

YEAR 10 & 11 Scheme of Work Art & Design

Rationale:

They have been taught how to research Artists/craftspeople and designers work and how to incorporate this knowledge into their own work and this will be built upon at GCSE standard to maximise their potential grade for Assessment Objective 1.

They are to hone their use of materials, techniques and processes learnt in Years 7 to 10. They have been taught how to use a very wide range of media, techniques and processes which includes use of non-traditional media. This year they are to be shown how to use mixed media to make their work more imaginative, creative and personal. All of this knowledge and understanding will be utilised to fully refine their own ideas to maximise their potential for Assessment Objective 2

They are to refine the skills and techniques learnt in Year 7 to 9. They have been taught how to use a wide range of media, materials and techniques, but now we will include non-traditional media and how to use mixed media to create imaginative, creative and personal ideas to maximise their potential for Assessment Objective 3.

This is now the student's opportunity to bring together everything they have learnt to produce a personal coursework project and final piece to maximise their full potential for Assessment Objective 4.

Intent	Implementation	Impact
<p>The intent of the scheme of works for Year 10 - 11 is to revisit skills taught in Year 7 to 9 and encourage the students to explore their use of a wide range of traditional and non-conventional Art materials, techniques and processes to give them the necessary skills to succeed at GCSE Art.</p> <p>Throughout Year 10 - 11 those students who have selected GCSE Art are to continue on their creative journey by refining and developing their use of materials, techniques and processes. They are to be strongly encouraged to use mixed media and non-conventional media to become innovative and creative in their practice.</p> <p>They are to use their understand of how Artists / Designers / Craftspeople to assist them in developing their own work whilst using a wide range of materials techniques and processes.</p> <p>The Intent of the Scheme of Works in Year 10 - 11 is to enable them to become competent, innovative and creative to attain their maximum potential in GCSE Art.</p>	<p>The scheme of work will be implemented initially through a teacher focused scheme of work and teacher demonstrations into how to handle and use the wide range of materials, techniques and processes taught in Years 7 - 9. They will be introduced to using mixed media, non-conventional materials and unconventional ways of using materials, techniques and processes. The second project (coursework project) and final project (controlled assignment) must be student led as they are externally moderated by the exam board.</p> <p>The students will be expected to analytically analyse Artists / Designers or Craftsperson's work. They must also critically annotate their work to identify what has worked well and what they need to do to improve further.</p> <p>The students will be shown how to design their own work which is inspired by multiple Artists / Designers / Craftspeople. They are then to use the knowledge learnt about the artists studied to refine their work.</p>	<p>They will utilise the skills that they have acquired over the previous 3 years and in these Schemes of Work to use a wide range of media, techniques and processes to produce a visually exciting, innovative, creative and personal final piece which is relevant to the theme of the scheme of work.</p>

Yr. 10 Autumn Term 1, 2, Spring Term 1 & 2	Yr. 10 Summer Term 1, 2, Yr. 11 Autumn Term 1 & 2.	Yr. 11 Spring Term 1 & 2 Controlled Assignment (Exam).
<p>Title:</p> <ul style="list-style-type: none"> • Food and Drink <p>Formal Element:</p> <ul style="list-style-type: none"> • Line, Tone, Form, Shape, Pattern, Texture and Colour <p>Drawing:</p> <ul style="list-style-type: none"> • Biro • Pencil crayon • Oil pastel • Soft pastel • White pencil on black paper. <p>Techniques:</p> <ul style="list-style-type: none"> • Drawing exercises to include: Blind contour, continuous line, contour continuous line, wrong hand continuous line, both hands at the same time, expressive drawing (draw it as if you are angry, peaceful etc.), backwards Forwards Sketching Exercise, Thoughtful Mark Making Exercise. • 3 stages of drawing i.e. crating, drawing the outline, adding the detail. • Grid method. • A wide range of mark making. • Pen and watercolour • Pen and Soft pastel • Charcoal mark making • Using an erasure with charcoal. • Negative Space. <p>Painting:</p> <ul style="list-style-type: none"> • Indian ink and self-made tools. • Watercolour paint • Acrylic paint 	<p>Title:</p> <ul style="list-style-type: none"> • Past, Present and or Future Coursework (60%) <p>Formal Element:</p> <ul style="list-style-type: none"> • Line, Tone, Form, Shape, Pattern, Texture and Colour <p>Drawing:</p> <ul style="list-style-type: none"> • The students are to select their most successful media from Year 10. <p>Techniques:</p> <ul style="list-style-type: none"> • The students are to select their most successful techniques from Year 10. <p>Painting:</p> <ul style="list-style-type: none"> • The students are to select their most successful media from Year 10. <p>Techniques:</p> <ul style="list-style-type: none"> • The students are to select their most successful techniques from Year 10. <p>Printing:</p> <ul style="list-style-type: none"> • The students are to select their most successful media from Year 10. <p>Techniques:</p> <ul style="list-style-type: none"> • The students are to select their most successful techniques from Year 10. <p>Apply the use of number:</p> <ul style="list-style-type: none"> • The students are to use their ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing. • They are also to refine their ability to proportion and measure when they are mixing their own paints and non-traditional Art materials. 	<p>Title:</p> <ul style="list-style-type: none"> • The title/theme for the controlled assignment is set by the examination board. <p>Formal Element:</p> <ul style="list-style-type: none"> • Line, Tone, Form, Shape, Pattern, Texture and Colour <p>Drawing:</p> <ul style="list-style-type: none"> • The students are to select their most successful media from Year 10. <p>Techniques:</p> <ul style="list-style-type: none"> • The students are to select their most successful techniques from Year 10. <p>Painting:</p> <ul style="list-style-type: none"> • The students are to select their most successful media from Year 10. <p>Techniques:</p> <ul style="list-style-type: none"> • The students are to select their most successful techniques from Year 10. <p>Printing:</p> <ul style="list-style-type: none"> • The students are to select their most successful media from Year 10. <p>Techniques:</p> <ul style="list-style-type: none"> • The students are to select their most successful techniques from Year 10. <p>Apply the use of number:</p> <ul style="list-style-type: none"> • The students are to use their ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing. • They are also to refine their ability to proportion and measure when they are mixing their own paints and non-traditional Art materials.

- Gouache paint
- Use non-traditional materials like beetroot, turmeric, coffee etc

Techniques:

- Explore application of Indian ink by using dip pens, string, cocktail sticks, make their own applicator and found objects.
- Mix Acrylic colours
- Apply acrylic paint accurately with a brush.
- Apply Acrylic paint with a palette knife.
- Mix gouache colours
- Apply gouache paint accurately with a brush.
- Apply gouache paint with a palette knife.

Printing:

- Mono Printing
- Quick/Lino printing
- Etching
- Colour reduction

Assembling/ Constructing:

- Wire modelling
- Ceramic pinch pot, slab method and coil pot
- Card modelling
- Mod roc

Research skills:

- Collect primary images of Food and Drink.
- Produce additional research around the artists they have studied.

Apply the use of number:

- The students are to use their ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing.
- They are also to refine their ability to proportion and measure when they are mixing their own paints and non-traditional Art materials.

Creative, critical and technical languages:

Creative, critical and technical languages:

- Students are to work with their teacher to find suitable artists relevant to their personal area of focus

Creative, critical and technical languages:

- Students are to work with their teacher to find suitable artists relevant to their personal area of focus

- Students are to be introduced to some of the following Artists:
 - Kris Trappeniers (portraits),
 - Jess Hinsley (expressive illustrations of food)
 - Alberto Giacometti
 - Cath Riley (3 Peas in a Pod),
 - Colin Brewer (PEN AND INK - MACKEREL)
 - Sylvia Plath (Mushrooms)
 - Vincent Van Gogh (Food Paintings),
 - Leonardo Da Vinci (the last supper)
 - Albrecht Durer (Wild Rabbit)
 - Cath Riley (miscellaneous: bottles)
 - Hannaasfour (Pouring water from a bottle)
 - Cathy Wright (cross hatching bottles)
 - Giorgio Morandi (Still Life with Very Fine Hatching)
 - Sarah Graham
 - Jane Palmer
 - Johanna Pabst (jojolarue),
 - Emma Andrew (Lollypop)
 - Amanda Deadman (<http://www.amandadeadmanart.co.uk/sweets-and-cakes/>).
 - Helen Pakeman
 - Anna Marie Sanchez
 - Matteo Ferraro (lemons)
 - William McAusland (peppers)
 - Grobon Freres (French still life)
 - Mariann Johansen-Ellis.
- They are then to produce an artist study on their preferred artist.