

YEAR 10, NATURAL FORMS, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> -Have been exposed to new learning experiences that will have embedded creative knowledge and skills, as well as supporting them to develop their creativity and ideas, consider refinement and how to execute a successful piece of artwork. They should have developed a foundation level of critical understanding of artists, architects and designers. All of which unpins a clear connection and link to understanding and informing their own artwork. -Used sketchbooks to draw, design, investigate, explore, experiment, refine, document, list, review, evaluate, annotate, record observations, generate ideas, take risks, evaluate, learn to safely fail as well as succeed, and used them to review and revisit ideas. - Experienced and experimented with a wide range of media: Acrylic paints, watercolours, wire-work, Clay-modelling, Oil Pastel, applied materials to a variety of surfaces, using a variety of application techniques, and gained skills in Observational Drawing, Drawing Techniques, Drawing for Purpose, and ideas, and increased the proficiency in their execution. 	<p>This scheme is designed to continue to introduce the pupils to the core concepts and structure of the Art and Design gcse. The introduction of artists, designers, craft makers who are important figures within the contemporary and historical art landscape is central to providing a staple foundation to each pupil's creative experience and knowledge.</p> <p>Students will explore;</p> <ul style="list-style-type: none"> ● Developing use of layout within the sketchbook. ● Expanding visual ideas, contextual languages and progression. <p>In this project students will investigate:</p> <ul style="list-style-type: none"> -Drawing firsthand natural forms e.g. shells, plants, fruits, vegetables, rocks.... -Mix media, oil pastels, charcoal, collage. -3-d techniques experimenting with: clay, plaster, wire. -Potential outdoor site work. <p>Students will explore;</p> <ul style="list-style-type: none"> Developing use of layout within the sketchbook. Expanding visual ideas, contextual languages and progression. <p>Natural forms will move into a sub project, giving the opportunity for exploration using their own natural forms, this will be connected to the sea/water, plants and trees:</p> <ul style="list-style-type: none"> - Drawing from first hand sources. -exploring the use of colour 	<p>Proportion Composition Scale / scaling up & down Mark making Exploring Idea generation Contextual Conceptual Narrative Painting Layers Tones and detail <i>Opaque / opacity</i> <i>Translucent</i> <i>View finder</i></p> <p><i>Links to exam scheme-</i></p> <p>AO1 AO2 AO3 AO4</p>

<ul style="list-style-type: none"> <i>The students are building upon the previous terms knowledge and skills. The start of the year was the foundation of the GCSE. The project: Natural Forms continues to extend their prior knowledge and gives the opportunity to strengthen; drawing skills, sketchbook presentation, artist research and critical thinking. This project prepares the students for moving into the final stages of year 10. By this point many will have a clearer understanding of what makes a good to excellent piece of artwork.</i> <p><i>The first year of the GCSE (year 10) is divided into 3 projects;</i></p> <ul style="list-style-type: none"> <i>Identity (term1)</i> <i>Natural form (term 2)</i> <i>Structure (term 3)</i> 	<p>-working with cards, layers of colour films. -Monoprinting Students will explore; Refining the use of layout within the sketchbook. Expanding visual ideas and progression. - A completed project.</p>	
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p><i>Students will be continually stretched to develop skills for independent learning.</i></p> <p>The opportunity to challenge one's self and develop creative skills continues to be vast within this KS4 topic. The gcse art scheme is so varied, and gives every student from HPA to LPA an opportunity to respond in a personal and stretched manner, this is now unpinned by the previous project.</p> <p>Students will be stretched through the development of their visual skills using techniques such as refined proportion,</p>	<p>Contemporary artists - All of these artists offer a diverse knowledge of the contemporary arts, what is to be a professional artist and contribute to an enriched arts curriculum.</p> <p>Contextual and contemporary artist study: Andy Goldsworthy, is an English sculptor, photographer, and environmentalist who produces site-specific sculptures. Kate Malone, is a British ceramic artist and judge, and known for her large sculptural vessels and rich, bright glazes. Phoebe Cummings, is a British ceramic artist who works only with raw clay- not fired in the kiln.</p>	<p>All of the artists highlighted give a wealth of connections to cultural capital. However, throughout there will be links with industry through 'bit sized' videos of 'day in the life of.' This helps to give a wider</p>

<p>kinaesthetic connections, expanding knowledge of the 2-d and 3-d.</p> <p>Exemplar examples of final works and sketchbooks from previous students are used to teach how grades are awarded and to give ideas on presentation, content and expected levels of presentation.</p> <p>Several local and regional visits will be carried out such as a visit to Fairhaven Woodland and Gardens, Fitzwilliam Museum, Cambridge. These visits are an ideal opportunity to develop and stretch creative skills and knowledge.</p> <p>The range of materials, artists and techniques are ideal for all in particular SEND students, it gives an opportunity to express ideas and thoughts through a wide range of avenues- supporting to close the knowledge gaps.</p>	<p>Benjamin Van Wong, is a Canadian artist, activist, and photographer best known for his environmental art installations.</p> <p>Slinkachu, is a British street artist. He is best known for his Little People Project series.</p> <p>Claudi Casanovas, a Spanish artist who uses ceramics.</p> <p>Ian Murphy, is a contemporary British Fine Artist who gained initial success with selection to the British Young Contemporary Artists.</p> <p>Historical key figure artists:</p> <p>Georgia O’Keeffe, was an American modernist artist. She was known for her enlarged flower paintings.</p> <p>John Piper, was an English painter, His work often focused on the British landscape.</p> <p>Barbara Hepworth, was an English artist and sculptor. Her work exemplifies Modernism and in particular modern sculpture.</p>	<p>knowledge of the potential career path.</p> <p>There will also be visits to galleries/museums such as the Fitzwilliams in Cambridge.</p> <p>https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlmo52</p> <p>There will be continued links with East Coast College to see the future career and study paths.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Throughout this scheme each artist, material and technique, support to develop historical creative knowledge.</p> <p>Each artist offers their own personal insight into cultural connections, moral and spiritual topics.</p> <p>The link to natural forms gives the opportunity to look beyond the classroom and out into the environment around us. This project is also a great chance for the project to become the students’ own once again, and continues to create cultural connections to their own self and the wider knowledge of other artists.</p> <ul style="list-style-type: none"> It is not to be underestimated the importance also of ‘creating,’ and benefits this can bring to focus, 	<ul style="list-style-type: none"> <i>This project explores nature and natural forms offering connections with geography and understanding our landscape. IT also links to elements of biology.</i> <i>Many of the practical activities offer use of numeracy from measuring out a drawing, to mixing the correct quantities of paint.</i> <i>Throughout this project each student is encouraged to speak out loud about the artists, their artwork, and contribute to discussions.</i> 	<p>That tracing is ‘cheating’.</p> <p>Tracing is a perfectly valid form of drawing, which requires skills in tonal to bring the image alive.</p> <p>Students are urged to use their sketchbooks as a ‘working document’ where their thoughts and feelings are expressed. Sketchbooks do not have</p>

<p>well being and creative problem solving too. The project connected to nature gives a reminder of our place in the world too.</p> <ul style="list-style-type: none"> • Many of the artists we study have also overcome a number of personal difficulties, this can be of great interest to students as it helps to build an understanding of personal challenges and goal setting. • <i>Each project is centred around pushing personal boundaries and personal development.</i> 	<ul style="list-style-type: none"> • <i>The gcse requires each student to reflect and extend all opportunities for writing and extending their thought process.</i> 	<p>to be impeccable articles, but they do need to communicate a creative journey.</p> <p>The importance of 'refining' an idea. This must be explicit. The final outcome needs to be worked out through a number of pages in a sketchbook, in order to make sense.</p> <p>The written word is more important then ever within GCSE Art and Design. The student must be proficient in explaining their intentions, annotating work and contextualising artists/ movements/ cultures.</p> <p>Students are encouraged to show skills across a broad range of media. This needs to be done in, and outside the sketchbook .</p>
<p>Assessment timeline:</p> <ul style="list-style-type: none"> • <i>A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken</i> • <i>Baseline assessment to establish starting point and introduce the concept of MASTERY STATEMENTS</i> 		

- **Feedback 4 assessment every Half Term**
- **Homeworks: SELF / PEER / TEACHER assessed**
- **WAGOLLS used regularly, embedded in resources**

Home learning

- *Term 1: Mind-map, David Hockney artist research*
- *Autumn term 2: Franz Marc, sketchbook development*
- *Term 2: Van Gogh artist research, sketchbook development*
- *Spring term 2: Artist research Andy Goldsworthy*
- *Summer 1&2: Artist research Barbara Hepworth and sketchbook development, and development of a Final piece evaluation*

Feedback on homework – self / peer & absorbed into feedback 4

Feedback

- Feedback 4 as per document
- Self / peer and teacher assessment
- EDSM, Oral feedback given each lesson

EDEXCEL International GCSE Art & Design Assessment Objectives	Limited			Basic			Emerging Competent			Competent & Consistent			Confident & Assured			Exceptional		
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO1 Develop ideas through investigations, demonstrating critical understanding of sources	<ul style="list-style-type: none"> Development of ideas through investigations shows limited ability. The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them. Attempts are made to analyse and make connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability. The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them. Some understanding of some issues when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows sound ability. The investigation process shows sound critical understanding of the context of own ideas and the sources that have informed them. Some consideration of issues shown when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows competent ability. The investigation process shows competent critical understanding of the context of own ideas and the sources that have informed them. Good judgements shown when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows fluent ability. The investigation process shows fluent critical understanding of the context of own ideas and the sources that have informed them. Understanding of complex issues, heightened analysis, informed connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability, begins to work beyond the expectations for this level. The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them. Outstanding analysis and connections. 		
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<ul style="list-style-type: none"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised. Limited ability to explore ideas through a process of experimentation and review. Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, use of media and processes is laboured. 			<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection. Basic ability to explore ideas through a process of experimentation and review. Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, use of media and processes lacks subtlety or sensitivity. 			<ul style="list-style-type: none"> Sound ability to refine work, driven by insights gained through exploration of ideas and reflection. Sound ability to explore ideas through a process of experimentation and review. Sound ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions methodical use of media and processes. 			<ul style="list-style-type: none"> Competent ability to refine work, driven by insights gained through exploration of ideas and reflection. Competent ability to explore ideas through a process of experimentation and review. Competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, good use of media and processes. 			<ul style="list-style-type: none"> Fluent ability to refine work, driven by insights gained through exploration of ideas and reflection. Fluent and assured ability to explore ideas through a process of experimentation and review. Fluent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, excellent command of media and processes. 			<ul style="list-style-type: none"> Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas. Exceptional ability to explore ideas through a process of experimentation and review. Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, begins to exceed expectations for this level. 		
AO3 Record ideas, observations and insights relevant to intentions as work progresses	<ul style="list-style-type: none"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Limited ability to record relevant to intentions. Limited use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Basic ability to record relevant to intentions. Basic use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Sound ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Sound ability to record relevant to intentions. Consistent use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Competent ability to record relevant to intentions. Perceptive command of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Fluent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Fluent ability to record relevant to intentions. Proficient use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Exceptional ability to record relevant to intentions. Working beyond the expected level of skills and techniques while recording from observation, experience and ideas. 		
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<ul style="list-style-type: none"> Limited ability to produce a personal and meaningful response. Limited ability to realise intentions. Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style. 			<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response with a tendency to repeat ideas. Basic ability to realise intentions. Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style. 			<ul style="list-style-type: none"> Sound ability to produce a personal and meaningful response. Sound ability to realise intentions. Realisations demonstrate emerging competence in understanding of visual language through application of formal elements demonstrating methodical personal style. 			<ul style="list-style-type: none"> Competent ability to produce a personal and meaningful response. Competent ability to realise intentions. Realisations demonstrate competent understanding of visual language through application of formal elements demonstrating imaginative personal style. 			<ul style="list-style-type: none"> Fluent ability to produce a personal and meaningful response. Fluent ability to realise intentions. Realisations demonstrate fluent understanding of visual language through application of formal elements demonstrating independence and exciting personal style. 			<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response. Exceptional ability to realise intentions. Realisations demonstrate exceptional understanding of visual language through application of formal elements, begins to exceed the expectations for this level. 		

YEAR 10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Autumn 1								Autumn 2							Spring 1						Spring 2					Summer 1					Summer 2							
IDENTITY Coursework															NATURAL FORMS Coursework											STRUCTURE Coursework												

YEAR 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Autumn 1								Autumn 2							Spring 1						Spring 2					Summer 1					Summer 2							
EDIBLE (MOCK EXAM) Coursework															ESA (Externally Set Assignment)																							