
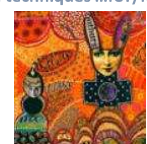


	Autumn Term (14 weeks)	Spring Term (12 weeks)	Summer Term (13 weeks)
<b>Context</b>	Students will explore the theme of ABSTRACTED FORM. Developing drawing skills (designing and exploring ideas) and technical skills using clay	This project is about the Art Movement 'Surrealism'. Students will learn about 'Surrealism' and learn to identify key concepts and element relating to the Art movement. Students will develop subject knowledge and then be able to apply key concepts in the development of their own work. Developing their own technical ability using a range of materials and techniques.	In this project students explore the idea of Art work 'communicating to an audience' some kind of message or the idea that art work can tell a story. Students will look at several artists whose work combines a range of imagery and sometimes symbols or text. Compositions are often very creative and unusual and packed with pattern or/and colour.
<b>Topic</b>	<b>Abstracted Form - Sculpture</b>	<b>Surrealism</b>	<b>Visual Narrative</b>
<b>Knowledge</b>	Students develop knowledge and understanding of Shona Sculpture and develop their ability to generate their own work and develop ideas applying similar concepts and approaches. Understanding how to simplify/distort and abstract imagery and understand how meaning and mood can be communicated through form and in three dimensions. They will develop their ability to be critical about art work and undertake independent research. They will build on prior knowledge and key skills using regarding the use of clay and some students will explore using other materials to create 3D Art which is personal and meaningful and that communicates to an audience an emotion. Both improving their technical ability but also testing their ability to be resourceful and use their initiative.	Students will: a) Develop an understanding of what Surrealism Art is and recognise the style of artists such as Salvador Dali, Rene Magritte, Andre Breton and Joan Miro. b) Use collage as a means to explore and develop ideas for their own work. c) Develop drawing skills (accuracy and detail as a focus) to explore and develop ideas for surreal compositions (juxtaposition of imagery/merge/morph/combine), working from secondary sources. d) Develop painting skills (colour mixing/fine motor skills/blending/layering/refining). Making careful reference to source material. Understanding the importance of reviewing, modifying and refining to create depth/detail/accuracy/high standards.	Students will: a) Be introduced in the first instance to 3 artists a) Betty La Duke b) Marc Chagall and c) Teesha Moore. They will be able to recognise key characteristics such as 'colour/shape/pattern/composition/text/outline/symbols/Outline' and be able to comment on similarities and differences between artists and art styles. b) They will explore through a variety of practical tasks, how text, colour, pattern, shape, symbols/personal imagery ..can be used to create original and interesting compositions. c) They will start to work independently making personal choices and create their own practical outcomes which relate to one of the artists looked at in this project. They could use a range of media and techniques in the generation of their personal outcome.
<b>Skills</b> 	<b>A.O.3 Drawing/Recording<sup>1</sup> * [Pencil] (from observation (first hand) and secondary sources. Focus: mapping / proportions / scale / Tone / quality of line . Using photography as a starting point (grid approach/basic shapes/Square surround, negative: positive space), methods of working. Sketching/ Drawing for purpose, exploration of ideas</b> <b>A.O.2 Clay<sup>1</sup> * (Negative/Positive space/mould/Manipulate/Refine/Hollow/Smooth/Engrave/Carve/Join/ Slip/process of block shape)</b> <b>A.O.1 – Developing 'writing skills<sup>1</sup> *, using writing frame to analyse images and using key subject specific words, extend: note making from video (differentiate, writing frame &amp; scaffold * Understanding of stone carving/chisel/polish)</b> <b>A.O.2/A.O.4 – Planning and designing<sup>1</sup> * a) exploration of ideas and refining of ideas through drawing b) Final clay outcome</b>	<b>A.O.3 Drawing/Recording<sup>2</sup> * [Pencil] Re-visit TONE/linear/mark making/layering/drawing for purpose – planning/exploring compositions for practical outcomes. Understanding the important of working from secondary source material.</b> <b>A.O.1 – Developing 'writing skills'<sup>2</sup> *. Use of writing frames (exc: use of higher level prompts). Understanding how to 'investigate and write about Art. Developing 'note making' skills (youtube clips). Developing skills of analysis – de-constructing imagery. Explain/Describe/Justify.</b> <b>A.O.2/A.O.4 - Painted (most) Collaged outcomes<sup>2</sup> *.</b> <b>Collage (Yr 7 refer back)<sup>3</sup> * juxtaposition/combination/merging of parts to explore ideas for art work. Joining and cutting skills.</b> <b>A.O.2 – Planning and designing<sup>2</sup> * Composition for painting– understanding how to plan and develop ideas, using imagination and taking ideas from drawings, collages and artists.</b>	<b>A.O.1 – Extension of subject Knowledge and ability to be critical about art work using subject specific terminology<sup>3</sup> * (see literacy section below). Verbal communication/Group discussion/key bullet points next to imagery.</b> <b>A.O.2/A.O.4 – Choice ... Plan and produce OWN ART WORK inspired by artist investigated in project. Ability to make personal choices and develop ideas which encompass key elements/concepts learnt from investigations. Persevere and invest time developing outcome which shows effective use of chosen materials and techniques ...ICT/Mixed Media/Painting.</b> 
<b>Assessment</b>	AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria.	AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria	AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria
<b>Literacy/ Numeracy</b>	Literacy – use of prompt sheet – Shape/Form/Structure/Proportion/Groove/Edge/Tone/Simplify/Distort/E exaggerate/Abstract/Expression/ Maths – Scale / proportion / half / quarter / divide / shape / oval / circle / rectangle / angle	Literacy: Prompt sheet – differentiated/Note making/Research skills. Composition/Surreal/Morphed/Juxtaposition/Subconscious/Layout/Perspective/Foreground/Background/Focal Point/Tone/Hue/Complimentary colour/Muted/Realistic/Depth/Detail/Texture/Surface/Mark making/Block/Blend/Merge	Literacy use of prompt sheet - Symbol – composition – shape – pattern – outline – relationship – surface – juxtaposition –Repeat – outline – embellish – decorate – contrast – space – border – text