery etc.</p>	<p>A Saucepan, a cup and saucer, a table lamp, a vase of flowers, a camera, Binoculars, a doll. Pick 3 and draw them carefully. Draw the leaning against each other.</p>			
Other information	<p>This project is essentially a refreshment of observational drawing skills with perhaps, the addition of greater freedom towards the end in exploitation of graphical materials.</p>						
Assessment and Evaluation	<p>Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.</p>						
Differentiation	<p>Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.</p>					9A	

9B Surrealism'

PROGRAMME OF STUDY AND SCHEME OF WORK

Objectives. Learn about Surrealism and what are popular Surrealism Motifs. Improve drawing and painting skills. Use photo software to create concepts.	Outcomes. Sketches paintings collages computer aided art photo manipulation.	Elements Pattern Texture Colour Line Tone Shape Form Space		Practices Drawing Painting Printmaking Sculpture Photography ICT
Art Words Metaphor Viewfinder Anamorphic	Suggested Artists Magritte Dali Miro			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Stimulus	Art department displays. Posters. demonstrations. Art department books. Library books. Past work/Previous examples. Internet. Demonstrations. Homework research. http://www.seaboarcreations.com/listpage1.php
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Activity	<p><u>Introduction to Surrealism.</u></p> <p>Dove title page in the style of Magritte.</p> <p>Using coloured pencils incorporate rainbows, clouds and other surreal motifs. Show examples from last year. Students are provided with Dove outlines for tracing into their sketchbooks</p>	<p><u>Metamorphosis Hand</u></p> <p>Draw around your hand leaving off the fingertips and using the resource sheet provided morph objects onto the ends of the fingers. Use tone to make it look convincing.</p>	<p><u>Metaphors.</u></p> <p>Storm in a teacup, Time flies, Egg head, Hot headed, lionhearted, On cloud 9, Cat fish, Brain box, Head strong. Students to make a list of as many metaphors and common phrases as they can think of. Turn initial ideas into cartoons and work up a favoured drawing into a painting.</p>	<p><u>Surreal insects</u></p> <p>Using collage or tracing and drawing make a Hybrid creature from various parts of insects. To be used in a composition towards the end of the project</p>	<p><u>Surreal Room</u></p> <p>Using Magritte's room as inspiration create a room using surreal ideas, play with scale and obscurity. Use felt pens, collage and or pencil. (Perspective room outline available or students can create their own room.</p>	<p><u>Surreal machines</u></p> <p>Similar to that of the insect hybrids but machines Images to be used in later painting</p>	<p><u>Miro style painting</u></p> <p>Surrealism with a difference. Introduce Miro and look at his unusual surreal images and attempt to work in this way. Using watercolour and ink.</p>
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Resources	Art department clay, all art department graphic materials: Pencils, pens, felt tips, coloured pencils, etc. ICT equipment. Paper and sketchbooks. (See also: 'stimulus').						
ICT applications	Each student to spend time on art dept computers researching forms of insects. Factual information may also be recorded in sketchbooks from this.						Evaluation word processed by some students.
Literacy	Use of AFL Boards and 'art words'. Pupils to 'write up' how their look at artists was applied to their work (particularly important for potential GCSE candidates). An evaluation is to be completed.						
Numeracy	Measuring scale proportions etc. Detailing these in designs.						
Homework	Draw a detailed tonal picture of your eye. Size A4	3 objects become 1	Egg worksheet	Sketch a Surreal pet	. Corner of your room. With furniture at the wrong size.	Draw bike or something mechanical	Doodle drawing in Biro Add colour wash to it using food colouring or tea etc
Other information	Research aspects of this project are particularly good for those students going on to GCSE. Therefore, encourage students to look after sketchbooks for this reason.						

Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.	
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.	9

9C Henry Moore

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives.</p> <p>Make pupils aware of the term war artist. Introduce wax resist and sgraffito techniques. ICT (if computer suit available.) Knowledge and understanding- Henry Moore. Make simplified drawings of figures and convert into semi-abstract sculptures.</p>	<p>Outcomes.</p> <p>Make wax relief drawing of figures. Explore Sgraffito. Make a 3D sculpture out of clay and paint in a bronze effect.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>Art Words Wax relief, Terracotta, Casting Iron foundry.</p>	<p>Suggested Artists Henry Moore, Barbra Hepworth.</p>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Stimulus	Art department displays. Posters. demonstrations. Art department books. Library books. Past work/Previous examples. Internet. Demonstrations. Homework research. Possible visit to beach.						
Activity	Make studies from models/each other in several reclining poses. Look at negative a positive space. Develop drawings using wax resist technique		Simplify drawings into semi abstract shapes and make out of clay. Make simple figure from clay. Make a simple outline drawing of one of the sculptures and introduce sgraffito technique. Sculptures to be photographed and dropped into real life or surreal backgrounds with the aid of photo imaging software.			Paint Sculptures photograph and drop into backgrounds found on the internet using Photo manipulation software. Evaluation.	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Resources	All art department graphic materials: Pencils, pens, felt tips, coloured pencils, etc. paint. ICT equipment. Paper and sketchbooks. (See also 'stimulus').						
ICT applications	Each student to spend time on art dept computers researching imagery for sculptures of the figure					Evaluation word processed by some students.	
Literacy	Use of AFL Boards and 'art words'. Information on Henry Moore						
Numeracy	Considering the ratio of sides of small images and duplicating the ratio when enlarging images.						
Homework	Draw household objects in the style of Henry Moore using tone		Design a sculpture in the style of Henry Moore of an animal use tone			Collect images of sculpture and describe them, what is it made out of is it smooth, rough etc.	
Other information	Trip to UEA if poss to look at Henry Moore sculptures						



Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue (Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.	
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.	9D

9D KANDINSKY

PROGRAMME OF STUDY AND SCHEME OF WORK

Objectives. . Learn how to use music to inspire abstract art.	Outcomes. Coloured pencil layered drawing using abstract symbols.	Elements Pattern Texture Colour Line Tone Shape Form Space	Practices Drawing Painting Printmaking Sculpture Photography ICT

	Week 1	Week 2	Week 3	Week 4	Week 5	
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Stimulus	Art department displays. Posters. demonstrations. Art department books. Library books. Past work/Previous examples. Internet. Demonstrations. Homework research.					
Activity	<p><u>Introduce the artist</u> Using images and background history talk about Kandinsky and how his work was created. Make a title page in the style of a Kandinsky painting using shapes and marks to decorate the page. Include historical information.</p>	<p><u>Music Symbols</u> Create symbols key (labelled) based on sounds listened to during lesson (from CD) Look at graphics created when music is played on windows media player. Try to create a pattern (abstract design) using some of the shapes. Use overlapping and repartition</p>	<p><u>Drawing techniques</u> Render the composition using cross hatching and layering rather than just flat colours, to create textures and tones. Use a variety of pressures on the pencil to create strong colour intensity. Composition must have a background and foreground</p>	<p><u>Relief image</u> Select a simple but interesting area of the composition and turn it into a relief picture using hot glue, string and mod-roc if available. Carefully add colour</p>	<p><u>Computer drawn Kandinsky image.</u> <u>ICT information poster</u> Using Microsoft paint or Serif -photo create a design using lines and auto shapes. This can then be used in the information poster. Collect images and information on the artist.</p>	
Homework	<p>Week 1 Homework Make a mood board of cool colours .collect samples of colours and pictures from magazines. Sweet wrappers etc.</p>	<p>Week 2 Homework Make a drawing based on a song you like using the symbols key you created. Use colour to reflect the mood of the song.</p> 	<p>Week 3 Homework Create symbols for Chaos, and fear. Then make a repeat pattern using the symbols. Use colour.</p> 	<p>Week 4 Homework Find examples of relief images</p>	<p>Week 5 Homework. Evaluate using the evaluation sheet and prepare folder for marking and exhibiting</p>	
Resources						
ICT applications	Using Microsoft paint or Serif -photo create a design using lines and auto shapes. This can then be used in the information poster. Collect images and information on the artist.				Evaluation word processed by some students.	
Literacy	Use of AFL Boards and 'art words'. Students to write down and describe the construction methods etc.					
Numeracy						

Other information	.		
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(Levels to be given to students in the form of assessment sheets with comments and copies kept in sketchbooks. Formal assessment at end of project.		
Differentiation	Differentiation partly takes place through the complexity of the source material students are asked to use individually and the 'depth' of the ideas individual students are asked to explore.		9

Schemes of Work KS4.

Art Department.

Sheringham High School.

J LEESON 07

1 Surfaces

1

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives</p> <p>Learn the 4 assessment objectives that students will be graded on</p> <p>Learn how to develop and idea</p> <p>How to experiment with an idea</p> <p>How to use the work of other artists/designers to inspire</p> <p>How to write about your work and how to be critical in a way that promotes development</p> <p>Skills for rendering final artworks successfully.</p>	<p>Outcomes.</p> <p>Assessment objectives met</p> <p>Completed units of work in a work journal fully evaluated and developed</p> <p>Final works of art.</p> <p>'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work.</p> <p>Evidence of continued development of research as in previous weeks.</p> <p>An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern</p> <p>Texture</p> <p>Colour</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Form</p> <p>Space</p>	<p>Practices</p> <p>Drawing</p> <p>Painting</p> <p>Printmaking</p> <p>Photography</p> <p>ICT</p>
<p>Art Words</p> <p>Chiaroscuro Tone fragmentation overlapping texture features modelling colour modulation flesh tones negative shapes composition form expression shape line likeness subjective objective drapery detail under painting gesture</p>	<p>Suggested Artists</p> <p>Rembrandt Chuck Close Picasso Warhol Caravaggio Lichtenstein Kollwitz Khalo Kippenberger Ensor Rego Klimt Rosenquist Schad Auerbach Lucien Freud Katz Modigliani Acrimboldo Matisse Utamaro</p>		

	<p>Week 1-2 Assessment objectives (Goals)</p>	<p>Week 3-4 Primary source drawing and dry media Interim assessment</p>	<p>Week 5-6 Artists studies With critical evaluations secondary materials</p>	<p>Week 7-8 Experimentation developing an idea Abstracting an image</p>	<p>Week9-10 Experimenting with media.</p>	<p>Week 11-12 Assessment Preparation workshops</p>
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.</p>
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Activity	Learn about what is expected of a GCSE art student. What the Work journal is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools Journal shows planning prep and understanding for a final work of art. Shiny Rough Pattern Scaly Scatched Coloured Broken	Observational drawing skills and techniques to aide this assessment objective. Pencil, Pen and wash, Oil pastels. Shiny Rough Pattern Scaly Scatched Coloured Interim assessment	How to look at relevant artist/designers and how to learn from their work and techniques. Make links. Find out about techniques and subject matter. Practising their techniques by either copying sections of their work or applying to personal work. Combining all elements used this term and prepare for assessment 2	Taking an image and developing it with different media and looking for combinations of media to produce good effects. Looking at different sections of the same image (abstracting)	Rag painting Sgraffito Wax resist Wet in wet Texture Plaster Batik Mono printing Press printing Scale Surface Mix combinations	Combining all elements used this term and prepare for assessment 2
	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, oil bars, cont□e crayons, charcoal, glue, paints etc. Possible application of collage and photomontage. All art department painting and drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.					
ICT applications	Internet access to museum and gallery sites. Internet access to sites on 'the face'. Reproduced digital photographs. Use of Art dept. CD roms.	Use of digital camera. Computer distorted / generated / fragmented imagery. Internet access to peripheral imagery, imagery on reflections and other imagery. Computer generated combinations of imagery.			PC word processing with illustrations using digital camera etc.	Use of internet to research imagery from other times and other cultures.
Literacy	Use of art department AFL Boards etc. Reference to 'art words' and other literacy display items with a requirement to use this material in 'write ups'.	Written explanations of purposes and application of the particular research undertaken. Written explanations of purposes and application of the observation work undertaken. Written explanations of purposes and application of the 'experiments' with form and medium undertaken.			<u>Statement on grade achieved and what to do to improve work to be included in journal by student.</u>	Written evidence of research with explanations of application to students work. Use of evaluation 'frame'. (Exam board literacy document/work sheet).

Numeracy	Use of 'measured' 'windows' to select and duplicate ideas and to select and duplicate from primary and secondary sources. Calculation of scale and proportions of the face with the aid of information worksheet to be included in journals. This same calculation to be applied to students photographs as an illustration.				Drawing out a timeline with 'measured' dates.
Homework	Arrange to acquire a journal and complete a title page for this project.	Observational pencil drawings in tone only.	1.Study a variety of reflective surfaces. Try to bring one into school for use.	2.Study of forms to be superimposed over the face.	Copy of an artists work. (two week exercise – 4 hours work).
Other information	Students to become familiar with the terms: Secondary and primary sources (and the meanings of these terms). Students to become familiar with the GCSE assessment objectives and marking/grading system. Students to become familiar with the course requirements. Eg., 'Journals', 'finished' work, etc.				
Assessment and Evaluation	Assessment opportunities to take place through constant teacher / student dialogue(estimated grades to be given to students and recorded in journals at given opportunities. Formal assessment week 5 (see literacy week 5). Students given copies of GCSE Student Assessment Objective sheet to be placed in journals. Assessment Objectives to be constantly referred to.				
Differentiation	Differentiation largely takes place in year 10 through the complexity of the demands placed upon the individual student, the complexity of the source material they are asked to use and depth of the individual ideas and contextual studies they are asked to explore.				UNIT 1 YEAR 10

2. Structures

2

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives</p> <p>Learn the 4 assessment objectives that students will be graded on</p> <p>Learn how to develop and idea</p> <p>How to experiment with an idea</p> <p>How to use the work of other artists/designers to inspire</p> <p>How to write about your work and how to be critical in a way that promotes development</p> <p>Skills for rendering final artworks successfully.</p>	<p>Outcomes.</p> <p>'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern</p> <p>Texture</p> <p>Colour</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Form</p> <p>Space</p>	<p>Practices</p> <p>Drawing</p> <p>Painting</p> <p>Printmaking</p> <p>Photography</p> <p>ICT</p>
<p>Art Words</p> <p>Illumination, Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p>	<p>Suggested Artists</p> <p>Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canalieto, Charles Sheeler, Georgia O'Keefe, L S Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert, Stanley Spencer, Carel Weight Escher</p>		

	<p>Week 1 recap and planning</p>	<p>Week 2 Artist studies and stimuli</p>	<p>Week 3 Primary and secondary source drawings research</p>	<p>Week 4 Start to develop the theme from a more personal level</p>	<p>Week 5 Continue to develop</p>	<p>Week 6 Think of possible conclusions and develop.</p>
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.</p>
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Activity	Recap on what is expected of a GCSE art student. What the Work journal is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools Journal shows planning prep and understanding for a final work of art. Imposing structures	Complex structures	Time structures	Interlocking and independent structures	Flowing rhythmic structures	Harmonious and discordant structures
	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, oil bars, contour crayons, charcoal, glue, paints etc. Possible application of collage and photomontage. All art department painting and drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.					
ICT applications	Internet access to museum and gallery sites. Internet access to sites on 'your town and 'the city''. Reproduced digital photographs. Use of Art dept. CD roms.	Use of digital camera. Computer distorted / generated / fragmented imagery. Internet access to peripheral imagery, imagery on reflections and other imagery. Computer generated combinations of imagery.			PC word processing with illustrations using digital camera etc.	Use of internet to research imagery from other times and other cultures.
Literacy	Use of art department AFL Boards etc. Reference to 'art words' and other literacy display items with a requirement to use this material in 'write ups'.	Written explanations of purposes and application of the particular research undertaken. Written explanations of purposes and application of the observation work undertaken. Written explanations of purposes and application of the 'experiments' with form and medium undertaken.			<u>Statement on grade achieved and what to do to improve work to be included in journal by student.</u>	Written evidence of research with explanations of application to students work. Use of evaluation 'frame'. (Exam board literacy document/work sheet).
Numeracy	Use of 'measured' 'windows' to select and duplicate ideas and to select and duplicate from primary and secondary sources. .				Drawing out a timeline with 'measured' dates.	

Homework	Wk 1. Arrange to acquire a journal and complete a title page for this project.	Wk 2. Observational pencil drawings in of your town in line only.	Wk.3. Observational studies of features of your town in tone.	Wk 4. Observational studies of your town in colour .	Wk 5 & 6. Copy of an artists work. (two week exercise – 4 hours work).
Other information	<p>Students to become familiar with the terms: Secondary and primary sources (and the meanings of these terms).</p> <p>Students to become familiar with the GCSE assessment objectives and marking/grading system.</p> <p>Students to become familiar with the course requirements. Eg., 'Journals', 'finished' work, etc.</p>				
Assessment and Evaluation	<p>Assessment opportunities to take place through constant teacher / student dialogue (estimated grades to be given to students and recorded in journals at given opportunities. Formal assessment week 5 (see literacy week 5). Students given copies of GCSE Student Assessment Objective sheet to be placed in journals. Assessment Objectives to be constantly referred to.</p>				
Differentiation	<p>Differentiation largely takes place in year 10 through the complexity of the demands placed upon the individual student, the complexity of the source material they are asked to use and depth of the individual ideas and contextual studies they are asked to explore.</p>				UNIT 2 YEAR 11

Schemes of Work KS5.

Art Department.

Sheringham High School.

J Leeson Sept 07

1. KS5 'AS' Level UNIT 1. (Boundaries)

PROGRAMME OF STUDY AND SCHEME OF WORK

(Note: 'AS' Units = Nos. 2 to 3, 'A2 Units = Nos. 4 to 6 Units 3 and 6 are externally set assignments)

<p>Objectives</p> <p>Learn the 4 assessment objectives that students will be graded on</p> <p>Learn how to develop and idea</p> <p>How to experiment with an idea</p> <p>How to use the work of other artists/designers to inspire</p> <p>How to write about your work and how to be critical in a way that promotes development</p> <p>Skills for rendering final artworks successfully.</p>	<p>Outcomes.</p> <p>Paintings drawings work journal(sketchbook) Artists profiles work on a variety of cultures. Photographs. Experimentation Exhibition of work. Variety of methods of painting. 'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Drawing Painting Printmaking Photography ICT Possible sculptural Solutions.</p>
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On outcomes: Note that 'sustained writing (communicating research, understanding, development, analysis & evaluation) is necessary throughout along with visual communication of the same.

<p>Art Words</p> <p>Tone atmosphere fragmentation overlapping texture features negative shapes composition form shape line subjective objective detail under painting context contextual contextualise</p>	<p>Suggested Artists</p> <p>Rembrandt, Andrew Wyeth, Monet, Family Boyle, John Piper, David Hockney, John Virtue, Peter Doig, Edward Hopper, Antoni Tapies, Anselm Kiefer, Karl Weschke, Walter Sickert, Seurat, Toulouse Lautrec.</p>
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	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.</p>				
<p>Activity</p>	<p>Inspiration!!! Research Experiment Freedom.</p>	<p>Start to follow a pathway and see where it takes you.</p> <p style="text-align: center;">MIXED MEDIA</p>		<p>Start to apply techniques and processes used to the topic.</p>	<p>Start to apply techniques and processes used to the topic</p>

	Drawing processes Charcoal/glue (Expression) (Artist profile John Virtue)	Explore, develop, experiment Ink bleach and batik. (Fluidity) (Artist profile Singer Sargent, Piper)	Explore, develop, experiment Palette knife. (Impasto!) (Artist profile Bram Bogart CoBrA)	Explore, develop, experiment Rag painting (Atmosphere) (Artist profile Monet)		
	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, oil bars, contour crayons, charcoal, glue, paints etc. Possible application of collage and photomontage. All art department painting and drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.					
ICT applications	Internet access to museum and gallery sites. Access to sites on 'places'. Reproduced digital photographs through use of Art dept. digital camera. Use of Art dept. CD roms. PC word processing.	Use of digital camera. Computer distorted, generated and recomposed imagery. Computer generated combinations of imagery. Possible drawing and colouring of 'places' using 'paint' programme. Recomposing of places. Use of epidiascope if available. PC word processing. Use of photocopier to duplicate drawing for painting.			PC word processing with illustrations using digital camera etc.	Internet use to research work of other artists etc., Use of and access to a variety of films on artists & related subjects.
Literacy	Use of art department AFL Boards & reference to 'art words' etc. Acquiring written information on the places researched. Communicating research in writing.	Written descriptions of the particular research undertaken and explanations of the purposes and application of the particular research undertaken. Written descriptions & explanations of purposes and application of the observation work undertaken. Written descriptions & explanations of the purposes and application of the 'experiments' with form and medium undertaken.			<u>Statement on grade achieved and what to do to improve work to be included in journal by student.</u>	Written evidence of research with explanations of application to students work.
Numeracy	Use of 'measured' 'windows' to select and duplicate ideas and to select and duplicate from primary and secondary sources. Calculation of scale and proportions.			Drawing out a timeline with 'measured' dates.		
Homework	Acquire a journal. Complete a title page for this project. Visit, research and acquire information.	(a). Continued factual visual research through observational drawing and photography.	Continuing with (a). but With the addition of observations in colour and colour related media/materials.	Continue the same as with the last two homeworks but with a specific emphasis on composition.	Copy of an artists work related to your studies. (two week exercise)	
Other information	This unit is thematic and requires students to visit and research a specific 'place'. Observation and direct experience is therefore primary to this Unit. Students to become familiar with the GCSE assessment objectives and marking/grading system. Students to become familiar with the course requirements. Eg., 'Journals', 'finished' work, etc.					

Assessment and Evaluation	Substantial additional information on requirements are given to students including a unit 'brief'. Assessment opportunities to take place through constant teacher / student dialogue (estimated grades to be given to students and recorded at given opportunities. Formal assessment week 5 (see literacy week 5). Students given copies of GCE Student Assessment Objective sheet to be placed in journals. Assessment Objectives to be constantly referred to.	
Differentiation	Differentiation should not be a major issue at 'AS' level as students ought to have acquired ability in the subject equivalent to grade 'C' GCSE before starting. However, some students will require extra to normal guidance with regard to the literacy and research aspects of the work and with a number of the conceptual & contextual aspects of the course.	UNIT 1 YEAR 12

KS5 'AS' Level **UNIT 2.** (Exam unit externally set topic)

PROGRAMME OF STUDY AND SCHEME OF WORK

(Note: 'AS' Units = Nos. 2 to 3, 'A2 Units = Nos. 4 to 6 Units 3 and 6 are externally set assignments)

<p>Objectives</p> <p>Wk 7. To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to 'realise intentions' (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>Outcomes.</p> <p>Wk. 7. 'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern</p> <p>Texture</p> <p>Colour</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Form</p> <p>Space</p>	<p>Practices</p> <p>Drawing</p> <p>Painting</p> <p>Printmaking</p> <p>Sculpture</p> <p>Photography</p> <p>ICT</p>
<p>Art Words</p> <p>Tone atmosphere fragmentation overlapping texture features negative shapes composition form shape line subjective objective detail under painting context contextual contextualise</p>	<p>Suggested Artists</p> <p>Rembrandt, Andrew Wyeth, Monet, Family Boyle, John Piper, David Hockney, John Virtue, Peter Doig, Edward Hopper, Antoni Tapies, Anselm Kiefer, Karl Weschke, Walter Sickert, Seurat, Toulouse Lautrec.</p>		

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.</p>										
<p>Activity</p>	<p>Study the exam paper Inspiration!!! Artist profiles- starting points.</p>	<p>Start to follow a pathway and see where it takes you.</p>			<p>EXHIBITION</p>						
<p>MIXED MEDIA</p>			<p>Experimentation, development and exploration</p>	<p>Experimentation, development and exploration</p>				<p>Experimentation, development and exploration</p>			

Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, oil bars, cont□e crayons, charcoal, glue, paints etc. Possible application of collage and photomontage. All art department painting and drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.				
ICT applications	Internet access to artists work. (web sites to be given to students). ICT teacher presentation of imagery. PC word processing (see literacy).	Compositional and other experimental imagery explored through a 'paint' programme.	PC word processing (see literacy).	Use of PC for continued written analysis of ongoing work throughout. Digital photography to record processes and continued evolution of work.	PC word processing (see literacy). Inclusion of digital photographs.
Literacy	Write ups' on artists pertinent to the student's intentions. In particular, explanations of the application of research to their own work. Use of art department books and library books for information	'Explanations and evaluations in writing of the experiments with medium and materials which take place. Continued use of 'art words'.	Written analysis of intentions regarding finished work (including analysis of formal elements). Continued use of art words.	Continued written analysis of ongoing work throughout. Analysis of the ongoing evolution/development of the work. The formal influences therein as well as the developing influences upon it. Observations and continued research. Continued use of 'Art Words' etc. 'Why am I taking the route I am taking and how successful is this'.	An evaluation. "what I did" "How I did it" "what I could have done better" etc. How does the context of my work relate to the context of the work of those artists I have studied.
Numeracy	Possible work with some artists using grids', Replication, duplication of motifs etc.	Consideration and duplication of the size and scale of an artists work.	Measuring and cutting board to a selected size and ratio for finished work. 'squaring out and use of grids for the enlargement of 'ideas' etc. Measuring and related considerations in the mounting and framing of finished work		
Homework	Copies of artists work being studied.	Use a variety of surfaces to complete drawings on Eg. Newspaper, wallpaper, sandpaper etc	Imagery related to your 'place' using Collage and/or photomontage.	Repeated studies and further observational work for those aspects of 'finished' work presenting difficulties.	Evaluate finished work.
Other information	Various forms of imagery (such as postcards) pertinent to 'finished' work will be given to students for use in journals.				
Assessment and Evaluation	Substantial additional information on requirements are given to students including a unit 'brief'. Assessment opportunities to take place through constant teacher / student dialogue (estimated grades to be given to students and recorded s at given opportunities. Formal assessment week 5 (see literacy week 5). Students given copies of GCE Student Assessment Objective sheet to be placed in journals. Assessment Objectives to be constantly referred to.				
Differentiation	Differentiation should not be a major issue at 'AS' level as students ought to have acquired ability in the subject equivalent to grade 'C' GCSE before starting. However, some students will require extra to normal guidance with regard to the literacy and research aspects of the work and with a number of the conceptual & contextual aspects of the course.			UNIT 1 YEAR 12	

1. KS5 'A2' Level UNIT 3. Practical study with essay 1000-1500wrds (First Unit 'A2')

PROGRAMME OF STUDY AND SCHEME OF WORK

(Note: 'AS' Units = Nos. 2 to 3, 'A2 Units = Nos. 4 to 6 Units 3 and 6 are externally set assignments)

<p>Objectives</p> <p>Produce a comprehensive portfolio of work that is expressive and highly developed. Make links with several artists use their ideas and processes to inform work. (subject matter or techniques) Produce final works and essay about the practical study</p> <p>To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to 'realise intentions' (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>Outcomes.</p> <p>Produce final works and essay about the practical study</p> <p>'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Drawing Painting Printmaking Photography ICT Possible sculptural Solutions.</p>
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On outcomes: Note that 'sustained writing (communicating research, understanding, development, analysis & evaluation) is necessary throughout along with visual communication of the same.

<p>Art Words</p> <p>Tone, atmosphere, fragmentation, overlapping, texture, juxtaposition, creative, expressive, negative shapes, composition, form, Chiaroscuro, line/linear/rectilinear, subjective, objective, detail, under painting, context, contextual, contextualise, interaction, relationships, symbolic/symbolism.</p>	<p>Suggested art movements</p> <p>Impressionism, post impressionism, expressionism, Nabis, Cubism, abstract expressionism, colour field painting, The Renaissance, Fauvism, The Secession, Surrealism, The Pre Raphaelites, Symbolism, Pop Art, Brit Art, Romanticism, Futurism, Dada, Constructivism, propaganda, Art Deco.</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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<p>Stimulus</p>	<p>Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.</p>						
<p>Activity</p>	<p>Inspiration!!! Artist profiles- starting points. planning</p>	<p>Start to follow a pathway and see where it takes you.</p>					<p>Final work and exhibition</p>
<p style="text-align: center;">MIXED MEDIA</p>							

		Experimentation, development and exploration	Experimentation, development and exploration	Experimentation, development and exploration		
	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, oil bars, cont□e crayons, charcoal, glue, paints etc. Possible application of collage and photomontage. All art department painting and drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.					
ICT applications	Internet access to museum and gallery sites. Access to sites on chosen subjects & themes. Reproduced digital photographs through use of Art dept. digital camera. Use of Art dept. CD roms. PC word processing. Computer distorted, generated and recomposed imagery. Computer generated combinations of imagery. Recomposing of imagery. Use of and access to a variety of films on artists & related subjects. Teacher led presentation using computer projector.			Possible drawing and colouring of themes 'using 'paint' programme. Use of photocopier to duplicate drawing for painting. Continued PC word processing with illustrations using digital camera etc. Continued Internet use to research work of other artists etc., Use of epidiascope if available.		
Literacy	Use of art department AFL Boards & reference to 'art words' etc. Acquiring written information on the themes researched. Communicating research in writing. Written descriptions of the particular research undertaken and explanations of the purposes and application of the particular research undertaken.			Written descriptions & explanations of purposes and application of the observation work undertaken. Written descriptions & explanations of the purposes and application of the 'experiments' with form and medium undertaken.		<u>Statement on grade achieved and what to do to improve work to be included in journal by student.</u>
Numeracy	Use of 'measured' 'windows' to select and duplicate ideas and to select and duplicate from primary and secondary sources. Calculation of scale and proportions.				Drawing out a timelines with 'measured' dates and considerations of timescales by comparrison.	
Homework	Acquire a journal. Complete a title page for this project. Research and acquire information.	Continued factual visual and written research into chosen areas/area.	Continuing with research and in particular illustrations and visuals on the context within which the chosen artist/artists worked.	Continue the same as with the last two homeworks but with a specific emphasis on exploring similar observations to those of the artist or artists concerned.	Copy of an artists work (particular attention to technique) related to your studies. (two week exercise)	
Other information	This unit is thematic and requires students to visit and research a specific 'place'. Observation and direct experience is therefore primary to this Unit. Students to become familiar with the GCSE assessment objectives and marking/grading system. Students to become familiar with the course requirements. Eg., 'Journals', 'finished' work, etc.					

Assessment and Evaluation	Substantial additional information on requirements are given to students including a unit 'brief'. Assessment opportunities to take place through constant teacher / student dialogue (estimated grades to be given to students and recorded as at given opportunities. Formal assessment week 5 (see literacy week 5). Students given copies of GCE Student Assessment Objective sheet to be placed in journals. Assessment Objectives to be constantly referred to.	
Differentiation	Differentiation should not be a major issue at 'AS' level as students ought to have acquired ability in the subject equivalent to grade 'C' GCSE before starting. However, some students will require extra to normal guidance with regard to the literacy and research aspects of the work and with a number of the conceptual & contextual aspects of the course.	UNIT 1 YEAR 13

1. KS5 'A2' Level **UNIT 4. Exam unit**

PROGRAMME OF STUDY AND SCHEME OF WORK

(Note: 'AS' Units = Nos. 2 to 3, 'A2 Units = Nos. 4 to 6 Units 3 and 6 are externally set assignments)

<p>Study the exam paper Inspiration!!! Artist profiles-starting points. To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to 'realise intentions' (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>								
<p>Art Words Tone, atmosphere, fragmentation, overlapping, texture, juxtaposition, creative, expressive, negative shapes, composition, form, Chiaroscuro, line/linear/rectilinear, subjective, objective, detail, under painting, context, contextual, contextualise, interaction, relationships, symbolic/symbolism.</p>		<p>Suggested art movements Impressionism, post impressionism, expressionism, Nabis, Cubism, abstract expressionism, colour field painting, The Renaissance, Fauvism, The Secession, Surrealism, The Pre Raphaelites, Symbolism, Pop Art, Brit Art, Romanticism, Futurism, Dada, Constructivism, propaganda, Art Deco.</p>									
Week 1-2		Week 3-4		Week 5-6		Week 7-8		Week 9-10		Week 11-12	
Stimulus	Art department displays. Posters Art department books. Library books. Art department CD Roms. Past work/Previous examples and exemplar work. Magazines. Internet. Demonstrations. (possible use of TV programmes). Homework research.										

Activity	Inspiration!!! Artist profiles- starting points	Start to follow a pathway and see where it takes you.			Final work and exhibition	
		MIXED MEDIA				
		Experimentation, development and exploration	Experimentation, development and exploration	Experimentation, development and exploration		
Resources	All art department graphic materials. Pencils, pens, felt tips, coloured pencils, oil pastels, oil bars, cont□e crayons, charcoal, glue, paints etc. Possible application of collage and photomontage. All art department painting and drawing equipment, ICT equipment, TV, camera, etc. (See also 'stimulus'). Art department painting surfaces such as board, paper, card and other surfaces.					
ICT applications	Internet access to artists work. (web sites to be given to students). ICT teacher presentation of imagery. Digital photos illustrating comparisons with artist's work.	PC word processing (see literacy). Use of PC for continued written analysis of ongoing work throughout. Digital photography to record processes and continued evolution of work when demonstrating understanding within the journal and within the dissertation. Inclusion of digital photographs and illustrations from internet within the journal and within the dissertation. Continued viewing of films for information.				
Literacy	Write ups' on contextual considerations pertinent to the student's chosen artists/artist. Use of art department books and library books for information. Use of internet for information.				An evaluation in the Journal. "what I did" "How I did it" "what I could have done better" etc. How does the context of my work relate to the context of the work of those artists I have studied.	
Numeracy	Possible work with some artists using grids', Replication, duplication of motifs etc.	Consideration and duplication of the size and scale of an artists work.	Counting words. Creating Timelines. Considerations of timescales. Other considerations of dates and related activities.			
Homework	Wk 7. Look at and do illustrations from an artist with similar content to the one/ones chosen from an entirely different period.	Wk 8. Look at and do illustrations from an artist with similar content to the one/ones chosen from an entirely different culture.	Imagery related to your 'study' using alternative mediums and surfaces.	Repeated studies and further observational work for those aspects of 'finished' work (dissertation) presenting difficulties.	Evaluate finished work. Remember a bibliography.	

Other information	Various forms of imagery (such as postcards) pertinent to 'finished' work will be given to students for use in journals.	
Assessment and Evaluation	Substantial additional information on requirements are given to students including a unit 'brief'. Assessment opportunities to take place through constant teacher / student dialogue (estimated grades to be given to students and recorded at given opportunities. Formal assessment week 5 (see literacy week 5). Students given copies of GCE Student Assessment Objective sheet to be placed in journals. Assessment Objectives to be constantly referred to.	
Differentiation	Differentiation should not be a major issue at 'AS' level as students ought to have acquired ability in the subject equivalent to grade 'C' GCSE before starting. However, some students will require extra to normal guidance with regard to the literacy and research aspects of the work and with a number of the conceptual & contextual aspects of the course.	UNIT 4 YEAR 13

Photography
JLeeson Sept 07

Photography AS Unit 1 “SEASCAPES, LANDSCAPES, CITYSCAPES”

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives. Learn the 4 assessment objectives that students will be graded on Learn how to develop and idea How to experiment with an idea How to use the work of other artists/designers to inspire How to write about your work and how to be critical in a way that promotes development To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to ‘realise intentions’ (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>Outcomes. Journal/experimentation/ artist profiles and photographs. ‘Secondary’ images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious ‘finished’ work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>
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	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12	Week 13-14
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Stimulus	DIGITAL						
	Experimentation	Darkroom skills	Conclusions				
Activity	Introduce theme and inspire with example of possible directions to follow. <u>Assessment objectives and definitions</u> Basic information about cameras	Use digital cameras to take basic compositional photographs paying particular attention to lighting and shutter speeds. When to use a flash? How to manipulate	Process a film. Make a contact print Fine art printing. <u>Interim assessment</u>	Experimenting in the darkroom with filters, feathering, Solarization Contact printing made from a digital camera using acetates. Multiple exposures Masking out	Taking photographs for the topic and using skills and techniques to produce images.	Mount work for assessment	Late assessments

	SLR cameras, digital and how photography works. Photograms With info on Man Ray. Projected photograms using fruit and veg. Putting together a journal that is going to meet the objectives set by the examination board.	a photograph on image software. How to add effects and use layers . H/W Shoot off a roll of film ready for next week.					
Resources	Books, internet, Library						
ICT applications	Photo manipulation using photoshop						
Literacy	Artist profiles and evaluations						
Numeracy	Exposures and						
Homework							
Other information							
Assessment and Evaluation	Weekly formative assessment and termly deadlines met and assessed						
Differentiation							

Photography AS Unit 2 EXTERNALLY SET
PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives. Follow the theme set by the examination board SEE EXAM PAPER! To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to 'realise intentions' (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>Outcomes. Journal/experimentation/ artist profiles and photographs. 'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>		<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>
<p>Art Words .</p>	<p>Suggested Artists</p>			

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12	Week 13-14
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<p>Stimulus</p>	<p>DIGITAL</p>						
	<p>Experimentation</p>	<p>Darkroom skills</p>	<p>Conclusions</p>				
<p>Activity</p>							<p>Mount work for assessment</p>

Resources							
ICT applications							
Literacy							
Numeracy							
Homework							
Other information							
Assessment and Evaluation							
Differentiation						9	

Photography A2 Unit 3 (CONTRASTS)

PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives. Learn the 4 assessment objectives that students will be graded on Learn how to develop and idea How to experiment with an idea How to use the work of other artists/designers to inspire How to write about your work and how to be critical in a way that promotes development. To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to 'realise intentions' (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>Outcomes. Journal/experimentation/ artist profiles and photographs. 'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>	<p>Practices</p> <p>Painting Printmaking Sculpture Photography ICT</p>

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12	Week 13-14
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Stimulus	D I G I T A L						
	Planning and research		Advanced darkroom skills			C o n c l u s i o n s	
Activity	Write project brief Outlining how the objectives will be met with timeline. Research and planning	How a digital SLR works Digital contact prints.	Shoot a roll of film for processing. Toning, superimposing.	Work on final print ideas Make evaluations	Adapt and develop prints further.		Mount work for assessment

Resources							
ICT applications							
Literacy							
Numeracy							
Homework							
Other information							
Assessment and Evaluation							
Differentiation							

Photography A2 Unit 4 EXAM UNIT EXTERNALLY SET
PROGRAMME OF STUDY AND SCHEME OF WORK

<p>Objectives. Follow the theme set by the examination board SEE EXAM PAPER! To become familiar with the art work of another culture, artist or artistic movement. To apply knowledge and understanding of this to our own work.</p> <p>Wks8, 9, 10, 11 & 12. To learn to 'realise intentions' (finish work) based on previous studies. To gain the tenacity (determination) to overcome difficulties and to finish ambitious work. Continuing with studies/research from previous weeks while doing so.</p>	<p>Outcomes. Journal/experimentation/ artist profiles and photographs. 'Secondary' images from research into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work.</p> <p>Wk 8, 9, 10, 11 & 12. Ambitious 'finished' work. Evidence of continued development of research as in previous weeks. An evaluation of the whole project.</p>	<p>Elements</p> <p>Pattern Texture Colour Line Tone Shape Form Space</p>		<p>Practices</p> <p>Drawing Painting Printmaking Sculpture Photography ICT</p>

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12	Week 13-14
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Stimulus	DIGITAL						
	Experimentation	Darkroom skills	Journal studies /C oncl usions				
Activity							Mount work for assessment

Resources							
ICT applications							
Literacy							
Numeracy							
Homework							
Other information							
Assessment and Evaluation							
Differentiation							