

KESTEVEN AND SLEAFORD HIGH SCHOOL

GCSE Art Graphics Sustained Project – Scheme of Learning

Year 11 – Term 1-2 Unit 1 – Aged, Our World or Layers

Intent/Rational

To create a sustained body of work demonstrating all Assessment Objectives. This unit becomes the equivalent of 60% of the pupils grade.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Y7-9:</p> <ul style="list-style-type: none"> Developing understanding of how to use Adobe Illustrator Developing understand of key concepts, technical vocabulary and introducing the idea of what a Designer is <p>Y10:</p> <ul style="list-style-type: none"> 'Typography' and 'Album Art' portfolio which built foundations for pupil to understand how to take inspiration from designers and develop a personal response to a theme. 	<ul style="list-style-type: none"> Y11 – term 3 – Externally set Assignment
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> English – analysis, evaluation and reflective writing techniques Maths – use of proportions, measurements, scale, translation, tessellations, symmetry transformation and angles DT – graphic drawing techniques eg perspective 	<ul style="list-style-type: none"> Interest in investigating and offering reasoned views about moral and ethical issues depicted in Art work Tolerance – pupils will explore different cultures and their Art work as well as investigate artist of different nationalities
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Pupils will research and analyse artists work, then create detailed written perceptions of a chosen piece. 	<ul style="list-style-type: none"> Comparison Understanding of proportions, measurements, scale, translation, tessellations, symmetry transformation and angles

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Year 11 – Term 1-2 Unit 1 – Aged, Objects, Our World or Layers

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <ul style="list-style-type: none"> • How to create informative written artist/designer analysis. • Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. • How to develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence • Developing and extending knowledge of a range of descriptive and deeper analytical techniques • How to manipulate a range of materials • How to be a ‘reflective’ practitioner and self-assess work. <p style="text-align: center;"><u>Apply</u></p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes • AO3: Record ideas, observations and insights relevant to intentions as work progresses • Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. • Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. • Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. <p style="text-align: center;"><u>Extend</u></p> <ul style="list-style-type: none"> • Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. • Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Form/content/process/meaning Contrast Complementary/harmonious colours Hues/tones Warm/cool colours Composition/rule of thirds/golden spiral Proportions/perspective/angles	<ul style="list-style-type: none"> • Formative feedback of written artist analysis AO1 • Formative feedback in log provided throughout against A01-AO3 • Formal summative assessment at end (60%) of grade

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Implementation – Delivery

Lessons	Lesson title	Key Knowledge all students need (plus common misconceptions identified and planned for)	Higher level challenge	Suggested activities and resources	Suggested adaptations for SEND students
1	Introduction to Sustained Personal Project	<p>Introduction to what a sustained project is</p> <ul style="list-style-type: none"> Detail the structure and explain how it will be assessed to cover any misconceptions 	<p>Display a range of artist including some whos work is visually challenging and use questions to encourage pupils to form links and connections with meanings.</p>	<ol style="list-style-type: none"> Class explore artist linked to given themes: <ol style="list-style-type: none"> Aged Layers Our world Pupils to begin to explore a chosen theme creating a mood board 	<ul style="list-style-type: none"> Teacher led discussion to scaffold questioning. <p>Suggest to starting points with linked artists</p>
2-5	Artist analysis	<p>To learn how to analyse and interpret artists images.</p>	<p>Scaffold and target questioning so all can be included:</p> <ul style="list-style-type: none"> Tell me what this specific colour could infer? What symbols/icons can you see in the Art? What techniques are use to create this and why? What could the hidden meaning of this piece be? 	<p>Artist analysis</p> <ol style="list-style-type: none"> Group discussion of a piece of artwork <p>Artist analysis:</p> <ul style="list-style-type: none"> Use questioning to establish what pupils know should be in an artist analysis. Read an example and ask students to evaluate strengths and improvements. Correct misconceptions Link technical terminology to images Link inferences Link symbology and meaning to art work. <p>Students to begin to analyse one image for each of the 4 artist they are researching.</p>	<p>Scaffold and target questioning so all can be included:</p> <ul style="list-style-type: none"> Describe what you can see Tell me about the colours Describe the textures <p>One to one assistance and verbal feedback to be provided throughout</p> <p>Provide a visual writing structure if they are fining the written prompt to challenging.</p>
6-8	Artist pastiche/reflection	<p>To be able to define the word 'Pastiche'</p> <p>Understand what a pastiche is and why it is important?</p> <p>To be able to identify and use characteristics of artists' work.</p> <p>Understand how to reflect on work effectively.</p>	<ul style="list-style-type: none"> Exploration of higher skilled artistry Exploration of painting techniques and styles on artist pages. Reflections to include links to meanings 	<ol style="list-style-type: none"> Group discussion to reap characteristics of a designers' work Peer discussion on 2 images to decipher what the qualities of a pastiche are. <p>Independent work:</p> <ul style="list-style-type: none"> Students to create one pastiche for each of the 4 artist/designers <p>Reflections:</p>	<p>CT to provide 1-2-1 technical assistance throughout.</p> <p>Model how to write an effective</p> <p>Provide a written prompt, inc sentence starters to scaffold learning</p>

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				<ul style="list-style-type: none"> Group discussion on what makes an effective reflection. <ul style="list-style-type: none"> What worked well? What problems occurred? How did you solve them? What techniques were inspired by the artist? How will you move this forward? 	
9-11	Observations	<p>Understand how to explore first hand source materials relevant to their theme</p> <p>MC: Reminder of what a first hand source is</p>	CT to provide 1-2-1 technical assistance and verbal feedback to be provided throughout	<p>Students to gather first hand source images of objects/places/people etc relevant to their chosen themes</p> <p>Pupils should then create a range of observational studies of these objects. This could include:</p> <ul style="list-style-type: none"> Pencil, biro, paint, watercolour, pastel etc 	<p>One to one assistance and verbal feedback to be provided throughout</p> <p>Provide locations for pupils to take photographs and equipment to take them with.</p>
12-18	Media experimentation	Develop a wide variety of material experiments	<p>CT to provide 1-2-1 technical assistance and verbal feedback to be provided throughout.</p> <p>Concepts, methods and techniques to be recommended when relevant</p>	<p>Using ideas from their reflections - Students to gather first hand source images to inspire the developments of ideas from their artist pastiches/observations.</p> <ul style="list-style-type: none"> This should combine elements of artists styles Use a range of techniques Be reflected upon. <p>Materials that may be used, but are not limited to: Print making – etching, lino or screen; photography-studio, digital or monograms; painting – watercolour, acrylic or ink; illustration; drawing – graphite, chalk pastels, oil pastels, ink, charcoal; sculpture – air dry clay, card, paper; cyanotyping etc</p> <p>Students to create approximately 10xA5 developments.</p>	<p>One to one assistance and verbal feedback to be provided throughout</p> <p>Peer examples to be shared and discussions on how to combine artists.</p>
19-22	Development of ideas	Ensuring links and connections to studies and explorations select to initial idea pathways to conclude thematic research	CT to provide 1-2-1 technical assistance and verbal feedback to be provided throughout	<p>Using ideas from their reflections - Students should explore 2 different ideas for a final piece. These must include:</p> <ul style="list-style-type: none"> Links and connections to their theme Links to their chosen artists And links to studies prior 	One to one assistance and verbal feedback to be provided throughout.

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22-28	Conclusion	Produce a refined realisation of their person sustained project.	CT to provide 1-2-1 technical assistance and verbal feedback to be provided throughout	Choose one pathway and complete a final piece to conclude your personal study on your final theme	One to one assistance and verbal feedback to be provided throughout.
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