



Mini Projects	Autumn Term (14 weeks)	Spring Term (12 weeks)	Summer Term (13 weeks)
<p><b>Context</b></p>	<p>Students will explore the theme of Identity. Developing drawing skills – explicit focus on ‘well developed/accurate/sensitive/tonal drawings). They will also use a range of mediums and techniques to generate their own responses to this theme, taking inspiration from a range of artists whose work relates to this theme. <b>M.P.1.</b> Students will use photography and drawing as a starting point to develop their own lino prints (theme: natural form). <b>M.P.2</b></p>	<p>Students will learn primarily about BARBARA HEPWORTH and HENRY MOORE learn to identify key concepts and element relating to their work and it’s context. 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 clay. <b>Surroundings</b> is a creative project where students will undertake a series of practical workshops taking inspiration from artists who have been motivated by this theme.</p>	<p>Students will continue to explore the theme of Surroundings. There will be a series of home works relating (1<sup>st</sup> half of term) to this theme. Students will understand the importance of recording (A.O.3) through photography and drawing and understand the importance of being able to work independently out of the classroom. In the Second half of term students will investigate Land Art, developing an understanding of this genre of Art and developing their own practical outcomes. Students will also be given time this term to consolidate their work, re-visiting, expanding and developing key elements to form a coherent package of work (an important skill in a heavily coursework based subject).</p>
<p><b>Topic</b></p>	<p><b>1) Identity – Drawing/graphics/ 2) Natural Form – print making</b></p>	<p><b>3) Abstracted Form (sculpture) 4) Surroundings – Mixed Media</b></p>	<p><b>Surroundings continued – 5) Land Art (Abstract Art extension opportunities)</b></p>
<p><b>Knowledge</b></p> 	<p>Students will explore artists and develop their ability to generate work applying similar concepts and approaches. Understanding how to manipulate and be creative with materials. They will develop their ability to be critical about art work and undertake some independent research. [Antony Gormley/Jeanne Besette/N. Hutcheson/Escher/Sagmeister/Mark Hearld/Lino printing process. They will build on prior knowledge / skills when producing drawings which link to key outcomes in this project as well as producing a very considered /detailed self portrait. They will understand how to produce a lino print and be able to ‘draw for purpose’ as well as develop a volume of drawings using different methods and materials.(primary and secondary sources).</p>	<p>Students will: Understand how to work from an initial starting point (photo of someone reclining) to generating a series of drawings which show the development of ideas towards a final clay outcome. [Generating evidence for all 4 of the assessment objectives in one mini project). Students will be able to identify key characteristics (in the work of Moore and Hepworth) and use specific art terms (written and verbal) to communicate ideas, thoughts and opinions about their own work. Key concepts: Abstraction, distortion, Simplification, exaggeration of form .. [Abstracted Form (sculpture) Project] Students will develop their ability to EXPERIMENT and EXPLORE materials and techniques with explicit reference to ‘taking risks’ and ‘playing’ with materials. They will be introduced to a range of artists and understand how they have influenced the work that they are doing (make connections). [Surroundings (mixed media) Project]</p>	<p>Students will: a) be introduced, in the first instance to 3 artists a) Andy Goldsworthy b) Raku Inoue c) Richard Long d) Richard Shilling. They will be able to recognise how Land Artists work in the environment and work with natural materials to create powerful and interesting art works. b) 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. c) will develop the ability to be selective in presenting their work (photography/power points/mounting) and understand how to ‘review, adapt and modify work (some extending)’ to achieve a coherent portfolio of work. d) some students will be given the opportunity to ‘present their work to the class. Developing their confident and their ability to communicate ideas.</p>
<p><b>Skills</b></p> 	<p><b>A.O.3 Drawing/Recording<sup>1**</sup> [Pencil] : mapping / proportions / Grid/ Tone / quality of line/monoprinting/other hand . 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. A.O.2<sup>1*</sup> (Lino Cut] Negative/Positive space/Composition/Balance/Contrast/Carve/Cut/block shape/Layer) A.O.1 – Developing ‘writing skills<sup>1**</sup>, using writing frame to analyse images and using key subject specific words. ANNOTATION of process and documentation of journey between initial starting point and outcomes. A.O.2/A.O.4 – Planning and designing<sup>1**</sup> a) exploration of ideas and refining of ideas through drawing b) Final 6 prints – 3 colours.</b></p>	<p><b>A.O.3 Drawing/Recording<sup>2**</sup> [Pencil/Charcoal/Chalk] Re-visit TONE/mark making/layering/drawing for purpose – planning/exploring form and shape. Understanding the important of working from own photos. Annotation of work. 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. A.O.4 - Clay outcome (build on previous skills<sup>***</sup> Yr 7 and Yr 8) A.O.2 – Soap sculpture (extension: other materials using initiative/resourcefulness<sup>**</sup> build on previous skills Yr 8. /Studies which show planning and exploration of ideas for clay outcome. (build on Yr 8 key skills, abstracted form project<sup>**</sup>) Series of mini outcomes (mixed media/weave/collograph) experiment/explore/take risks</b></p>	<p><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. A.O.2/A.O.4 – Plan OWN ART WORK inspired by artists. Develop ideas which encompass key elements/concepts learnt from investigations. Develop outcomes which show effective use of chosen materials and techniques. A.O.3 – photography skills<sup>***</sup> (ext: use of Photoshop and other art app to inform practical response using different media in surroundings proj. Build on prior learning<sup>***</sup>) with emphasis on ‘sketching’ and ‘drawing’ for purpose. Annotation – documenting THINKING. Justify/Explain/Describe/Evaluate ...</b></p>
<p><b>Assessment</b></p>	<p>AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria.</p>	<p>AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria</p>	<p>AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria</p>
<p>Literacy/ Numeracy</p>	<p>Literacy – use of prompt sheet – Shape/Composition/Proportion/Tone/Edge/Gradient/silhouette/texture/ direction/mark making /depth /detail /accuracy /contrast /hue / complementary. Maths – Scale / proportion / half / quarter / divide / shape / oval / circle / /angle</p>	<p>Literacy: Prompt sheet – differentiated/Note making/Research skills. Distort Exaggerate /Simplify /Abstract/Elongate/Organic/Negative –v- Positive / space /Tension /Contrast /shape/Form/Structure/Surface/Bronze/Cast/Engrave/Edge/Shadow/Pitted/Smooth/3D/A ngle/Perspective/Refine /Combine /Build /Layer /Weave /Collograph /Texture /Surface /Print /Press/ Relief /Composition /Colour</p>	<p>Literacy use of prompt sheet – key subject specific terminology (prompt sheets) plus prompts for annotation of own work .... (differentiated scaffolds) Key words: composition/structure/material/form/combine/contrast/pattern/material/colour/repeat/spiral/join/configure/arrange/placement/juxtaposition/Angle/Viewpoint/location/site specific/line/layer</p>