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<u>Weeks</u>	<u>Topic</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
1	Health and safety in Art and Design	Students need to demonstrate reasonable understanding of basic health and safety to operate in a practical environment.	Observation of health and safety.	Mind map (summary map of health and safety)	Health and safety underpin a broad range of employability skills, personal safety and respect for the safety of others
2-3	Introduction to the brief Natural World and the scenario, Creswell Crags. Creswell Crags is an important local site of historical interest. The site has been occupied since the Ice age and features some of the most Northern cave art in the world.	Students need to understand that artists and designers frequently work to a brief and that this both presents opportunities and gives boundaries to the designs. Understand that drawing underpins many of these activities. Drawing for creative intent, commercial designs (architecture/games and web design, industry/biomimicry)	Mind map considering the brief and personal skills that will need to be developed to meet the brief.	Moodboard relating to the brief.	Importance of working to a brief. Understanding of cultural influences.
4	Understanding of how work is assessed using examples of previous student work. Developing understanding of artistic practice.	Students need to be able to relate their own artistic practice to the criteria of working towards; generally adequate, competent, confident and sophisticated.	Analyse existing drawings and pitch the criteria to the drawing developing an understanding of what to look for in a sophisticated drawing.	Moodboard Natural world (primary and secondary sources with accurate URLs)	Importance of using accurate URLs with images in order to comply with laws regarding plagiarism.



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5-14	Dry media. Skills related components of drawing; line, tone, mark-making, perspective, converting 2D shapes to 3D forms, ellipses and crating.	Students require a competent knowledge of formal elements in Art and Design in order to apply these to develop work in future tasks.	Develop a repertoire of practical skills with a focus on dry media; including line, tone, shape, mark-making and developing forms using 3D drawing skills.	Mind map to summarise key skills and terminology (Summary Maps)	Importance of drawing for different purposes.
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15-16	Introduction to Cave Art in context of Creswell Crags.	Students need to understand the principals of working in context of others work in order to develop skills relevant to further aspects of the course and their own cultural development.	Students develop written analysis skills using art formal language. Students use graphic organisers/contextual pyramids to support the development of the written element. Students understand how to mark-grab using describe/explain and evaluate.	Flip learning YouTube Cave Art	Developing cultural understanding in context of local landmarks. Developing personal skills to independently research a topic.
17-18	Develop practical skills in context of cave art using dry/mixed media. Develop a practical outcome in response to cave art exploring mixed media. Evaluate outcome	Students need to expand, develop and refine their drawing skills. Develop their contextual understanding extending their knowledge of historical and cultural development. Students apply knowledge and understanding of zoomorphic cave art to develop a mixed media cave art outcome and evaluate the outcome.	Practical skills to develop a drawing of cave art using mixed media. Using their ideas develop a practical outcome in context of cave art. Develop cave art using drawing and mixed media. Evaluate the outcome using art formal language.	Mind map (summary map) of formal elements used in the practical outcome. Summary map of the topic/evaluation	Exploring and appreciating different cultures. Developing understanding of historical and cultural developments within society. Understand that drawing is used in different ways to convey thoughts, ideas and meaning within society and cultures.
19-20	Building upon cave art, students have the opportunity to further explore traditional Aborigine Art developing their contextual understanding.	Students develop an understanding of how symbols are used to tell a story within art with a focus on Aborigine culture.	Students develop written analysis skills using art formal language. Students use graphic organisers/contextual pyramids to support the development of the written element.	Summary map of the topic	Understand that symbols around our own cultural setting are manipulated and convey meaning. For example, road signs.



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21-22	<p>Practical Aborigine art, mixed media. Develop a journey story using symbols.</p> <p>Continue to develop practical work in context of Aborigine art and culture. Evaluation</p>	<p>Develop a mixed media artwork using symbols to convey meaning.</p> <p>Working in context of Aborigine art.</p> <p>Students evaluate working methods using art formal language.</p>	<p>Visual analysis of Aborigine art.</p> <p>Practical outcome using symbols and mixed media.</p> <p>Practical outcome and evaluation of a journey story using Aborigine symbols.</p>	<p>Summary map of the topic/evaluation</p> <p>Evaluation-set a target to improve</p>	<p>Understand that images in other cultural settings are manipulated and convey meaning. Understand that culture is important within society.</p> <p>Understand that we operate within an environment which is underpinned by elements of design within everyday circumstances and this impacts upon our lives.</p>
23	<p>Investigate the working practice of Henri Rousseau</p>	<p>Students develop an understanding of Henri Rousseau's working practice and influences.</p>	<p>Students develop written analysis skills using art formal language.</p> <p>Students use graphic organisers/contextual pyramids to support the development of the written element.</p>	<p>Summary map of the topic using art formal language.</p>	<p>Understand that the environment we live in impacts on our development and thinking.</p>

24-25	<p>Develop a visual analysis of the artwork of Henri Rousseau, extending the range of media.</p>	<p>Henri Rousseau was influenced by other cultures and changing developments within society. Students develop understanding of historical and cultural influences on art practice, exploring how artist develop their ideas.</p>	<p>Visual analysis of Henri Rousseau artwork and evaluation.</p>	<p>Flip learning (YouTube) Henri Matisse</p>	<p>Understanding that there is a need for effective time management in the work place</p>
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26-27	Explore the working practice of Henri Matisse and how he adapted his way of working to overcome ill health in later life.	Contextual understanding of the working practice of Henri Matisse with a focus on his cut outs.	Students develop a response to the working practice of Henri Matisse, considering shape, colour, composition and skills exploring and developing cut outs.	Flip learning (YouTube) Matthew Williamson	Understand that creativity allows us to adapt to a range of circumstances within our lives and that it can facilitate us in our ability to work with others and adapt and persevere throughout our lives.
28-29	Explore the working practice of the contemporary designer Matthew Williamson.	Contextual understanding of the working practice of Matthew Williamson with a focus on interior design.	Students develop written and visual analysis skills using art formal language. Students use graphic organisers/contextual pyramids to support the development of the written element. Select appropriate media.	Continue to develop analysis.	Understand the need to meet deadlines in order to support our own and others development within the working environment.
30-32	Develop designs drawing on contextual influences, working towards the brief of the Natural World and scenario of Creswell Craggs.	Students need to understand the creative journey a designer undertakes to develop designs suitable to meet the needs of the client, considering opportunities and constraints, the need for planning and time management.	Students develop rough and refined ideas, developing an understanding of the design cycle, drawing on contextual influences and working in context of the brief and the scenario of Creswell Craggs.	Continue to develop design ideas, reviewing work as it develops in preparation for a formal presentation.	Understand the need for time management and working to rules are appropriate within working life. Understand that sometimes we have to make changes to improve and that taking on challenges and overcoming problems helps develop our perseverance and adaptability in the working environment.



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33-34	Design outcome presentation	Realise a design outcome suitable for the Creswell Craggs scenario, drawing on contextual influences and present to peers	Realise a design outcome and formal presentation.	For students opting into the Art and Design pathway generate mood boards on the given theme for the following term.	Presentation skills. Understanding the difference between informal and formal language and that it is modified for different scenarios in life.
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