

4th Form Scheme of Work

Term One: Structures and Surfaces. Experimentation with materials.	
PROJECT AIMS	<ul style="list-style-type: none"> • To develop knowledge and understanding of the GCSE Art, Craft and Design • To develop knowledge and understanding of a range of artists and designers • To gain an understanding of how to use a range of processes and materials • To develop skills in manipulating a range of materials to create emotions and meanings. • To understand that works of art can be realistic, abstract and that colours can be natural or non-natural. • To develop sketchbook presentation skills and to make further connections between own ideas and the ideas of artists. • To demonstrate knowledge and understanding of emerging personal responses and style. • To demonstrate ability to reflect on own work and that of others and evaluate with a critical eye.
PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To be able to identify different styles of Art, Craft and Design • To learn and apply new skills and techniques • To consolidate knowledge and use of seven elements of Art • To create art works as a response to the theme of Surfaces • To describe and analyse art work and annotate sketchbook • To present art work in a coherent and clear way • To evaluate own work, reviewing and modifying as it progresses.
RESOURCES	<ul style="list-style-type: none"> • Examples of past project work. • Tonal pencils, sketchbooks. • Chalk pastels and sugar paper. • Acrylic paints, palettes and brushes, mount board card. • 3D materials. • Printing ink, rollers

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	Introduction to G.C.S.E. Art Craft and Design. Introduction to Assessment Objectives with examples of previous students' sketchbook work.	Exploration of the project theme.	Starter: Introduction to the course, Q&A session Main: Create brainstorm page. Plenary Q&Q	Complete brainstorm in sketchbook.
2	How to present a sketchbook page. Introduction to the presentation requirements of a G.C.S.E. sketchbook.	Understand AO1 requirements	Starter: Explore compositions of successful photographs Main: As a class student complete the presentation of their own photographs on the theme of Structures and Surfaces. These photographs were taken over the summer in preparation for the course. Plenary: peer-assessment	complete two tonal drawings from own photos.
3	Students design and begin construction of a mixed media collage inspired by one of the own Structures and Surfaces photographs	To use a variety of materials in order to develop a textured mixed media collage.	Starter: Texture tester starter strips Main: Collage - to select materials and create a textured surface based on one of own photographs. Plenary: peer-assessment	Evaluate and annotate processes used so far.

4	Students continue their mixed media collage inspired by one of the own Structures and Surfaces photographs. HW	To use a variety of materials in order to develop a textured mixed media collage.	<p>Starter: Revision of task aims</p> <p>Main: Collage - to select materials and create a textured surface based on one of own photographs.</p> <p>Plenary: peer-assessment</p>	Present evaluation page.
5	Students complete their mixed media collage inspired by one of the own Structures and Surfaces photographs. (Mini Test revision as homework)	<p>To use a variety of materials in order to develop a textured mixed media collage.</p> <p>Review and Refine.</p>	<p>Starter: Revision of task aims</p> <p>Main: Collage - to select materials and create a textured surface based on one of own photographs.</p> <p>Plenary: peer-assessment</p>	Revision for Mini-Test
6	Mini-test			
7	<p>To develop ideas for a main piece</p> <p>Students design and begin construction of a large -scale collage inspired by one of the own Structures and Surfaces photographs.</p>	To select own sub-theme within the topic of 'Surfaces' to create a large scale collage.	<p>Starter: feedback on mini-test</p> <p>Main: Personal Investigation - mind map; experimentation with collage materials- On a large board, create a composition on the theme of 'Structures and Surfaces'</p> <p>Plenary: WWW and EBI</p>	Complete large-scale collage over half-term.
Half-term				

8	Students to complete two observational drawings from the 'busts' located in the art department.	Students will use a range of drawing media to complete these drawings	<p>Starter: Group Q&A; review prep</p> <p>Main: Tonal Studies from observation</p> <p>Plenary: Discuss progress made this lesson.</p>	photograph drawings and evaluate outcomes.
9	Students to complete four observational drawings from the 'artists' mannequins' located in the art department	To continue developing tonal understanding	<p>Starter: Mind map on sub-theme</p> <p>Main: Tonal Studies from observation</p> <p>Plenary: WWW and EBI</p>	Complete a mannequin drawing using pencil and chalk on textured paper
WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
10	Students to complete a 'wire man' based on the continuous line drawings of Alexander Calder and the human forms of Anthony Gormley.	Understand wire construction techniques	<p>Starter: Q&A</p> <p>Main: complete wire figure</p> <p>Plenary: Summary of intentions</p>	Winter Exam revision
11	Understand the use of tonal shading and how to represent light in your drawing	Develop the use of tonal shading to represent 'form'	<p>Starter: Analysis of a tonal drawing and discussion of techniques used</p> <p>Main: Complete a tonal copy from an image.</p>	Winter Exam revision as homework

			Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.	
12	End of Term Exam			
13	Students create a wire continuous line self-portrait in the style of Alexander Calder.	To understand demonstration of technical processes	<p>Starter: Peer assessment</p> <p>Main: Complete two-dimensional wire sculpture and take photograph.</p> <p>Plenary: As appropriate</p>	students to complete a 'how I made it' pages for their wire man and wire self-portrait
14	Students brainstorm ideas for a final piece inspired by the work of Calder or Gormley	Understand the Assessment objectives for annotation and critical language.	<p>Starter: Q&A</p> <p>Main: Students instructed in how to create an artist research page.</p> <p>Plenary: As appropriate</p>	students to complete an artist study page for both Gormley and Calder in addition to a final piece inspired by one of the artists.

Term Two: Structures and Surfaces Development of ideas through contextual studies, leading to independent study.

PROJECT AIMS	<ul style="list-style-type: none"> • To develop knowledge and understanding of a range of artists who have studied the human form, including David Hockney • To gain an understanding of the proportions of the human body • To develop skills in manipulating a range of materials to create different emotions and meanings. • To understand that works of art can be realistic, semi-abstract or abstract and that colours can be natural or non-natural. • To develop sketchbook presentation skills, making connections between own ideas and the ideas of artists • To demonstrate emerging personal responses and style. • To demonstrate ability to reflect on own work and that of others and evaluate art works using specific vocabulary.
PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To be able to identify the style of a large range of portrait artists • To recognise the use and experiment with a range of materials and processes • To learn new skills and techniques, building on existing ones. • To explore a large range of 2D and 3D media and materials • To use sketchbooks and improve on ways to make connections with the work of other artists. • To create personal responses to the theme • To evaluate work in sketchbooks through the use of informative and analytical annotation.
RESOURCES	<ul style="list-style-type: none"> • Handouts on figurative and portrait-based images. • Examples of past project work. • Tonal pencils, sketchbooks. • Chalk pastels and sugar paper. • Acrylic paints, palettes and brushes, mount board card. • 3D materials.

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
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1	Students identify an artist which relates to their project theme.	Students to brainstorm ideas for an artist inspired piece	<p>Starter: Explore work of each artist</p> <p>Main: Create mini brainstorm in sketchbook which explores possible outcomes and ideas.</p> <p>Plenary: Peer assessment</p>	complete an artist study page.
2	Development of ideas through drawings or if three-dimensional, make design.	To analyse composition of various art works and compare two, by different artists. Develop sketchbook pages.	<p>Starter: Describe and analyse the work of artists</p> <p>Main: To compare the work of two artists and to create designs based on their arts practice.</p> <p>Plenary: Q&A</p>	plan final design for large final piece.
3	Experimentation with materials appropriate to the construction of a final piece	To understand the possibilities and limitations of appropriate materials	<p>Starter: Q &A</p> <p>Main: Experimentation with a range of materials to use when making your final piece.</p> <p>Plenary: Feedback</p>	annotate and evaluate experimentation processes and present pages in sketchbook.
4	<p>To develop ideas for G.C.S.E. coursework unit.</p> <p>Students to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	Sketchbook work. (Assessment Objective 4)	<p>Starter: Revision of task objectives.</p> <p>Main: Begin construction of final piece.</p> <p>Plenary: Feedback</p>	Mini Test revision

5	Mini-test			
6	<p>To continue developing individual style, ideas and creative skills.</p> <p>Targets and work will be set individually.</p>	<p>To develop ideas for G.C.S.E. coursework unit.</p> <p>Students to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>Starter: Recap on what makes a good composition</p> <p>Main: Continue construction of final piece.</p> <p>Plenary: Individual appraisals</p>	complete final piece over the half-term.
Half-Term				
7	<p>To understand how to further develop an individual response by manipulating media and materials.</p>	<p>Written and illustrated evaluation of project so far. Discussion as a class. Using critical language to discuss own arts practice.</p>	<p>Starter: Describe and analyse works of art, in pairs</p> <p>Main: Develop sketchbook pages under the supervision of the teacher. Take and print photos as needed.</p> <p>Plenary: WWW and EBI</p>	write-up and present evaluation pages in sketchbook.
8	<p>To further develop individual style and ideas.</p> <p>Artist 1: Students to select their own artist who is appropriate to the project theme.</p>	<p>Experiment with materials: mod-roc, wire, twigs, to create a human-like structure.</p>	<p>Starter: experimentation with media and materials</p> <p>Main: Select materials to create a 3D response to the theme and/or Develop research pages and artist inspired idea pages.</p> <p>Plenary: verbal evaluation</p>	present an artist research page along with an artist ideas page.

	Targets and work will be set individually.			
9	<p>To further develop individual style and ideas.</p> <p>Targets and work will be set individually.</p> <p>Artist 2: Students to select their own artist who is appropriate to the project theme</p>	Develop research pages and artist inspired idea pages.	<p>Starter: Demonstration of techniques</p> <p>Main: Develop sketchbook pages and/or artist research as needed.</p> <p>Plenary: Q&A</p>	This will be individually set and/or present an artist research page along with an artist ideas page.
10	<p>To further develop individual style and ideas.</p> <p>Targets and work will be set individually.</p>	Self and Peer-assessment; Teacher assessment.	<p>Starter: Peer assessment</p> <p>Main: To complete sculptural form in response to the theme.</p> <p>Plenary: Evaluation</p>	This will be individually set.
11	<p>To further develop individual style and ideas.</p> <p>Targets and work will be set individually.</p>	Consolidation week. Complete and refine larger scale work.	<p>Starter: Q &A</p> <p>Main: Plan and begin an artist inspired final piece.</p> <p>Plenary: sketchbook peer assessment</p>	This will be individually set. evaluate and document progress so far.

12	Complete the artist inspired piece started in previous lesson.	To experiment further with materials, describing, analyzing and evaluating own development. (Assessment Objective 4)	<p>Starter: Peer assessment</p> <p>Main: To create a final piece as a response to the coursework title.</p> <p>Plenary: Evaluation</p>	complete two additional final pieces over the Easter holiday (must have one piece of three-dimensional work at this stage)

Term Three: Structures and Surfaces. Self-directed study.	
PROJECT AIMS	<ul style="list-style-type: none"> • To better understand photographic processes and have the ability to select and photograph interesting compositions • To better understand a range of artists who have looked at issues within the urban landscape. • To develop creative and critical thinking skills. • To understand that a range of possibilities and outcomes can be produced through the topic "Surfaces and Structures". • To understand better how to work with the assessment criteria to achieve high grades. • To learn further how to review and modify work, creating visually interesting artwork. • To learn further skills of evaluation

PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To select and photograph interesting sections of building and interesting macro views. • To study a wide range of artists • To describe, analyse and annotate responses to works of art • To analyse the GCSE assessment criteria, by working with teachers and peers to understand it fully. • To create a range of 2D and 3D pieces in response to the theme of Surfaces and Structures • To use writing frames and peer/ teacher feedback.
RESOURCES	<ul style="list-style-type: none"> • Books and PowerPoint. • Key word spellings and meanings. • A variety of printing materials • Paint, palettes and brushes • Collage materials.

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	Self-directed study based on Assessment criteria 1	To develop individual response to the theme, demonstrating critical understanding and technical skills.	Starter: Peer assessment on sketchbook contextual pages. Main: To create individual artwork. Plenary: Q&A	Individually set assignment

2	Self-directed study based on Assessment criteria 2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Starter: Peer assessment Main: To create contextual and media experimentation pages in sketchbook. Plenary: Q&A	Individually set assignment
3	To complete self-directed study based on Assessment criteria 2.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Starter: Peer assessment Main: To create media experimentation pages in sketchbook. Plenary: Q&A	planning for a large-scale final piece based on contextual studies
4	Residential trips week (No Homework)			
Half-term				
5	Begin a large-scale final piece based on contextual studies Sketchbook work. (Assessment Objective 4)	Students to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	Starter: Q&A activity. Main: To develop ideas for main piece in two or three dimensions. Plenary: WWW and EBI	Revision for End of Year Exam
6	End of Year Exams			

7	Continue to work on the large-scale final piece based on contextual studies	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>Starter: Q&A activity.</p> <p>Main: To develop main piece in two or three dimensions.</p> <p>Plenary: WWW and EBI</p>	develop the final piece.
8	Complete the large-scale final piece based on contextual studies	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>Starter: Q&A activity.</p> <p>Main: To develop main piece in two or three dimensions.</p> <p>Plenary: WWW and EBI</p>	research two additional artists who are appropriate to the project theme.
9	Planning summer work. Identify three possible outcomes to complete over the summer holidays. Collect all materials needed to complete the summer work	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>Starter: Q&A activity.</p> <p>Main: To develop main piece in two or three dimensions.</p> <p>Plenary: WWW and EBI</p>	over the summer holidays students must complete their three final pieces.