

Deliberate retrieval of expected prior knowledge (be specific)

Artist knowledge
Writing about an artist
How to form opinions and vocabulary that can be used
Basic connections to own work

Accurate use of shape
Use of tone with pencil, paint
Directional line
Directional tone
Create a response rather than a copy
Use of paint, including refined brush skills, mixing and using colours to darken tones
Knowledge of other materials such as oil pastels, chalk and charcoal & watercolours.

Academic transformation (be specific)

Pupils will be working independently on their coursework, so the knowledge they acquire will depend on their chosen topic. Some will also do contextual research if relevant to their theme. Wider reading and research will be encouraged where appropriate.

Pupils will continue to develop their analysis skills but focusing more on their own progress within their work, explaining the deeper meaning and how their work connects to the theme.

Pupils will learn to create a combined response between two artists and develop this further by adding their own styles and influences into their pieces.

Pupils will continue to explore with techniques and show a varied amount of exploration within their work.
Create rough final piece ideas and execute an idea from a basic sketch into a neater design into a larger scale piece which will reflect the best parts of their coursework and what they have learned.
Create final pieces in 10 hour exam- November.

Deadline for coursework: First day back in January

Personal transformation (2 or 3)

Pupils look at samples of past work, gain insights into how work is graded and use tips from there to progress.

Group critiques- By year 11 pupils are often good at discussing each other's work and how it can be improved. There will be opportunities for pupils to do this formally especially in the build up to the final piece.

Booster sessions are put on weekly- not only to support underachievers but also to push and develop the skills of MAPS and HAPS.

Opportunity to attend London trip/Pitt Rivers every other year

Can I Learning Questions

*Develop my ideas using artist inspiration?
Plan & design a final piece?*

Literacy

*The Art and Craft of Montage
Artists' drawing techniques
Sketchbook Explorations by Shelley Rhodes
50 Contemporary Artists you should know
A Big important Art book (Now with women)
See vocab list on annotation sheets
Questions sheet for research and annotation
Students learn to use the formal elements in their language- tone, texture, form, pattern, line and colour.
Composition/contrast/expression/medium/technique*

Misconceptions (5 or 6 examples)

Work must connect to an artist- even final pieces.
Sometimes less is more in presentation.
Ideas need to build- not preconceived ideas of what will be created at the end!



Deliberate retrieval of expected prior knowledge (be specific)

Knowledge of composition and layout
 Evaluation of work using art vocabulary
 Use of PROUD in presentation
 Presentation out of sketchbooks on the work of artists.
 Mindmaps with creative elements
 Use of secondary sources as starting point
 Artist knowledge
 Writing about an artist
 How to form opinions and vocabulary that can be used
 Basic connections to own work

Academic transformation (be specific)

OCR send an exam paper by 2nd January with 5 themes/starting points.
 Pupils choose a theme and develop a mini project around that theme.
 Using all of their prior knowledge they research at least 2 artists of their choice connected to the theme, LAPS are more teacher led in their choices whereas MAPS and HAPS are often independent within their choices and selections.
 Pupils annotate their work throughout the exam preparatory period & present their findings along with their work on boards.
 Pupils explore their theme through photography and drawing, making choices of materials that reflect their strengths but still showing exploration.
 Pupils respond to artists and then from there develop their responses into more personal interpretations leading up to final piece ideas.

 The final piece is then created during a 10 hour exam period before the Easter break.

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Can I Learning Questions

Explore my chosen theme through observational studies?
Respond to a range of artists and techniques?
Develop my ideas using artist inspiration?
Plan & design a final piece?

Literacy

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