



Curriculum statement

The Art Department provides a rigorous curriculum designed to ensure that all students can achieve, make progress, become independent, self-reliant and take intelligent risks. It seeks to challenge, motivate, and build students interest in art, design, and photography. The curriculum aims to promote a love for learning; challenge students to develop their ideas and push their thinking further beyond classroom study. Stories behind the knowledge and subjects are explored to capture student's imagination. So, they develop a genuine passion for art and learn through this passion.

Subject areas are taught by specialist teachers ensuring teaching and learning resources are broken down and informed by student data. Making learning accessible, challenging, and motivating to every student. Extensive facilities allow students to specialise in Fine Art – drawing, painting, printmaking, photography, and ceramics. We listen to students and the current employment market to best equip our students to succeed and provide the opportunities they crave in school. Students are taught to respond to and interpret visual imagery from experience, observation and imagination using a broad range of exciting and challenging materials, including wet and dry media; three dimensional and digital work. They explore the formal elements and principles of Art; learn techniques and skills from artist; photographers, craftspeople, and designers from diverse cultures and periods.

As students’ progress throughout KS3 they will be able to think critically and develop a more rigorous understanding of Art, photography and the world around them. KS4 students are trained to think as an artist and be creative, experimental, and ambitious with their sustained units of work. A level students are equipped with the confidence and technical refinement necessary to, further develop the techniques and working methods they have learnt to produce ambitious and highly individual works. Extra curricula activities such as weekly art club; aspiration sections; local and international trips to galleries and exhibitions consolidate students learning.

Summary

Year	Autumn Term	Project
7	Autumn 1	Formal Elements of Art
	Autumn 2	Natural Form Project
8	Autumn 1	Insects Project
	Autumn 2	Insects Project - Pattern making and wallpaper design.
9	Autumn 1	Yayoi Kusama – Pattern making, pop art
	Autumn 2	Yayoi Kusama – Clay Modelling
10	Autumn 1 & 2	Natural Forms Project
10	Autumn 1	Photography Fundamentals
11	Autumn 1 & 2	Mock Exam: Distortion Project, Self-directed
12	Autumn 1 & 2	Light and Dark Project, Self-directed
13	Autumn 1 & 2	Mock Exam: Myth and Legends Project, Self-directed

Year	Spring Term	Project
7	Spring 1	Landscape Project: One-point – perspective
	Spring 2	Rural Scape Project
8	Spring 1	Portraiture Project: Proportion of the head, side view, front view
	Spring 2	Portraiture Project - Cubism
9	Spring 1	Cityscape Project
	Spring 2	Interior and Close-up Project
10	Spring 1 & 2	Land and Seascape Project: Self-directed
10	Spring 1 & 2	Photography – Opposite Project: Self-directed
11	Spring 1 & 2	GCSE Final Exam - Self-directed project
12	Spring 1 & 2	Light and Dark Project, Self-directed
13	Spring 1 & 2	A Level Final Exam - Self-directed project



Year	Summer Term	Project
7	Summer 1	Pop Art Project
	Summer 2	Concept Art Project: Cartoon characters
8	Summer 1	Seascape Project
	Summer 2	Surrealism
9	Summer 1	African Art Project: Adinkra symbols and pattern making
	Summer 2	African Masks
10	Summer 1 & 2	Mock Exam: Distortion Project, Self-directed
11	Summer 1 & 2	GCSE Final Exam - Self-directed project
12	Summer 1 & 2	Myth and Legends Project, Self-directed
13	Summer 1 & 2	A Level Final Exam - Self-directed project

Year	Autumn Term	Spring Term	Summer Term
7	<p>Formal Elements of Art</p> <p>Autumn 1 Students will examine the element and principles of art and how to apply them in their drawing to create good compositions. They will produce still life drawings from photos and life to develop their hand and eye coordination and observational drawing skills. Experimenting with dry media such as pencil, colour pencil, pen and pastel will allow students to improve on their tonal shading and colouring skills.</p> <p>Autumn 2 – Natural Form Students will be able to explain the term Natural Form. They will produce series of drawing task (such as seeds, leaves, fruits, flowers) to build on their observational drawing skills. They will also learn how to use tonal shading and colouring techniques to improve their work.</p>	<p>Landscape Project</p> <p>Spring 1 Students will learn 1-point (linear) perspective and how to capture exciting scenes. They will know how to create the illusion of space, depth and distance in their drawing, shading and colouring.</p> <p>Spring 2 - Rural Scape Project Students will build on their prior learning and produce simple to complex rural scape scenes experimenting with pencil, colour pencil and pastel.</p>	<p>Pop Art</p> <p>Summer 1 Students will study the works of Michael Craig Martin (MCM) to understand Pop Art Movement. They will use everyday objects to create colourful compositions inspired by MCM. It will introduce students to semi-abstract art, hence, be able to explain the difference between realistic and an abstract art. They will build on their colour theory to apply contemporary and analogous colours to create interesting colour scheme. Students will learn how to create solid, block colours to improve on their colouring and blending technique.</p> <p>Summer 2 - Concept Art Project: Cartoon characters Students will learn how to use the elements of art like line, shape, space and colour to give objects human character. They will be introduced to concept and character development and further create their own cartoon characters.</p>

ART, DESIGN AND PHOTOGRAPHY CURRICULUM MAP



Year	Autumn Term	Spring Term	Summer Term
8	<p>Insects Project Autumn 1 Student will learn how to draw complex objects (insects) by breaking them down into basic geometric shapes. They will explore dry media techniques such as pencil tonal shading, marking making in pen, colouring pencils, and pastels. Will build on their understanding of the elements and principles of design to record interesting insect compositions.</p> <p>Autumn 2 – Pattern Making and Wallpaper Design Students will tackle an insect inspired wallpaper design brief. They will investigate the difference between a motif and a pattern and explore different ways of creating regular patterns. Studying artists as William Morris will help students to create effective patterns designs. Building on their prior learning, they will produce an insect inspired wallpaper design in colouring pencil and later explore collage, a mixed media technique.</p>	<p>Portraiture Project Spring 1 Students will understand the general layout of an adult human face and know how to position the features of the face accurately to achieve likeness. They will learn how to draw individual features of the face (eyes, nose, mouth and ears) at varied angles and will produce a portrait drawings. Students will use different media (pencil, colour pencil, pen, pastel) to improve their portraits and achieve likeness.</p> <p>Spring 2 - Cubism Studying Pablo Picasso’s work will expose students to the Cubism Art Movement. They will know and be able to explain the difference between realistic and an abstract art and explore cubism techniques to produce a portrait. Collage which was invented through cubism will be widely explored.</p>	<p>Rural Scape Project Summer 1 Students will learn the basics of of perspective drawing and be able to identify the 3 parts of landscape drawing. They will learn how to draw individual features of a landscape such as the sky, trees, plane land in 1-point (linear) perspective. Students will accurately colour their drawings to show their understanding of atmospheric perspective.</p> <p>Summer 2 - Surrealism Students will learn about surrealist artist like Salvador Deli to build their understanding on abstract art and produce surrealism inspired work with varied media and materials.</p>
9	<p>Yayoi Kusama Project Autumn 1 Students will study the works of Yayoi Kusama to build on their prior learning on pop art, motifs, pattern making and abstract art. They will improve on their tonal shading; marking making and colour blending to create works inspired by Yayoi Kusama.</p> <p>Autumn 2 - Clay Modelling Students will explore clay modelling techniques and processes to create 3 dimensional sculptures. Their works will be inspired by natural form and Yayoi Kusama and produce a diary of making to annotate their work.</p>	<p>Urban/ Cityscape Project Spring 1 Students will build on their 1- point (linear) perspective drawing to create 1 and 2-point perspective drawing on interesting city scenes. They will study the works of Claude Monnet to better understand how the atmosphere (seasons and times of the day) affects the colour and mood of a scene. Students will explore dry media and watercolour painting techniques.</p> <p>Spring 2 - Interior / Close-up Project Students will create a mind map to generate ideas on interior and close-up scenes. They will examine the 5 rules of compositions and know how to capture interesting scenes. Student will be introduced to photography and learn ways to edit their photos using editing software's.</p>	<p>African Art Project Summer 1 Students will examine where ideas comes from and how artist get ideas from their environment. They will evaluate the characteristics of African patterns and how symbols are used in other cultures to express words, ideas and emotions in diverse ways. Students will produce patterns inspired Adinkra Symbols and create works inspired by Owusu Ankomah.</p> <p>Summer 2 - African Mask Project Students will build on their prior knowledge on African art. They will learn and design masks inspired by African Marks with dry and wet media.</p>

ART, DESIGN AND PHOTOGRAPHY CURRICULUM MAP



Year	Autumn Term	Spring Term	Summer Term
10	<p>Autumn 1 & 2 Natural Form Project</p> <p>Introduction to the GCSE Art and design Course will enable students to examine the assessment objectives and know how to create a body of work to meet them. They will create a mind map and mood boards to generate ideas for their Natural Form theme. Students will experiment with different media, materials, techniques and processes. Students will learn how artists, craftspeople and designers from diverse cultures and times have used their imagination and skills to produce works of art. Applying these knowledge, skills, techniques and processes learnt, they will develop the ability to use appropriate visual language to evaluate a work of art; record observations; develop new ideas and communicate their intentions effectively. Then, they will plan and produce a final piece that links to their theme.</p>	<p>Spring 1 & 2 – Land and Seascape Project: Self-directed</p> <p>Developing their prior knowledge on landscape and perspective drawing, students will create a portfolio (body of work) on the Landscape and Seascape project. They will further develop a better understanding of the units of work or tasks, organisational and time management skills in meeting the assessment objectives. Students will study the works of artist relevant to their theme and subject matter and apply the techniques learnt to show an in-depth understanding of the techniques and media used.</p> <p>Through mini workshops, students will focus on how to develop and refine their works. They will also learn different ways of presenting their work to effectively communicate their intentions.</p>	<p>Summer 1 & 2 – Mock Exam: Distortion Project, Self-directed</p> <p>Mock exam is designed to prepare students for their GCSE final exam. They will respond to a list of past questions on Distortion. The project will run into year 11 which will give students ample time to produce a coherent body of work (portfolio) where they will confidently experiment with diverse range of materials and techniques and present a refined personal outcome.</p>
11	<p>Autumn 1 & 2 Mock Exam: Distortion Project, Self-directed</p> <p>Students will continue their self-directed Distortion project they started in Year 10 summer term. They will hone their skills in applying techniques and processes to a range of mediums to express their ideas. Since the project is a personal response, it will give students more freedom to choose materials, media and techniques they prefer. Therefore, become more independent learners and prepares them for their GCSE exam, possibly A levels and beyond.</p>	<p>GCSE Final Exam - Self-directed project</p> <p>Students will begin their GCSE final exam project which will continue to the end of the course in May. They will respond to a questions set by the exam board - Edexcel. Students will apply their learning to investigate, explore, record and present their work to meet the required assessment objectives.</p>	<p>GCSE Final Exam – Planning the final piece</p> <p>Students will continue to develop and refine their ideas and intentions consistently to meet required assessment objectives. They will also plan and produce a final piece for their project in a 10-hour exam in the art studio.</p>

PHOTOGRAPHY			
Year	Autumn Term	Spring Term	Summer Term
10	<p>Autumn 1: Photography Fundamentals</p> <p>Students will learn the basics of photography, including how to use a DSLR. Students will apply the rules of composition to take photographs of found objects and evaluate them. They will experiment with the component of photography such as shutter speed, aperture, ISO, composition, colour contrast, tonal contrast, physical manipulation of printed photographs and editing. Students will also examine old and current photographers and artist to build on their ideas and techniques.</p>	<p>Autumn 2 - Spring 1: Opposites, Self-directed</p> <p>Building on prior knowledge on Photography Fundamentals, students will respond to the project theme, Opposites. They will further develop a better understanding of the units of work, organisational and time management skills in meeting the assessment objectives. Students will study the works of photographers relevant to their theme and subject matter and apply editing and manipulation techniques learnt to show an in-depth understanding of the techniques, media and software used.</p> <p>Through mini workshops, students will focus on how to develop and refine their works and different ways of presenting their work to effectively communicate their intentions.</p>	<p>Summer 1 & 2 – Mock Exam: Distortion Project, Self-directed</p> <p>Mock exam is designed to prepare students for their GCSE final exam. They will respond to a list of past questions on Distortion. The project will run into year 11 which will give students ample time to produce a coherent body of work (portfolio) where they will confidently experiment with diverse techniques such as documentary and studio photography, and experimental imagery. This will aid students to present a refined personal outcome.</p>
11	<p>Autumn 1 & 2 Mock Exam: Distortion Project, Self-directed</p> <p>Students will continue their self-directed Distortion project they started in Year 10 summer term. They will investigate iconic and contemporary photographers relevant to their subject matter. Experimenting with different styles and approaches to photography will help them develop their preferred and unique style. The project will give students more freedom to choose materials, media and techniques they prefer. Therefore, become more independent learners and prepares them for their GCSE exam, possibly A levels and beyond.</p>	<p>GCSE Final Exam - Self-directed project</p> <p>Students will begin their Externally Set Assessment (GCSE Exam Project) set by Edexcel, which will end in May with the 10-hour practical studio Exam. Students will apply what they have learnt thus far to investigate, explore, record and present their work to meet the required assessment objectives.</p>	<p>GCSE Final Exam – Planning the final piece</p> <p>Students will continue to develop and refine their ideas consistently to meet required assessment objectives. They will also plan and produce a final piece for their project in a 10-hour exam in the art studio.</p>

ART, DESIGN AND PHOTOGRAPHY CURRICULUM MAP



Year	Autumn Term	Spring Term	Summer Term
12	<p>Autumn 1 & 2 - Light and Dark Project, Self-directed</p> <p>Students will develop a deeper understanding of the assessment objectives and how to meet them. They will create a body of work on the theme Light and Dark. Students will generate ideas to address a personal, political or environmental message they are passionate about. They will critically study techniques and styles of artist relevant to the theme. Experimenting with appropriate media, materials, techniques and processes, students will record their ideas, observations and insights. They will plan series of work for their final piece and develop them to produce a meaningful and refined artwork.</p>	<p>Spring 1 & 2 – Light and Dark Project, Self-directed</p> <p>Students will continue the Light and Dark project they started in the autumn term. They will hone their skills in applying techniques and processes to a range of mediums to express their ideas. Since the project is a personal response, it will give students more freedom to choose materials, media and techniques they can showcase their skills. Therefore, become more independent learners and prepare them for their GCSE exam, possibly A levels and beyond.</p> <p>It is designed to master art techniques, styles and consistently show an exceptionally ambitious and unique portfolio.</p>	<p>Summer 1 & 2 – Mock Exam: Myth and Legends Project, Self-directed</p> <p>Mock exam is designed to prepare students for A Level final exam. They will respond to a list of past questions on Myth and Legends. The project will continue to the autumn term. Hence, students will have enough time to produce a sustained body of work (portfolio) where they will highlight an exceptional ability to confidently experiment with diverse range of relevant materials and techniques and present a refined personal outcome.</p>
13	<p>Autumn 1 & 2 Mock Exam: Myth and Legends Project, Self-directed</p> <p>Students will continue to work on their Light and Dark project they started in the year 12 summer term. They will build their skills further by applying a range of techniques, styles and media to express their ideas. Since will have the freedom to choose materials, media and techniques they prefer. Therefore, become more confident and independent learners and prepare them for their A Level final exam and beyond. It is designed to master art techniques, styles and consistently show an exceptionally ambitious and unique works of art.</p>	<p>A Level Final Exam - Self-directed project</p> <p>Students will start their A Level final exam project which will run to the end of the course in May. They will respond to a questions set by the exam board - Edexcel. Then apply their prior knowledge to investigate, explore, record and present their work to meet the required assessment objectives. Students will highlight an exceptional ability to confidently experiment with diverse range of relevant materials and techniques and present a highly refined personal outcome.</p>	<p>A Level Final Exam - Self-directed project</p> <p>Students will continue to develop and refine their ideas and intentions consistently to meet required assessment objectives. They will then plan and produce a final piece for their project in a 15-hour exam in the art studio.</p>

Autumn 1 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
1	<p>Introduction to GCSE Art and Design Course Lesson Objective: Understand the GCSE Art and Design course.</p> <p>Review: Watch the video on GCSE Art and Design Course and be prepared to share what you've learnt to the class. https://www.youtube.com/watch?v=GhmS7ApxK4Q&t=10s</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the components of the GCSE Art & Design Course. Explore how to successfully meet the Art & Design Assessment Objective. Evaluate and produce an art History Timeline. <p>Main Task: Refer to the worksheet to produce a history of Art timeline.</p>	<p>Refer to the model example art timeline worksheet to complete your work to a high standard.</p> <p>Extension: Art Timeline wider reading research. https://www.invaluable.com/blog/art-history-timeline/ https://www.theartstory.org/section-timelines.htm</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What is an Assessment Objective? Explain how you're expected to record your ideas. Identify an Assessment Objective and explain how you can achieve it. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at the beginning of the project to link techniques explored to creative careers such as fine art, art critic, art historian, illustration, graphic design, fashion design, interior design, concept and digital art, video games, advertising, architecture, creative directing.</p>
2	<p>Mind Map Lesson Objective: To identify relevant areas for an effective mind map.</p> <p>Review: Watch video on mind map, make mental note and be prepared to share what you've learnt to the class. https://www.youtube.com/watch?v=0qG613IG-kc</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the basic information needed to produce a mind map. Explore how to use a mind map to generate ideas. Evaluate the benefits of using mind map to generate ideas. <p>Main Task: Refer to the resource sheet to produce a mind map to generate ideas for your project.</p>	<p>Refer to the mind map guide with modelled examples to complete your mind map to a high standard.</p> <p>Extension: Mind map wider reading research. https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/z2hp3k7/video</p>	<p>Adaptive Learning: Differentiation Worksheet with step-by-step instruction and modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> List 6 points to consider when creating a mind map? Explain the difference between the theme and subject matter of your project. Explain 3 ways you'll ensure your mind map visually pleasing. <p>Praise and display outstanding student outcome.</p>	<p>Generating ideas through a mind map is linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
3	<p>Statement Of Intent Lesson Objective: To identify relevant areas for an effective statement of intent.</p> <p>Review: In pairs discuss what you understand by the term 'statement of intent' and be prepared to share what your answer to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the information to include in a statement of intent. Explore ways to write coherently to capture reader's interest. Evaluate ways to produce a visually pleasing statement of intent. <p>Main Task: Refer to the resource sheet to produce a statement of intent for your project.</p>	<p>Refer to the statement of intent guide with modelled examples to complete your statement of intent to a high standard.</p> <p>Extension: Statement of intent wider reading research. https://www.bbc.co.uk/bitesize/guides/z83g8mn/video https://www.bbc.co.uk/bitesize/guides/z83g8mn/revision/1</p>	<p>Adaptive Learning: Differentiation Statement of intent guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Identify 4 questions to consider when creating a statement of intent ? Explain the difference between the theme and subject matter of your project. Explain 3 ways you'll ensure your statement of intent aesthetically good. <p>Praise and display outstanding student outcome.</p>	<p>Statement of intent and creative briefs are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
4	<p>Primary And Secondary Sources Lesson Objective: Able to generate ideas from primary and secondary sources.</p> <p>Review: In pairs discuss what you understand by the term 'statement of intent' and be prepared to share what your answer to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate what primary and secondary sources are. Explore how to use primary and secondary sources to generate ideas. Evaluate how to present primary and secondary sources aesthetically. <p>Main Task: Refer to the resource sheet to produce a mood board of your primary and secondary sources to generate ideas for your project.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your primary and secondary sources page to a high standard.</p> <p>Extension: Primary and secondary sources wider reading research. https://www.bbc.co.uk/bitesize/guides/zc7mng8/video https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Step-by-step guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the difference between a primary and secondary source. Explain 3 ways you'll ensure your primary and secondary source page aesthetically good. <p>Praise and display outstanding student outcome.</p>	<p>Generating ideas through primary and secondary sources are necessary skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 1 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
5	<p>Graphite Tonal Study Lesson Objective: Experiment with graphite pencil to draw an egg.</p> <p>Review: Watch the video and be prepared to share facts about shading with graphite pencil to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Accurately position values to create the illusion of light source. ▪ Explore tonal shading to achieve likeness. ▪ Evaluate the principles of design applied to produce an egg. <p>Main Task: Refer to the step-by-step shading instruction to draw and shade an egg.</p>	<p>Refer to the step-by-step shading instruction and annotation guide with modelled examples to complete your tonal shading and annotation to a high standard.</p> <p>Extension: Tonal Shading wider reading research.</p> <p>https://www.studentartguide.com/articles/a-level-art-ideas</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Annotation and tonal shading step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Explain the term value? ▪ Identify and explain the difference between soft and hard pencils. ▪ How do you create the illusion of form through value. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and shading are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
6	<p>Artist Research 1 Lesson Objective: To identify relevant areas for a successful artist research.</p> <p>Review: From the video, list key areas for an appropriate artist research.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Investigate the basic information you will need to research. ▪ Explore where the artist gets their inspiration from. ▪ Evaluate how you would analyse an artist's work. <p>Main Task: Refer to the step-by-step artist research guide to produce your work to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your artist research to a high standard.</p> <p>Extension: Artist research wider reading research.</p> <p>https://www.youtube.com/watch?v=oqgKuJpDhA</p> <p>https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Identify 4 questions to consider when creating an artist research. ▪ Explain the difference between a elements and principles of design. ▪ Explain 3 ways to create an aesthetic presentation. <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
7	<p>Mid-point assessment Task 1: Respond to research artist's work with any medium of your choice.</p> <p>Dirt: Respond to teacher marking feedback to improve work you've done thus far in your book to a high standard.</p>	<p>Dedicated Improvement and Reflection Time (Dirt) Complete any work that has not been completed or missed in your sketchbook to a high standard.</p> <p>Extension: Artist research wider reading research.</p> <p>https://www.youtube.com/watch?v=oqgKuJpDhA</p>	<p>Adaptive Learning: Differentiation Image sheet</p> <p>Support: Differentiated assessment feedback. Example of outstanding students work in their sketchbook.</p>	<p>Fine art, illustration, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
8	<p>Colour Pencil Study Lesson Objective: Record one of your primary or secondary image with colour pencils to a high standard.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Accurately position values to create the illusion of light source. Explore tonal shading to achieve likeness. Evaluate the elements and principles of design applied in my work. <p>Main Task: Refer to the step-by-step drawing and colouring instruction to record one of your primary or secondary image with colour pencils.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your colour pencil work and</p> <p>Task 2: Annotation your work to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p> <p>https://thevirtualinstructor.com/colored-pencil-drawing-tutorials.html</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the term composition? How do you create contrast and depth with your colouring. How do you blend colours effectively to achieve likeness. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and colour blending are transferrable skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
9	<p>Pen Tonal Study Lesson Objective: Experiment with pen to draw a bird.</p> <p>Review: Watch the video on observational drawing and be prepared to share what you've learnt with the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment varied shading techniques with a pen. Produce an observational drawing to achieve likeness. Annotate my drawing with appropriate keywords. <p>Main Task: Refer to the step-by-step shading instruction to draw and shade a bird.</p>	<p>Task 1: Refer to the step-by-step shading instruction and experiment with pen to complete your study drawing to a high standard.</p> <p>Task 2: Annotation your work</p> <p>Extension: Tonal Shading wider reading research.</p> <p>https://www.studentartguide.com/articles/a-level-art-ideas</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Annotation and tonal shading step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create the illusion of form and texture with a pen? Identify and explain the principles of design shown in the composition. How do you create the illusion of form through value. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and shading are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
10	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discus in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Respond to feedback to improve my work to a high standard. ▪ Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p> <p>Artist Research 2</p> <p>Task 2: produce your 2nd artist research to a high standard. to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research.</p> <p>https://www.youtube.com/watch?v=oqgKuJpDhA</p> <p>https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ How do you clearly show development and refinement in your sketchbook? ▪ Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at to link techniques experimented to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
10	<p>Artist Research – Responds To Artist’s Technique Lesson Objective: Experiment with materials and medium to create a work inspired by my study artist.</p> <p>Review: How do you create an artwork inspired by an artist and show creativity and originality?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Produce an artwork inspired by my researched artist. Explore techniques to clearly show creativity and originality. Annotate my work with appropriate keywords. <p>Main Task: Refer to the step-by-step worksheet to create an artwork inspired by your researched artist to show creativity and originality</p>	<p>Annotation Refer to the step-by-step annotation guide with modelled examples to annotate your work and any other work that hasn’t been annotated.</p> <p>Extension: Annotation wider reading research. https://www.bbc.co.uk/bitesize/guides/zgtngdm/video https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Is copying an artwork creativity? What is the difference between a copying and imitating an artwork? <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
11	<p>Introduction To Watercolour Painting Lesson Objective: Experiment with watercolour painting techniques.</p> <p>Review: In pairs evaluate and share the difference between the 2 set of artworks.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Create a technique swatch to explore varied watercolour painting techniques. Understand how to apply watercolour washes successfully. Annotate my drawing with appropriate keywords. Explore varied watercolour painting techniques to produce an expressive painting. <p>Main Task: Produce a swatch of varied watercolour painting techniques.</p>	<p>Task 1: complete your watercolour techniques swatch to a high standard.</p> <p>Extension: Watercolour painting wider reading research. https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples of watercolour painting techniques.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create transparency in watercolour painting? Explain the term accidentals How do you create watermarks and the a sense of fluidity in your painting? <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
12	<p>Watercolour Painting Techniques Lesson Objective: Experiment with watercolour techniques to paint an apple.</p> <p>Review: In pairs discuss your top 3 tips to create vibrant colours in your painting.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment with watercolour techniques to show transparency, watermarks, highlights and fine details in my painting. Apply varied techniques to produce an expressive watercolour painting. Evaluate my painting with appropriate keywords. <p>Main Task: Refer to the step-by-step painting guide to paint an apple with watercolour.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your watercolour painting and</p> <p>Task 2: Annotation your work to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research. https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p>	<p>Adaptive Learning: Differentiation Step-by-step painting and annotation guide guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create highlights in your painting? Explain the term accidentals How do you create a sense of depth and interest in your painting? <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
13	<p>Zoom- In Watercolour Painting Lesson Objective: Develop close observational drawing and watercolour painting techniques.</p> <p>Review: In pairs discuss your top 3 tips for creating a successful watercolour painting.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment with watercolour techniques to produce a detailed natural form painting. Closely study and paint textures and patterns on natural forms. Develop my observational drawing skills. <p>Main Task: Experiment with watercolour techniques you’ve learnt thus far to record a zoom-in painting of the natural form.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your zoom-in watercolour painting and</p> <p>Task 2: Annotation your work to a high standard.</p> <p>Extension: Watercolour painting wider reading research. https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples of watercolour painting techniques.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What makes watercolour painting? Identify and explain assessment objectives you’ve met in your work. <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
14	<p>Mixed Media Techniques Lesson Objective: Experiment with watercolour techniques to paint an apple.</p> <p>Review: In pairs discuss your top 3 tips to create vibrant colours in your painting.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment with watercolour techniques to show transparency, watermarks, highlights and fine details in my painting. Apply varied techniques to produce an expressive watercolour painting. Evaluate my painting with appropriate keywords. <p>Main Task: Refer to the step-by-step painting guide to paint an apple with watercolour.</p>	<p>Dedicated Improvement and Reflection Time (Dirt) Complete any work that has not been completed or missed in your sketchbook to a high standard.</p> <p>https://www.youtube.com/watch?v=XEql6Ycticc https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Step-by-step painting and annotation guide guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create highlights in your painting? Explain the term accidentals How do you create a sense of depth and interest in your painting? <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
15	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Respond to feedback to improve my work to a high standard. Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Artist Research 3 Task 2: Refer to the step-by-step guide to produce your 3rd artist research to a high standard.</p> <p>Extension: Artist research wider reading research.</p> <p>https://www.youtube.com/watch?v=oqgKuJIpDhA https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples of watercolour painting techniques.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What makes watercolour painting? Identify and explain assessment objectives you've met in your work. <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 2 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
16	<p>Artist Research – Responds To Artist’s Technique Lesson Objective: Experiment with materials and medium to create a work inspired by my study artist.</p> <p>Review: How do you create an artwork inspired by an artist and show creativity and originality?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Produce an artwork inspired by my researched artist. Explore techniques to clearly show creativity and originality. Annotate my work with appropriate keywords. <p>Main Task: Refer to the step-by-step worksheet to create an artwork inspired by your researched artist to show creativity and originality</p>	<p>Annotation Refer to the step-by-step annotation guide with modelled examples to annotate your work and any other work that hasn’t been annotated.</p> <p>Extension: Annotation wider reading research. https://www.bbc.co.uk/bitesize/guides/zgtngdm/video https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/</p>	<p>Adaptive Learning: Differentiation Step-by-step guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Is copying an artwork creativity? What is the difference between a copying and imitating an artwork? <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
17	<p>Final Piece Idea Development Lesson Objective: Develop ideas for my final artwork.</p> <p>Review: In pairs discuss your top 3 tips for showing refinement in your work.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Able to create a time plan for my final project art piece. Develop and produce 2 ideas for your final artwork. Annotate my work with appropriate keywords. <p>Main Task: Produce 2 ideas for your final artwork using varied media and materials of your choice.</p>	<p>Task 1: Complete the 2 ideas for your final artwork to a high standard.</p> <p>Task 2: Annotate your completed works.</p> <p>Extension: Meeting assessment objectives wider reading research https://www.youtube.com/watch?v=XEqI6Ycticc https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples.</p> <p>Support: Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show refinement in your work? 	<p>Artistic flair are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
18	<p>Final Piece Lesson Objective: Produce my final project artwork.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Able to further develop my ideas to show refinement in my final art piece. Annotate my work with appropriate keywords. <p>Main Task: Develop 1 of your initial ideas further and produce your final project artwork using varied media and materials of your choice.</p>	<p>Task 1: Complete your final artwork to a high standard.</p> <p>Task 2: Annotate completed works. https://www.youtube.com/watch?v=XEqI6Ycticc https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples.</p> <p>Support: Group and individual teacher support.</p>	<p>Artistic flair are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 2 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
19	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discus in pairs your top 5 tips for creating a good presentation.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Respond to feedback to improve my work to a high standard. ▪ Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step worksheets to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Task 1: Complete the 2 ideas for your final artwork to a high standard.</p> <p>Task 2: Annotate your completed works.</p> <p>Extension: Meeting assessment objectives wider reading research</p> <p>https://www.youtube.com/watch?v=XEqI6Ycticc</p> <p>https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples.</p> <p>Support: Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ How do you clearly show refinement in your work? 	<p>Artistic flair are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
1	<p>Assessment Objective Recap Lesson Objective: Understand the GCSE Art and Design Assessment Objectives.</p> <p>Review: Watch the video on GCSE Art and Design Course and be prepared to share what you've learnt to the class. https://www.youtube.com/watch?v=GhmS7ApxK4Q&t=10s</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the components of the GCSE Art & Design Course. Explore how to successfully meet the Art & Design Assessment Objective. 	<p>Refer to the model example art timeline worksheet to complete your work to a high standard.</p> <p>Extension: Art Timeline wider reading research. https://www.invaluable.com/blog/art-history-timeline/ https://www.theartstory.org/section-timelines.htm</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What is an Assessment Objective? Explain how you're expected to record your ideas. Identify an Assessment Objective and explain how you can achieve it. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at the beginning of the project to link techniques explored to creative careers such as fine art, art critic, art historian, illustration, graphic design, fashion design, interior design, concept and digital art, video games, advertising, architecture, creative directing.</p>
2	<p>Mind Map Lesson Objective: To identify relevant areas for an effective mind map.</p> <p>Review: Watch video on mind map, make mental note and be prepared to share what you've learnt to the class. https://www.youtube.com/watch?v=0qG613IG-kc</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the basic information needed to produce a mind map. Explore how to use a mind map to generate ideas. Evaluate the benefits of using mind map to generate ideas. <p>Main Task: Refer to the resource sheet to produce a mind map to generate ideas for your project.</p>	<p>Refer to the mind map guide with modelled examples to complete your mind map to a high standard.</p> <p>Extension: Mind map wider reading research. https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/z2hp3k7/video</p>	<p>Adaptive Learning: Differentiation Worksheet with step-by-step instruction and modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> List 6 points to consider when creating a mind map? Explain the difference between the theme and subject matter of your project. Explain 3 ways you'll ensure your mind map visually pleasing. <p>Praise and display outstanding student outcome.</p>	<p>Generating ideas through a mind map is linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>



Spring 1 Weekly Overview – Landscape Project

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
3	<p>Statement Of Intent Lesson Objective: To identify relevant areas for an effective statement of intent.</p> <p>Review: In pairs discuss what you understand by the term 'statement of intent' and be prepared to share what your answer to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the information to include in a statement of intent. Explore ways to write coherently to capture reader's interest. Evaluate ways to produce a visually pleasing statement of intent. <p>Main Task: Refer to the resource sheet to produce a statement of intent for your project.</p>	<p>Refer to the statement of intent guide with modelled examples to complete your statement of intent to a high standard.</p> <p>Extension: Statement of intent wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z83g8mn/video</p> <p>https://www.bbc.co.uk/bitesize/guides/z83g8mn/revision/1</p>	<p>Adaptive Learning: Differentiation Statement of intent guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Identify 4 questions to consider when creating a statement of intent ? Explain the difference between the theme and subject matter of your project. Explain 3 ways you'll ensure your statement of intent aesthetically good. <p>Praise and display outstanding student outcome.</p>	<p>Statement of intent and creative briefs are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
4	<p>Perspective Drawing Lesson Objective: Able to generate ideas from primary and secondary sources.</p> <p>Review: In pairs discuss the term 'statement of intent' and explain the following keywords- varnishing point, horizon line and receding lines.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate what primary and secondary sources are. Explore how to use primary and secondary sources to generate ideas. Evaluate how to present primary and secondary sources aesthetically. <p>Main Task: Refer to the resource sheet to produce a mind map to generate ideas for your project.</p>	<p>Refer to the worksheet to complete your landscape sketches to a high standard.</p> <p>Extension: Perspective drawing wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/ztxxsr/d/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/ztxxsr/d/video</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the term perspective, varnishing point, horizon line and receding lines. What is a 'cone of vision'? <p>Praise and display outstanding student outcome.</p>	<p>Perspective drawing is a basic skills needed in all creative careers such as architecture, urban planning, interior design, fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Spring 1 Weekly Overview – Landscape Project

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
5	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs how you can clearly show development and refinement in your sketchbook?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Respond to feedback to improve my work to a high standard. Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Primary and Secondary Sources Page Refer to the step-by-step guide with modelled examples to complete your primary and secondary sources page to a high standard.</p> <p>Extension: Primary and secondary sources wider reading research. https://www.bbc.co.uk/bitesize/guides/zc7mng8/video https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show development and refinement in your sketchbook? Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at to link techniques experimented to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
6	<p>Primary And Secondary Sources Page Continuation Lesson Objective: Able to generate ideas from primary and secondary sources.</p> <p>Review: In pairs discuss what you understand by the term 'statement of intent' and be prepared to share what your answer to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate what primary and secondary sources are. Explore how to use primary and secondary sources to generate ideas. Evaluate how to present primary and secondary sources aesthetically. <p>Main Task: Refer to the resource sheet to produce a mood board of your primary and secondary sources to generate ideas for your project.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your primary and secondary sources page to a high standard.</p> <p>Extension: Primary and secondary sources wider reading research. https://www.bbc.co.uk/bitesize/guides/zc7mng8/video https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the difference between a primary and secondary source. Explain 3 ways you'll ensure your primary and secondary source page aesthetically good. <p>Praise and display outstanding student outcome.</p>	<p>Generating ideas through primary and secondary sources are necessary skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Spring 1 Weekly Overview – Landscape Project

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
7	<p>Drawing A Tree With Pencil & Colour Pencil Lesson Objective: Learn how to draw a tree accurately with graphite pencil.</p> <p>Review: Watch the video and be prepared to share facts about shading with graphite pencil to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Accurately draw a tree to show realism. ▪ Apply varied values to create the illusion of shape, form and texture. ▪ Carefully capture the textured on the tree to improve likeness. <p>Main Task: Refer to the drawing instruction to produce a tree with pencil.</p>	<p>Refer to the step-by-step shading instruction and annotation guide with modelled examples to complete your tonal shading and annotation to a high standard.</p> <p>Extension: Tonal Shading wider reading research.</p> <p>https://www.studentartguide.com/articles/a-level-art-ideas</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Annotation and tonal shading step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Explain the term value? ▪ Identify and explain the difference between soft and hard pencils. ▪ How do you create the illusion of form through value. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and shading are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
8	<p>Drawing A Tree With Pen & Ink Main Task: Refer to the drawing instruction to produce a tree with colour pencil.</p>	<p>Extension: Colour pencil wider reading research.</p> <p>https://www.youtube.com/watch?v=QY_dKx7Ew6s&t=5s</p>		
9	<p>Artist Research 1 Lesson Objective: To identify relevant areas for a successful artist research.</p> <p>Review: From the video, list key areas for an appropriate artist research.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Investigate the basic information you will need to research. ▪ Create an artist research page on Pat Averill. ▪ Produce a landscape inspired by Pat Averill's work. <p>Main Task: Refer to the step-by-step guide to produce an artist research page on Pat Averill.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your artist research to a high standard.</p> <p>Extension: Artist research wider reading research.</p> <p>https://www.youtube.com/watch?v=oqgKuJIpDhA</p> <p>https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Identify 4 questions to consider when creating an artist research. ▪ Explain the difference between a elements and principles of design. ▪ Explain 3 ways to create an aesthetic presentation. <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Spring 1 Weekly Overview – Landscape Project

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
10	<p>Mid-point assessment Task 1: Respond to Pat Averill's work with any medium of your choice.</p> <p>Dirt: Respond to teacher marking feedback to improve work you've done thus far in your book to a high standard.</p>	<p>Dedicated Improvement and Reflection Time (Dirt) Complete any work that has not been completed or missed in your sketchbook to a high standard.</p> <p>Extension: Artist research wider reading research. https://www.youtube.com/watch?v=oggKuJJpDhA</p>	<p>Adaptive Learning: Differentiation Image sheet Support: Differentiated assessment feedback. Example of outstanding students work in their sketchbook.</p>	<p>Fine art, illustration, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
11	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Respond to feedback to improve my work to a high standard. ▪ Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to to show development and refinement.</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like. Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ How do you clearly show development and refinement in your sketchbook? ▪ Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at to link techniques experimented to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
12	<p>Colour Pencil Study Lesson Objective: Record one of your primary or secondary image with colour pencils to a high standard.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Accurately position values to create the illusion of light source. Explore tonal shading to achieve likeness. Evaluate the elements and principles of design applied in my work. <p>Main Task: Refer to the worksheet to record one of your primary or secondary image with colour pencils.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your colour pencil work and</p> <p>Task 2: Annotation your work to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p> <p>https://thevirtualinstructor.com/colored-pencil-drawing-tutorials.html</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the term composition? How do you create contrast and depth with your colouring. How do you blend colours effectively to achieve likeness. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and colour blending are transferrable skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
13	<p>Pen Tonal Study Lesson Objective: Experiment with pen to draw a landscape.</p> <p>Review: Watch the video on observational drawing and be prepared to share what you've learnt with the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment varied shading techniques with a pen. Produce an observational drawing to achieve likeness. Annotate my drawing with appropriate keywords. <p>Main Task: Refer to the step-by-step shading instruction to draw a landscape with pen.</p>	<p>Task 1: Refer to the step-by-step shading instruction and experiment with pen to complete your study drawing to a high standard.</p> <p>Task 2: Annotation your work</p>	<p>Adaptive Learning: Differentiation Annotation and tonal shading step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create the illusion of form and texture with a pen? Identify and explain the principles of design shown in the composition. How do you create the illusion of form through value. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and shading are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
14	<p>Painting The Sky With Watercolour & Acrylic Lesson Objective: Experiment with wet media to paint a sky in perspective.</p> <p>Review: Discuss five facts about atmospheric perspective.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Accurately paint a sky to show distance, depth and realism. ▪ Blend colours effectively to create the illusion of character and mood. ▪ Explore correct keywords to annotate my work. <p>Main Task: Refer to the painting instruction to paint the sky with watercolour and acrylic.</p>	<p>Refer to the step-by-step painting and annotation guide with modelled examples to complete your painting and annotation to a high standard.</p> <p>Extension: Pastel Study: Experiment with pastel and produce a simple landscape to show perspective and character.</p>	<p>Adaptive Learning: Differentiation Annotation and step-by-step painting guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Explain the term atmospheric perspective. ▪ How do you show character and mood in your painting? ▪ How do you mix colours to paint objects that are very far away from the viewer? <p>Praise and display outstanding student outcome.</p>	<p>Landscape painting are skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
15	<p>Experimenting With Pastel and Charcoal Lesson Objective: Experiment with pastel and charcoal to paint a landscape.</p> <p>Review: Discuss five facts about atmospheric perspective.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Produce a landscape with charcoal to show distance, depth and realism. ▪ Blend colours effectively to create the illusion of character and mood. ▪ Explore correct keywords to annotate my work. <p>Main Task: Refer to the painting instruction to paint the sky with watercolour and acrylic.</p>	<p>Refer to the step-by-step blending and annotation guide with modelled examples to complete your landscape and annotation to a high standard.</p> <p>Extension: Experiment with pastel and produce a simple landscape to show perspective and character.</p> <p>Extension: Experimenting with charcoal wider reading research.</p>	<p>Adaptive Learning: Differentiation Annotation and step-by-step painting guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Explain the term atmospheric perspective. ▪ How do you show character and mood in your painting? ▪ How do you mix colours to paint objects that are very far away from the viewer? <p>Praise and display outstanding student outcome.</p>	<p>Perspective drawing are skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Spring 1 Weekly Overview – Landscape Project

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
16	<p>Artist Research 2 Lesson Objective: To produce an artist research on Fredrick Somers.</p> <p>Review: Discuss in pairs your top 5 tips for a successful artist research.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the basic information you will need to research. Create an artist research page on Fredrick Somers. Produce a landscape inspired by Fredrick Somers' work. <p>Main Task: Refer to the step-by-step guide to produce an artist research page on Fredrick Somers.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your artist research to a high standard.</p> <p>Extension: Artist research wider reading research. https://www.youtube.com/watch?v=oggKuJlpDhA</p> <p>https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Identify 4 questions to consider when creating an artist research. Explain the difference between a elements and principles of design. Explain 3 ways to create an aesthetic presentation. <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
17	<p>Assessment Responds To Artist Study 2 Lesson Objective: Experiment with materials and medium to create a work inspired by my study artist.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Produce an artwork inspired by my Fredrick Somers's style. Explore techniques to clearly show creativity and originality. Annotate my work with appropriate keywords. <p>Main Task: Refer to the step-by-step worksheet to create an artwork inspired by your researched artist and show creativity and originality.</p>	<p>Annotation</p> <p>Refer to the step-by-step annotation guide with modelled examples to annotate your work and any other work that hasn't been annotated.</p> <p>Extension: Annotation wider reading research. https://www.bbc.co.uk/bitesize/guides/zgtngdm/video https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Is copying an artwork creativity? What is the difference between a copying and imitating an artwork? <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 1 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
18	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Respond to feedback to improve my work to a high standard. ▪ Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ How do you clearly show development and refinement in your sketchbook? ▪ Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at to link techniques experimented to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
19	<p>Mono Print Lesson Objective: Experiment with mono printing to produce a landscape.</p> <p>Review: Discuss in pairs your top 4 tips for a successful mono print.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Investigate the process in creating an effective mono print. ▪ Explore mono printing techniques to show distance and depth in my landscapes. ▪ Apply different colour inks to highlight key areas and show layers. <p>Main Task: Refer to the drawing instruction to produce a tree with pencil.</p>	<p>Annotation: Refer to the annotation guide with modelled examples to annotate your work to a high standard.</p> <p>Extension: Mono Printing wider reading research.</p>	<p>Adaptive Learning: Differentiation Annotation and mono printing step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ Explain a step-by-step process in developing a mono print? ▪ How do you create interesting layers in your work. <p>Praise and display outstanding student outcome.</p>	<p>Exploring different media such as mono printing is a sort after skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 1 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
20	<p>Lino Print - Carving The Lino Block Lesson Objective: Experiment with lino printing to produce a landscape.</p> <p>Review: Discuss in pairs your top 4 tips for a successful lino carved block.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the process in creating an effective mono print. Explore mono printing techniques to show distance and depth in my landscapes. Evaluate working methods with correct keywords <p>Main Task: Refer to the instruction to carve your landscape design on the lino block.</p>	<p>Dirt Task: Complete any uncompleted or missed work and annotation to a high standard.</p> <p>Extension: Lino printing wider reading research.</p>	<p>Adaptive Learning: Differentiation Annotation and mono printing step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What is a lino print? Explain a step-by-step process in carving a lino block? How can you record your working methods effectively? <p>Praise and display outstanding student outcome.</p>	<p>Exploring different media such as lino printing is a sort after skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
21	<p>Lino Printing Lesson Objective: Experiment with lino printing to produce a landscape.</p> <p>Review: Watch the video and be prepared to share facts about shading with graphite pencil to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the process in creating an effective lino print. Explore printing methods to produce interesting landscape print image. Apply different paint to highlight key areas and show layers. <p>Main Task: Refer to the printing instruction to produce a landscape with lino print.</p>	<p>Annotation: Refer to the annotation guide with modelled examples to annotate your work to a high standard.</p> <p>Extension: Lino printing wider reading research.</p>	<p>Adaptive Learning: Differentiation Annotation and mono printing step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What is a lino print? Explain a step-by-step process in carving a lino block? How do you create interesting layers in your work? How can you record your working methods effectively? <p>Praise and display outstanding student outcome.</p>	<p>Exploring different media such as lino printing is a sort after skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 2 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
22	<p>Seascape: Watercolour Painting Techniques Lesson Objective: Produce a seascape with watercolour techniques.</p> <p>Review: In pairs discuss your top 3 tips to create vibrant colours in your painting.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment with watercolour techniques to show transparency, watermarks, highlights and fine details in my painting. Apply varied techniques to produce an expressive watercolour painting. Evaluate my painting with appropriate keywords. <p>Main Task: Refer to the step-by-step painting guide to paint a seascape with watercolour.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your watercolour and acrylic painting</p> <p>Task 2: Annotation your work to a high standard.</p> <p>Extension: Experimenting with wet media reading research. https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p>	<p>Adaptive Learning: Differentiation Step-by-step painting and annotation guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create highlights in your painting? Explain the term accidentals How do you create a sense of depth and interest in your painting? <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
23	<p>Seascape: Acrylic Painting Techniques Main Task: Refer to the step-by-step painting guide to paint a seascape with acrylic.</p>			
24	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Respond to feedback to improve my work to a high standard. Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p> <p>Artist Research 3</p> <p>Task 2: Refer to the research guide to produce your 3rd artist research on Dawn Emerson to a high standard.</p> <p>Extension: Artist research wider reading research. https://www.youtube.com/watch?v=oqgKuJlpDhA</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show development and refinement in your sketchbook? Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at to link techniques experimented to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Spring 1 Weekly Overview – Landscape Project

Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
25	<p>Assessment Responds To Artist Study 3: (Mixed Media/ Semi-Abstract) Lesson Objective: Experiment with materials and medium to create a work inspired by my study artist.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Produce an artwork inspired by Dawn Emerson’s style. Explore techniques to clearly show creativity and originality. Annotate my work with appropriate keywords. <p>Main Task: Refer to the step-by-step worksheet to create an artwork inspired by Dawn Emerson and show creativity and originality.</p>	<p>Annotation Refer to the step-by-step annotation guide with modelled examples to annotate your work and any other work that hasn’t been annotated.</p> <p>Extension: Annotation wider reading research. https://www.bbc.co.uk/bitesize/guides/zgtngdm/video https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Is copying an artwork creativity? What is the difference between a copying and imitating an artwork? <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
26	<p>Final Piece Idea Development Lesson Objective: Develop ideas for my final artwork.</p> <p>Review: In pairs discuss your top 3 tips for showing refinement in your work.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Able to create a time plan for my final project art piece. Develop and produce 2 ideas for your final artwork. Annotate my work with appropriate keywords. <p>Main Task: Produce 2 ideas for your final artwork using varied media and materials of your choice.</p>	<p>Task 1: Complete the 2 ideas for your final artwork to a high standard.</p> <p>Task 2: Annotate your completed works.</p> <p>Extension: Meeting assessment objectives wider reading research https://www.youtube.com/watch?v=XEqI6Ycticc https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples.</p> <p>Support: Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show refinement in your work? 	<p>Artistic flair are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
27	<p>Final Piece Lesson Objective: Produce my final project artwork.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Able to further develop my ideas to show refinement in my final art piece. Annotate my work with appropriate keywords. <p>Main Task: Develop 1 of your initial ideas further and produce your final project artwork using varied media and materials of your choice.</p>	<p>Task 1: Complete your final artwork to a high standard.</p> <p>Task 2: Annotate completed works. https://www.youtube.com/watch?v=XEqI6Ycticc https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples.</p> <p>Support: Group and individual teacher support.</p>	<p>Artistic flair are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Autumn 2 Weekly Overview – Natural Form Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
28	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs your top 5 tips for creating a good presentation.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ Respond to feedback to improve my work to a high standard. ▪ Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step worksheets to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Task 1: Complete the 2 ideas for your final artwork to a high standard.</p> <p>Task 2: Annotate your completed works.</p> <p>Extension: Meeting assessment objectives wider reading research https://www.youtube.com/watch?v=XEqI6Ycticc https://www.studentartguide.com/articles/art-sketchbook-ideas</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled examples.</p> <p>Support: Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> ▪ How do you clearly show refinement in your work? 	<p>Artistic flair are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

Summer 1 Weekly Overview – Distortion Project



Activity	Content / skills	Homework opportunities (Flipped learning)	Challenges and support	Links to careers
1	<p>Assessment Objective Recap Lesson Objective: Understand the GCSE Art and Design Assessment Objectives.</p> <p>Review: Watch the video on GCSE Art and Design Course and be prepared to share what you've learnt to the class. https://www.youtube.com/watch?v=GhmS7ApxK4Q&t=10s</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the components of the GCSE Art & Design Course. Explore how to successfully meet the Art & Design Assessment Objective. 	<p>Refer to the model example art timeline worksheet to complete your work to a high standard.</p> <p>Extension: Art Timeline wider reading research. https://www.invaluable.com/blog/art-history-timeline/ https://www.theartstory.org/section-timelines.htm</p>	<p>Adaptive Learning: Differentiation Worksheet with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> What is an Assessment Objective? Explain how you're expected to record your ideas. Identify an Assessment Objective and explain how you can achieve it. <p>Praise and display outstanding student outcome.</p>	<p>Careers in art discussed at the beginning of the project to link techniques explored to creative careers such as fine art, art critic, art historian, illustration, graphic design, fashion design, interior design, concept and digital art, video games, advertising, architecture, creative directing.</p>
2	<p>Mind Map Lesson Objective: To identify relevant areas for an effective mind map.</p> <p>Review: Watch video on mind map, make mental note and be prepared to share what you've learnt to the class. https://www.youtube.com/watch?v=0qG613IG-kc</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the basic information needed to produce a mind map. Explore how to use a mind map to generate ideas. Evaluate the benefits of using mind map to generate ideas. <p>Main Task: Refer to the resource sheet to produce a mind map to generate ideas for your project.</p>	<p>Refer to the mind map guide with modelled examples to complete your mind map to a high standard.</p> <p>Extension: Mind map wider reading research. https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/z2hp3k7/video</p>	<p>Adaptive Learning: Differentiation Worksheet with step-by-step instruction and modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> List 6 points to consider when creating a mind map? Explain the difference between the theme and subject matter of your project. Explain 3 ways you'll ensure your mind map visually pleasing. <p>Praise and display outstanding student outcome.</p>	<p>Generating ideas through a mind map is linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

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3	<p>Statement Of Intent Lesson Objective: To identify relevant areas for an effective statement of intent.</p> <p>Review: In pairs discuss what you understand by the term 'statement of intent' and be prepared to share what your answer to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the information to include in a statement of intent. Explore ways to write coherently to capture reader's interest. Evaluate ways to produce a visually pleasing statement of intent. <p>Main Task: Refer to the resource sheet to produce a mind map to generate ideas for your project.</p>	<p>Refer to the statement of intent guide with modelled examples to complete your statement of intent to a high standard.</p> <p>Extension: Statement of intent wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z83g8mn/vid eo</p> <p>https://www.bbc.co.uk/bitesize/guides/z83g8mn/revision/1</p>	<p>Adaptive Learning: Differentiation Statement of intent guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Identify 4 questions to consider when creating a statement of intent ? Explain the difference between the theme and subject matter of your project. Explain 3 ways you'll ensure your statement of intent aesthetically good. <p>Praise and display outstanding student outcome.</p>	<p>Statement of intent and creative briefs are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
4	<p>Primary And Secondary Sources Lesson Objective: Able to generate ideas from primary and secondary sources.</p> <p>Review: In pairs discuss what you understand by the term 'statement of intent' and be prepared to share what your answer to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate what primary and secondary sources are. Explore how to use primary and secondary sources to generate ideas. Evaluate how to present primary and secondary sources aesthetically. <p>Main Task: Refer to the resource sheet to produce a mind map to generate ideas for your project.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your primary and secondary sources to a high standard.</p> <p>Extension: Primary and secondary sources wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/vid eo</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the difference between a primary and secondary source. Explain 3 ways you'll ensure your primary and secondary source page aesthetically good. <p>Praise and display outstanding student outcome.</p>	<p>Generating ideas through primary and secondary sources are necessary skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

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5	<p>Graphite Tonal Study Lesson Objective: Experiment with graphite pencil to improve my drawing skills.</p> <p>Review: Watch the video and be prepared to share facts about shading with graphite pencil to the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Accurately position values to create the illusion of light source. Explore tonal shading to achieve likeness. Evaluate the principles of design applied to produce a tonal shading with graphite pencil. <p>Main Task: Refer to the step-by-step shading instruction to draw and shade with graphite pencil. .</p>	<p>Refer to the step-by-step shading instruction and the annotation guide with modelled examples to complete your tonal shading and annotation to a high standard.</p> <p>Extension: Tonal Shading wider reading research. https://www.studentartguide.com/articles/a-level-art-ideas https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Annotation and tonal shading step-by-step guide with modelled examples to show what success looks like. Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the term value? Identify and explain the difference between soft and hard pencils. How do you create the illusion of form through value. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and shading are needed skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
6	<p>Artist Research 1 Lesson Objective: To identify relevant areas for a successful artist research.</p> <p>Review: From the video, list key areas for an appropriate artist research.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Investigate the basic information you will need to research. Explore where the artist gets their inspiration from. Evaluate how you would analyse an artist's work. <p>Main Task: Refer to the step-by-step artist research guide to produce your work to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to complete your artist research to a high standard.</p> <p>Extension: Artist research wider reading research. https://www.youtube.com/watch?v=oqgKuJpDhA https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like. Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Identify 4 questions to consider when creating an artist research. Explain the difference between a elements and principles of design. Explain 3 ways to create an aesthetic presentation. <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
7	<p>Mid-point assessment Task 1: Respond to research artist's work with any medium of your choice.</p> <p>Dirt: Respond to teacher marking feedback to improve work you've done thus far in your book to a high standard.</p>	<p>Dedicated Improvement and Reflection Time (Dirt) Complete any work that has not been completed or missed in your sketchbook to a high standard.</p> <p>Extension: Artist research wider reading research. https://www.youtube.com/watch?v=oqgKuJpDhA</p>	<p>Adaptive Learning: Differentiation Image sheet Support: Differentiated assessment feedback. Example of outstanding students work in their sketchbook.</p>	<p>Fine art, illustration, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

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8	<p>Colour Pencil Study Lesson Objective: Record one of your primary or secondary image with colour pencils to a high standard.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Accurately position values to create the illusion of light source. Explore tonal shading to achieve likeness. Evaluate the elements and principles of design applied in my work. <p>Main Task: Refer to the step-by-step drawing and colouring instruction to record one of your primary or secondary image with colour pencils.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your colour pencil work and</p> <p>Task 2: Annotate your work to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p> <p>https://thevirtualinstructor.com/colored-pencil-drawing-tutorials.html</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the term composition? How do you create contrast and depth with your colouring. How do you blend colours effectively to achieve likeness. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and colour blending are transferrable skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
9	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Respond to feedback to improve my work to a high standard. Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p> <p>Extension: Experimenting with colour pencil wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p> <p>https://thevirtualinstructor.com/colored-pencil-drawing-tutorials.html</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show development and refinement in your sketchbook? Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Discuss how techniques experimented links to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

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10	<p>Pastel Study Lesson Objective: Record one of your primary or secondary image with colour pastel to a high standard.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Produce an observational drawing to achieve likeness. Apply correct values to clearly show the illusion of light and shadow. Carefully capture fine details to show creativity and imagination. <p>Main Task: Refer to the step-by-step drawing and colouring instruction to record one of your primary or secondary image with pastel.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your pastel work and</p> <p>Task 2: Annotate your work to a high standard.</p> <p>Extension: Experimenting with pastel wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/4</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Explain the term composition? How do you create contrast and depth with your colouring. How do you blend colours effectively to achieve likeness. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and colour blending are transferrable skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
11	<p>Charcoal Study Lesson Objective: Experiment with charcoal to produce an artwork to a high standard.</p> <p>Review: Know your charcoal drawing tools.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Identify and use correct charcoal drawing tools for good practice. Explore charcoal and white charcoal on toned and textured paper for effective outcome. Clearly show tones and values on the skull to achieve likeness. <p>Main Task: Refer to the step-by-step drawing instruction to produce an artwork to a high standard with charcoal.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p> <p>Task 2: Annotate your work to a high standard.</p> <p>Extension: Experimenting with pastel wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/ztxxsrd/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/ztxxsrd/video</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show development and refinement in your sketchbook? Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Discuss how techniques experimented links to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

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12	<p>Pen Tonal Study Lesson Objective: Experiment with pen to improve my pen skills.</p> <p>Review: Watch the video on observational drawing and be prepared to share what you've learnt with the class.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment varied shading techniques with a pen. Produce an observational drawing to achieve likeness. Annotate my drawing with appropriate keywords. <p>Main Task: Refer to the step-by-step shading instruction to draw and shade to improve my pen skills.</p>	<p>Task 1: Refer to the step-by-step shading instruction and experiment with pen to complete your study drawing to a high standard.</p> <p>Task 2: Annotate your work</p> <p>Extension: Tonal Shading wider reading research. https://www.studentartguide.com/articles/a-level-art-ideas https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Adaptive Learning: Differentiation Annotation and tonal shading step-by-step guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create the illusion of form and texture with a pen? Identify and explain the principles of design shown in the composition. How do you create the illusion of form through value. <p>Praise and display outstanding student outcome.</p>	<p>Observational drawing and colour blending are transferrable skills linked to all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
13	<p>Assessment Task 1: Refer to the step-by-step instruction to experiment with mark making to a primary or secondary image of your choice.</p> <p>Dirt: Respond to teacher marking feedback to improve work in your book to a high standard.</p>	<p>Dedicated Improvement and Reflection Time (Dirt) Complete any work that has not been completed or missed in your sketchbook to a high standard.</p> <p>Extension: Artist research wider reading research. https://www.youtube.com/watch?v=oqgKuJpDhA</p>	<p>Adaptive Learning: Differentiation Image sheet</p> <p>Support: Differentiated assessment feedback. Example of outstanding students work in their sketchbook.</p>	<p>Fine art, illustration, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
14	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve my work to show development and refinement.</p> <p>Review: Identify and explain assessment objectives that has been met in the following artworks.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Respond to feedback to improve my work to a high standard. Annotate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p> <p>Artist Research 2</p> <p>Task 2: produce your 2nd artist research to a high standard. to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research. https://www.youtube.com/watch?v=oqgKuJpDhA https://www.youtube.com/watch?v=0h8k5-DDJlg</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show development and refinement in your sketchbook? Identify and explain 2 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Discuss how techniques experimented links to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>

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15	<p>Artist Research – Responds To Artist’s Technique Lesson Objective: Experiment with materials and medium to create a work inspired by my study artist.</p> <p>Review: How do you create an artwork inspired by an artist and show creativity and originality?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Produce an artwork inspired by my researched artist. Explore techniques to clearly show creativity and originality. Annotate my work with appropriate keywords. <p>Main Task: Refer to the step-by-step worksheet to create an artwork inspired by your researched artist to show creativity and originality</p>	<p>Annotation Refer to the step-by-step annotation guide with modelled examples to annotate your work and any other work that hasn’t been annotated.</p> <p>Extension: Annotation wider reading research. https://www.bbc.co.uk/bitesize/guides/zgtngdm/video https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1</p>	<p>Adaptive Learning: Differentiation Step-by-step guide guide with modelled example to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> Is copying an artwork creativity? What is the difference between a copying and imitating an artwork? <p>Praise and display outstanding student outcome.</p>	<p>Research are sort after skills in all creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
16	<p>Watercolour Painting Techniques Lesson Objective: Experiment with watercolour techniques to record your chosen image.</p> <p>Review: In pairs discuss your top 3 tips to create vibrant colours in your painting.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment with watercolour techniques to show transparency, watermarks, highlights and fine details in my painting. Apply varied techniques to produce an expressive watercolour painting. Evaluate my painting with appropriate keywords. <p>Main Task: Refer to the step-by-step painting guide to produce an expressive watercolour painting.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your watercolour painting and</p> <p>Task 2: Annotate your work to a high standard.</p> <p>Extension: Experimenting with colour pencil wider reading research. https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p>	<p>Adaptive Learning: Differentiation Step-by-step painting and annotation guide guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create highlights in your painting? Explain the term accidentals How do you create a sense of depth and interest in your painting? <p>Praise and display outstanding student outcome.</p>	<p>Watercolour painting techniques are sought after skills linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>



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17	<p>Ink Wash Techniques Lesson Objective: Experiment with ink wash technique to record my observation.</p> <p>Review: Watch the video and be prepared to share facts on ink and wash technique.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Experiment varied ink wash techniques to produce cherries. Explore light and dark values to clearly meet project theme. Paint to successfully show a high reflective surface. <p>Main Task: Refer to the step-by-step guide to paint cherries in ink wash technique.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete your ink wash painting and</p> <p>Task 2: Annotate your work to a high standard.</p> <p>Extension: Experimenting with ink wash technique wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/5</p>	<p>Adaptive Learning: Differentiation Step-by-step painting and annotation guide guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you create highlights in your painting? Explain the difference between ink wash and watercolour painting technique. List 3 materials needed for ink wash technique. <p>Praise and display outstanding student outcome.</p>	<p>Ink wash painting technique is a skill linked to most creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>
18	<p>Dedicated Improvement and Reflection Time (Dirt) Lesson Objective: Able to improve work to show development and refinement.</p> <p>Review: Discuss in pairs and be prepared to share your answers to the class on your top 5 tips for creating a good observational drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Respond to feedback to improve my work to a high standard. Evaluate my work with correct keywords. <p>Main Task: Refer to the step-by-step instruction to complete any work that has not been completed or missed in your sketchbook to a high standard.</p>	<p>Refer to the step-by-step guide with modelled examples to</p> <p>Task 1: Complete any work that has not been completed or missed in your sketchbook to show development and refinement.</p> <p>Mixed Media Plan</p> <p>Task 2: Plan your mixed media composition which you'll create in the next lesson (assessment).</p> <p>Extension: Experimenting with mixed media wider reading research.</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/8</p>	<p>Adaptive Learning: Differentiation Step by-step drawing and colouring guide with modelled examples to show what success looks like.</p> <p>Support: Teacher demonstration Group and individual teacher support.</p> <p>Assessment/ Questioning:</p> <ul style="list-style-type: none"> How do you clearly show development and refinement in your sketchbook? Identify and explain 3 principles of design you can explore to show development and refinement. <p>Praise and display outstanding student outcome.</p>	<p>Discuss how techniques experimented links to creative careers such as fine art, illustration, photography, graphic design, sculpture, ceramics, fashion design, interior design, tattoo art, concept and digital art, video games, advertising, product design, set and props design.</p>