

Lower 6th Scheme of Work

Term One: Component 1 (coursework) theme 'Environment'	
PROJECT AIMS	<ul style="list-style-type: none"> • To develop creative skills, through using imagination when exploring and creating images and artefacts. • To become a confident risk taker, exploring and experimenting with ideas, materials, and techniques. • To develop self-confidence, resilience, perseverance, self-discipline. • To develop critical understanding, describing and analyzing the work of artists. • To use a range of art, craft and design processes, both 2D and 3D and to use traditional materials and new media. • To understand social, historical, cultural, vocational and cultural contexts.
PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To record experiences and observations in appropriate forms: researching, gathering, selecting and organising visual and written information, media and materials. • To explore relevant sources - analysing, discussing and evaluating images, objects and products, making own judgements verbally and in writing, using specific vocabulary. • To generate and explore potential lines of enquiry using appropriate new media and techniques. • To review and modify work, planning and developing ideas, in light of own and others' evaluations. • To organise, select and communicate ideas, solutions and responses and presenting them in visual, tactile/sensory ways
Resources	<ul style="list-style-type: none"> • Worksheets on a range of artists/ designers • Examples of past project work. • Tonal pencils, sketchbooks. • Chalk pastels and oil pastels. • Acrylic paints, palettes and brushes, mount board card. • 3D materials and digital technologies.

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	<p>Introduction to A-Level Art Craft and Design.</p> <p>Introduction to Assessment Objectives with examples of previous students' sketchbook work.</p> <p>Exploration of the project theme through the Edexcel past paper for 'Environment'.</p>	<p>To introduce the A Level course, its requirements and assessment objectives.</p> <p>Introduction to theme of 'Environment'.</p> <p>Create a mind map and an observational drawing.</p>	<p>Starter: Introduction to the A Level course.</p> <p>Main: To create mind map and an observational drawing.</p> <p>Plenary: Q&A</p>	<p>Photograph at least ten spots of your environment in school. Bring photos to next lesson.</p>
2	<p>To develop an understanding of how to use photography to develop interesting compositions about theme.</p>	<p>To take photographs on schoolgrounds.</p>	<p>Starter: Discuss, describe and analyse compositions using photographs.</p> <p>Main: To take photographs and create interesting compositions.</p> <p>Plenary: Q&A</p>	<p>Observational drawing of chosen subject with the theme of 'Environment'.</p>
3	<p>To further expand and build upon skills and techniques when developing a main piece.</p> <p>Introduction to 'Annotation'</p> <p>Introduction to 'Critical and contextual knowledge and understanding'</p>	<p>Students to develop main piece as a response to their sub-theme within Environment. Photomontage. Critical studies.</p>	<p>Starter: Discuss, describe and analyse compositions using photographs, particularly photomontages.</p> <p>Main: To use own photographs to create a photomontage.</p> <p>Plenary: Q&A</p>	<p>A piece of coursework which will be individually set.</p>

4	<p>To further expand and build upon tonal studies and observational skills.</p> <p>Introduction to 'Drawing'</p>	<p>Explore how tonal shading can be used to represent form.</p>	<p>Starter: tonal study activity.</p> <p>Main: Students to Complete a tonal drawing from one of their images.</p> <p>Plenary: Q&A</p>	<p>A piece of coursework which will be individually set.</p>
5	<p>Introduction to 'Printmaking'</p>	<p>Students will develop integrated knowledge, skills and understanding of printmaking.</p>	<p>Starter: Print qualities and how they result from different printmaking tools, materials and processes.</p> <p>Main: Printing processes such as screen printing, intaglio printing, relief printing.</p> <p>Plenary: Q&A</p>	<p>A piece of coursework which will be individually set.</p>
6	<p>Assess progress and attainment</p>	<p>To sit a controlled assessment</p>	<p>Mini-test</p>	<p>To consolidate sketchbook work.</p>
7	<p>Introduction to 'Sculpture'</p> <p>Modelling techniques such as the manipulation of plastic materials such as wood, stone, plaster, leather, clay, textiles, card, plastics, wax, recyclable materials, ready-mades and found objects/materials.</p>	<p>Students will develop integrated knowledge, skills and understanding of a range of techniques and processes.</p>	<p>Starter: Discuss, describe and analyse artists' work.</p> <p>Main: Producing forms in three dimensions, utilising volume, space, materials and movement.</p> <p>Plenary: Q&A</p>	<p>A piece of coursework which will be individually set.</p>

Half-term				
WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
8	<p>To develop critical thinking skills, using art specific vocabulary.</p> <p>Contextual Research:</p>	<p>Developing critical thinking skills. Sketchbook work.</p>	<p>Starter: Describe and analyse artists' work.</p> <p>Main: To create sketchbook pages of critical studies about chosen artist.</p> <p>Plenary: Q&A</p>	<p>A piece of coursework which will be individually set.</p>
9	<p>To further develop critical thinking skills, using art specific vocabulary.</p> <p>Students to develop an individual response to the coursework theme. Teacher to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives.</p>	<p>To continue developing critical thinking skills. Start main piece.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p>	<p>Starter: Peer assessment.</p> <p>Main: To complete sketchbook pages of critical studies about chosen artist. To start main piece based on own visual research.</p> <p>Plenary: Q&A</p>	<p>A piece of coursework which will be individually set.</p>

10	To develop a main piece and Experimentation with Materials as a response to own research, refining it as work progresses.	Continue second response to chosen sub-theme in two or three dimensions. Link to artists researched.	Starter: Look at each other's work and evaluation. Main: To continue second response to chosen sub-theme in two or three dimensions. Plenary: Q&A	A piece of coursework which will be individually set.
11	To develop a main piece and Experimentation with Materials as a response to own research, refining it as work progresses.	Continue second response to chosen sub-theme in two or three dimensions. Link to artists researched.	Starter: Look at each other's work and evaluation. Main: To continue second response to chosen sub-theme in two or three dimensions. Plenary: Q&A	A piece of coursework which will be individually set.
12	To develop skills of reviewing, refining and modifying work. To understand how to bring a main piece to a high level of finish.	To modify and refine work as it is progressing.	Starter: Peer assessment. Main: To modify and refine work as it is progressing. Plenary: Q&A	A piece of coursework which will be individually set.

13	<p>To develop skills of reviewing, refining and modifying work.</p> <p>To understand how to bring a main piece to a high level of finish.</p>	To modify and refine work as it is progressing.	<p>Starter: Peer assessment.</p> <p>Main: To modify and refine work as it is progressing.</p> <p>Plenary: Q&A</p>	A piece of coursework which will be individually set.
14	<p>To further develop critical studies skills.</p> <p>To develop mono-printing skills.</p>	To research artists and produce a transcript of a chosen art work.	<p>Starter: mono-printing activity.</p> <p>Main: To select an artist to create a transcript of their work.</p> <p>Plenary: Q&A</p>	A piece of coursework which will be individually set.

Term Two: Component 1 (coursework) theme 'Environment'	
PROJECT AIMS	<ul style="list-style-type: none"> • To develop creative skills, through using imagination when exploring and creating images and artefacts. • To become a confident risk taker, exploring and experimenting with ideas, materials, and techniques. • To develop self-confidence, resilience, perseverance, self-discipline. • To develop critical understanding, describing and analyzing the work of artists. • To use a range of art, craft and design processes, both 2D and 3D and to use traditional materials and new media. • To understand social, historical, cultural, vocational and cultural contexts. • To develop knowledge, understanding and skills in order to create a response to the theme.
PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To record experiences and observations in appropriate forms: researching, gathering, selecting and organising visual and written information, media and materials. • To explore relevant sources - analysing, discussing and evaluating images, objects and products, making own judgements verbally and in writing, using specific vocabulary. • To generate and explore potential lines of enquiry using appropriate new media and techniques. • To review and modify work, planning and developing ideas, in light of own and others' evaluations. • To organise, select and communicate ideas, solutions and responses, presenting them in visual, tactile/sensory ways. • To create individual response to the theme of Environment.

RESOURCES	<ul style="list-style-type: none"> • Worksheets on a range of artists/ designers • Examples of past project work. • Tonal pencils, sketchbooks. • Chalk pastels and oil pastels. • Acrylic paints, palettes and brushes, mount board card. • 3D materials and digital technologies.
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WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	All Subjects Mock Exam Week			
2	All Subjects Mock Exam Week			
3	To complete A Level coursework pieces, independently and through peer assessment/ teacher assessment.	Development of ideas. (Assessment Objective 4) Creating a final piece:	Starter: Review body of coursework and identify gaps. Main: Develop ideas for a 'mini' final piece. Plenary: Q&A	This will be individually set.

4	To complete A Level coursework pieces, independently and through peer assessment/ teacher assessment.	To produce Observational Drawings.	<p>Starter: Review body of coursework and identify gaps.</p> <p>Main: To produce observational drawings that address gaps in coursework.</p> <p>Plenary: Q&A</p>	This will be individually set.
5	To complete A Level coursework pieces, independently and through peer assessment/ teacher assessment.	<p>Development of ideas. (Assessment Objective 4)</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>Starter: Introduction to artists and their work. Group critical analysis.</p> <p>Main: To complete pages of written and visual research.</p> <p>Plenary: Q&A</p>	This will be individually set.
6	To complete A Level coursework pieces, independently and through peer assessment/ teacher assessment.	To complete coursework pieces and sketchbook work.	<p>Starter: Q & A</p> <p>Main: To complete coursework pieces, sketchbook work.</p> <p>Plenary: Q&A</p>	This will be individually set.
Half-term				
7	To develop ideas for A Level Coursework unit. Students to explore and select appropriate resources, media, materials,	Review Project aims and objectives. Assess progress so far and select secondary sub-theme to explore with the project brief.	<p>Starter: Discussion about Assessment Objective 2.</p> <p>Main: To create small pieces as a response to Coursework question.</p>	This will be individually set.

	techniques and processes, reviewing and refining ideas as work develops.		Plenary: Q&A	
8	To develop ideas for A Level Coursework unit.	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Starter: Discussion about Assessment Objective 2 and 3. Main: To create small pieces as a response to Coursework question. Plenary: Q&A	This will be individually set.
9	To develop ideas for A Level Coursework unit.	To experiment further with materials, describing, analyzing and evaluating own development. (Assessment Objective 1 and 2)	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.
10	To develop ideas for A Level Coursework unit. Students to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	Sketchbook work. (Assessment Objective 2)	Starter: Feedback on own evaluation. Main: To develop sketchbook pages as a response to Coursework question. Plenary: Q&A	This will be individually set.
11	To develop ideas for A Level Coursework unit. Students to develop an individual response to the Coursework theme. Teacher	Sketchbook work. (Assessment Objective 2)	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.

	to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives:			
12	<p>Students to develop an individual response to the Coursework theme. Teacher to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives:</p> <p>Students to present a personal and meaningful response that realise intentions and, where appropriate, makes connections between visual and other elements. (Practice final piece)</p>	<p>Drawing, annotating and planning for final piece:</p> <p>Students to develop an individual response to the coursework theme. Teacher to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives:</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>Starter: Peer assessment</p> <p>Main: To create pieces as a response to Coursework question.</p> <p>Plenary: Evaluation</p>	This will be individually set.

Term Three: Component 1 (coursework) theme 'Environment'	
PROJECT AIMS	<ul style="list-style-type: none"> • To develop creative skills, through using imagination when exploring and creating images and artefacts. • To become a confident risk taker, exploring and experimenting with ideas, materials, and techniques. • To develop self-confidence, resilience, perseverance, self-discipline. • To develop critical understanding, describing and analyzing the work of artists. • To use a range of art, craft and design processes, both 2D and 3D and to use traditional materials and new media. • To understand social, historical, cultural, vocational and cultural contexts. • To develop knowledge, understanding and skills in order to create a response to the theme.
PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To record experiences and observations in appropriate forms: researching, gathering, selecting and organising visual and written information, media and materials. • To explore relevant sources - analysing, discussing and evaluating images, objects and products, making own judgements verbally and in writing, using specific vocabulary. • To generate and explore potential lines of enquiry using appropriate new media and techniques. • To review and modify work, planning and developing ideas, in light of own and others' evaluations. • To organise, select and communicate ideas, solutions and responses, presenting them in visual, tactile/sensory ways. • To create individual response to the theme of Environment.
RESOURCES	<ul style="list-style-type: none"> • Worksheets on a range of artists/ designers • Examples of past project work. • Tonal pencils, sketchbooks. • Chalk pastels and oil pastels. • Acrylic paints, palettes and brushes, mount board card. • 3D materials and digital technologies.

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	Students to present a personal and meaningful response that realise intentions and, where appropriate, makes connections between visual and other elements. (Practice final piece)	Sketchbook work. (Assessment Objective 3)	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.
2	To complete A Level coursework pieces, independently and through peer assessment/ teacher assessment	Development of ideas. (Assessment Objective 4) Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.
3	To complete A Level coursework pieces, independently and through peer assessment/ teacher assessment	Development of ideas. (Assessment Objective 4) Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.
4	To complete A Level coursework pieces,	Development of ideas. (Assessment Objective 4)	Starter: Peer assessment	This will be individually set.

	independently and through peer assessment/ teacher assessment	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Main: To create pieces as a response to Coursework question. Plenary: Evaluation	
Half-Term				
5	End of Year Exams			
6	End of Year Exams			
7	Students to review, refine and evaluate all coursework. Complete missing or incomplete work.	Students to develop an individual response to the Coursework theme. Teacher to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives: Students to present a personal and meaningful response that realise	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.
8	Students to review, refine and evaluate all coursework. Complete missing or incomplete work.	Students to develop an individual response to the Coursework theme. Teacher to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives: Students to present a personal and meaningful response that realise	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.

9	Students to review, refine and evaluate all coursework. Complete missing or incomplete work. Teacher to set summer tasks.	Students to develop an individual response to the Coursework theme. Teacher to ensure that students develop their work in line with following A-LEVEL Edexcel Art, Craft and Design assessment objectives: Students to present a personal and meaningful response that realise	Starter: Peer assessment Main: To create pieces as a response to Coursework question. Plenary: Evaluation	This will be individually set.