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**Knowledge Rich Curriculum Plan**

Year 12- Term 1



| **Lesson/Learning Sequence**  **Formal Elements** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know how…* | **Assessment** |
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| **Workshops – Line Drawing** | * Students will study a selected artist within this discipline. * know that expressive drawing and form of object can be made up by variations of line. * Students will know how to draw from first hand observation from natural objects. * Students will know how to use create a composition. | Line:  a long, narrow mark or band.  Gestural: characterized by vigorous application of paint and expressive brushwork. gestural expressionism. | * Students need to already know that formal elements make up a successful still life. * Students need to already know what a continuous line drawing is. |  |
| **Workshops – Illustration and ink** | * Students will study a selected artist within this discipline. * Students will know that mark making, line and tone will create a realistic study. * Students will know how to draw from first hand observation from fruit and flowers. * Students will know the difference between large scale and small scale. | Annotation: a note by way of explanation or comment added to a text or diagram.  First observation: Observational art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination. | * Students need to already know that formal elements make up a successful * Students need to already know how create highlights and tone still life. |  |
| **Workshops – Photoshop** | * Students will know the uses of Adobe photoshop to manipulate a photograph. * Students will know how to edit their photograph through colour, contrast and brightness. * Students will know how to manipulate a photographs through filters, effects and layers. | Manipulate: Handle or control (a tool, mechanism, information, etc.) in a [skilful](https://www.google.com/search?rlz=1C1GCEB_enGB982GB982&q=skilful&si=ACFMAn_otZSKbpzAqD_RvWk4YSL-_Y9cLS8x424cdnQYQ5BgCg1KG-OiLlj09zvvk6OGj_v1dzRMLdFEgWzahd1l2b6GVmLhLg%3D%3D&expnd=1) manner. | * Students need to already know to adjust the colour of a photo. * Students need to already know how to adjust the brightness and contrast of a photograph. |  |
| **Workshops- Portraiture** | * Students will know the work of Vince Low and Gerhard Van Vuuren. * Students will know how to produce continuous line portraits using line and tone. * Students will know how to sketch out a complex composition from direct observation. * Students will produce responses to these artists through a range of media. | Complex: consisting of many different and connected parts. | * Students need to already know what the word composition means, * Students need to already know how draw to scale and proportion. * Students need to already know how to annotate the artists work. |  |
| **Workshops - Printing** | * Students will know that there are a range of different way to create prints. * Students will know how to create a polyprint from their drawings. | Lino printing, also known as lino cutting, is a printmaking technique that goes back to the early 20th century. It's an effective method for creating multiple prints of an artistic piece using linoleum. | * Students need to already know how to transfer a print over to a surface. * Students need to already know how to create interesting backgrounds. |  |
| **Workshops – Sketchbook technique/ Portfolio presentation** | * Students will know that presentation, backgrounds and title are very important in art and how other can view your work. * Students will know how to present their work in a Sophisticated and coherent way. * Students will know how to reflect and write about their work. | Sophistication: the quality of being complicated or made with great skill  Coherent: (of an argument, theory, or policy) logical and consistent. | * Students need to already know title, written information and layout makes up sketchbook pages. * Students need to already know how use collage and techniques to make the page relevant to their work. |  |
| **Mind mapping** | * Students will know a range of themes through prepared resources for Stimuli. * Students will know that a mind map opens the mind to explore various viewpoints. * Students will know how to produce a creative mind map. A mind map is a diagram starting in the centre of a blank page where you write a keyword or phrase. From this central “idea” you can draw branches and sub-branches to write associated words, ideas and even images that all relate to your main idea. | Stimuli:  thing that [arouses](https://www.google.com/search?rlz=1C1GCEB_enGB982GB982&q=arouses&si=ACFMAn_otZSKbpzAqD_RvWk4YSL-EohUmaD1tsUNN9c4ej_yNcE9sak2bPLtTz81AWLhj9tz4x_Mj3Q3Z1O3Iw3VwGOxoBRGfg%3D%3D&expnd=1) activity or energy in someone or something; a spur or incentive.  Exploration:  thorough examination of a subject. |  |  |
| **Investigation** | * Students will know that Primary research is usually considered to be items like personal letters, diaries, records or other documents created during the period under study. But primary sources can also include photographs, jewellery, works of art, architecture, literature, music, clothing, and other artefacts. * Students will know that Secondary research is material produced by others. Secondary sources can be reproductions of images and artefacts, photographs, film, video or web-based material. If your stimulus is a piece of music, media or literature, you are working from a secondary source. * Students will know how to produce a creative mind map. A mind map is a diagram starting in the centre of a blank page where you write a keyword or phrase. From this central “idea” you can draw branches and sub-branches to write associated words, ideas and even images that all relate to your main idea. * Students will know how to research a topic surrounding their topic in depth. * Students will use this research to inform their artwork and developments. | Secondary: A secondary source is one that was created later by someone that did not experience first-hand or participate in the events in which the author is writing about. Secondary sources often summarize, interpret, analyse or comment on information found in primary sources.  A primary source is an original object or document - the raw material or first-hand information, source material that is closest to what is being studied.  Investigation: the action of investigating something or someone; formal or systematic examination or research. | * Students need to already know that it is important to research into a theme or project before we begin. * Students need to already know how to brainstorm an idea, thought or theme. * Students need to already know to present information creatively. * Students need to already know how to write about how the topic or research can influence their work. |  |
| **Mood Board** | * Students need to already know that it is important to research into a theme or project before we begin. * Students need to already know how to brainstorm an idea, thought or theme. * Students will know that a moodboard is a visual tool that communicates our concepts and visual ideas. It is a well thought out and planned arrangement of images, materials, pieces of text, etc. that is intended to evoke or project a particular style or concept. | Concept: a plan or intention. | * Students need to already know how to create a collage. * Students need to already know how to use secondary imagery to inform their ideas. |  |
| **Drawing** | * Students will know how to draw from direct observation. * Students will know how to use shadows and highlights in the correct areas. * Students will know how to apply colour to their drawings |  | * Students need to already know how to form basic shapes. * Students need to already know how to draw to scale. * Students need to know their color theory |  |
| **Analytical drawing** | * Students will know how to experiment with a range of 2D materials and papers. * Students will know how to use colour to develop their studies into their own style. * Students will know how to apply colour to their drawings | Analytical drawing: Analytic Drawing is a traditional style of pencil-and-paper drawing where an artist precisely constructs 2D projections of 3D shapes using the rules of perspective. | * Students need to already know their colour theory. * Students need to already know how to create graduated tones. * Students need to know their color theory |  |
| **Liverpool Visit** | * Students will create a sketchbook page on their recent trip to the Liverpool Galleries. * Students will know use photographs and artists they found to infor their work. * Students will produce a series of studies relating to their visit. | Critical analysis:  to make a judgement about the quality of evidence and include when it can and can't support your argument. | * Students need to already know how to map out their sketchbook pages. * Students need to already know the places the visits and the artists they were inspired by. |  |
| **Contextual Understanding** | * Students will know the difference between Describe and Analyse. * Students will know how to annotate their work and demonstrating their thoughts. * Students will know how to present their annotation creatively and as part of their artwork. * Students will know how to carefully select and engage with an artist relevent to their theme. * Students will know how create an artist copy to understand how the artist works. * Students will know how to study the artist work and understand how it was made through materials, scale and composition. * Students will know how to create 2 artist interpretations inspired by the artist. * Students will know how to compare and contrast 2 artists using Analysis and further research. |  | * Students need to already know that annotations must be presented creatively. * Students need to already know how to describe a piece of work. * Students need to already know how to describe an artist work. * Students need to already know how to present an artist page using TWISBOQ. * Students need to already know the work of the artist. * Students need to already know how to create work in her style. |  |
| **Creative Making** | * Students will know how to plan a piece inspired by and combining their 2 artists. * Students will execute an imaginative piece successfully working in both of the artists styles. * Students will know how to work in the way of the artists through application of materials. * Students will know create responses to the artist work. * Students will know how to explore a range of materials, techniques and processes. e.g clay, print, paint, 2D and 3D etc. * Students will know how to explore colour experiments and processes. * Students will know how to carefully select successful experiments. * Students will know how to record their thoughts and ideas. | Artist interpretations:  represent how the artist uses the elements of art to create an effect and to help convey the artist's intent. | * Students need to already know the work of the artist. * Students need to already know how to create work in her style. * Students need to already know how to explore a range of different media. * Students will know how to experiment with different colours. |  |
| **Development of Ideas** | * Students will know how to develop successful experiments through exploring compositions, colour schemes, mediums etc. * Students will know how to create development pages to show clarity and personal journey in their work. * Students will know how to carefully select successful developments and refine ideas further through practice of materials, techniques and processes. * Students will know how to record their thoughts and ideas. | Refinement: Refinement is the improvement of the idea. It does not involve radical changes, but is about making small changes which improve the idea in some way. This might be done by: Modification of the composition – eg replacing one object with another or changing a pose slightly. | * Students need to already know how to compare and contrast ideas. * Students will know how to annotate their work and thought processes. |  |
| **Design Ideas** | * Students will know how to reflect on their journey and create a set of design ideas for their final piece. * Students will know how to test materials and explore compositions. * Students will know how to label and annotate ideas and thought processes. * Students will know how to clear connections between the artist work and their personal journey. * Student will know how to plan and prepare their resources and order for their final piece. | Development: systematically working towards better artwork: trailing, refining and exploring compositional devices and technique, demonstrating to the examiners that you have gone through a learning process and arrived at a successful final piece. | * Students need to draw upon their development and experimentation work. * Students will know how to annotate their work and thought processes. * Students will know how to plan and prepare for their final piece. |  |
| **Responses** | * Students will know how to carry out their final piece successfully. * Students will know how to use all their learning and reflection to complete an imaginative and personal final piece. * Students will know how to evaluation their work and reflect on the strengths and weaknesses of their project. * Students will know how to clear connections between the artist work and their personal journey . | Execution: the carrying out of a plan, order, or course of action. | * Students need to have carefully planned and prepared their final piece. * Students will know how to reflect and evaluate their work. |  |