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**Knowledge Rich Curriculum Plan**

Year 10 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** |
| --- | --- | --- | --- | --- |
| **Observational Drawing** | * How to draw from direct observation using scale and form. * *Candy Memphis is their new project where they will build a portfolio.* * *Colour blending and texture will be used to create a 3D effect.* | Scale: refers to the relative size of one object compared to another, typically the size of the artwork to the viewer's body.  Form: Form is one of the elements of visual art which pertains to the way that a shape or physical configuration occupies space.  Texture: It is used to describe the way a three-dimensional work actually feels when touched. In two-dimensional work, such as painting, it may refer to the visual "feel" of a piece. | * To draw to from direct observation. * To create a range of tones. |  |
| **Mood board and 3 studies** | * Students will know how to gather resources on sweets and can from primary and secondary sources. * Students will know to create a college of inspiration for their project. * Students will create 3 studies in a media of their choice from their images. | Collage: Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.  Composition: Composition is the way in which different elements of an artwork are combined or arranged.  Primary sources: Examine your subject from different angles and change your viewpoint. Experience objects, images, people or places in different lighting conditions and compositions. Look at things close up or from further away.  Secondary: A resource that discusses a previously created artwork or monument or prior period/event from an academic or research or layperson perspective. | * How to search specific topic images. * ***How to draw from imagery.*** * ***Add tone with using a range of 2D materials.*** |  |
| **Photography**  **Reading Activity** | * How to create a set of imaginative photographs. * Composition and perspective make a successful photo. * Colour can enhance photographs the subject pop out. | Composition: How something is arranged.  Perspective: Perspective in art usually refers to the representation of three-dimensional objects or spaces in two dimensional artworks. Artists use perspective techniques to create a realistic impression of depth, 'play with' perspective to present dramatic or disorientating images. | * ***To use colour theory.*** * ***To create a successful composition.*** |  |
| **Editing Photography** | * To enhance exposure of a photo. * To enhance contrast of a photo. * To adjust the brightness of a photo. * To adjust the hue and saturation of a photo. | Exposure: Exposure is all about how much light enters your camera.  Contrast: Contrast is simply defined as difference. Difference between art elements like color, value, size, texture, and so on can intensify the elements used.  Hue: Hue refers to the dominant color family. Hue refers to the origin of the colors we can see.  Saturation: Saturation (or chroma) is one of the three attributes of color (hue, lightness and saturation) and refers to the intensity and vividness of color. | * To navigate editing tools. * ***Use colour theory to add contrast.*** |  |
| **Presentation of photos** | * How to create a successful page. * How to present photos in a sophisticated way. * How to double mount your photos. * How to document and annotate your techniques. * How to use colour swatches to create colour schemes. | Annotate: are written explanations or critical comments added to art or design work that record and communicate your thoughts.  Double mount: You frame a piece of art using another piece of card or paper behind. | * How to talk about their work. * How to create a composition. |  |
| **Drawing from Photos.** | * How to create a series of Analytical drawing. * How to create a technical tonal drawing. * How to use image transfer technique. | Analytical: Analysis = determining what the features suggest and deciding why the artist used such features to convey specific ideas.  Image transfer: An image transfer is basically a process of lifting the toner of a printed image—the ink—and applying it to another surface using a transfer paste.  Continuous line: When you pen/pencil etc does not lift off the page and create an ongoing line. | * How to draw from secondary sources. * ***How to create a continuous line drawing.*** |  |
| **Memphis Movement Contextual Page.**  **Reading Activity** | * How to create a contextual page. * To know about the Memphis movement. * To identify the Memphis movements with geometric pattern and limited colour schemes. | Memphis design: Memphis Design is a 1980s design aesthetic characterized by scattered, brightly colored shapes and lines. It typically combines circles and triangles with black-and-white graphic patterns such as polka dots and squiggly lines.  Limited colour Palette: A colour with only 3 or 4 colours selected.  Geometric: Geometry is studying the relationships between lines, angles, and surfaces. In art, artists have often used regular shapes. This means shapes that you can measure and plot, and that have equal internal angles. | * How to write about a piece of Art. * How to create an Artist Page. |  |
| **Artist Research Page:** | * To know about Geometric and Aztec designs. * To know about Camille Walala. * Yinka LLon. | Aztec pattern: The designs of the Aztecs were often rectangular/circular geometric shapes recurring in long, symmetrical lines.  Repetitive: Doing the same thing over and over again. | * How to analyse the artist work. * How to create an artist page. * To create a successful composition. |  |
| **Wallpaper Ideas Page**  **Reading Activity** | * To generate repetitive patterns with a range of shapes. * To experiment with a range of pattern rotations. * To understand how to create collage patterns. * To understand how to layer patterns to create a composition. | Rotation: the action or process of rotating on or as if on an axis or centre.  Layer: Put something on top of one another.  Collage: Layering papers on top of one another or together.  Diagonal: A diagonal is a line segment connecting the opposite vertices (or corners) of a polygon. | * Students will already know their colour theory. * Will know how to layer shapes on top of each other. * What a diagonal, vertical and horizontal. |  |
| **Wallpaper developments** | * To understand how to draw digitally. * To develop and select colour schemes. * To layer shape and patterns onto photoshop. | Develop: grow or cause to grow and become more mature, advanced, or elaborate. | * To create a limited colour scheme. * To know how to create a repetitive pattern. * To know how to adjust colours. * To know your colour theory. |  |
| **Wallpaper Design** | * To select the most successful elements from your development work. * To reflect and review and refine your work. * To create 3 final designs with the most successful colour schemes. * To justify your designs. | Reflect: Think about work completed, strengths and weaknesses.  Final design: Your final idea you will produce.  Refine: Makes changes to your work for the better. | * To evaluate their work against the artist and the assessment criteria. * To know how to create a pattern on photoshop. * To be able to review and reflect on your work. |  |
| **Final outcome** | * To create your final design on photoshop. * To organise and print your wallpaper design with bags of love print company. * To evaluate your final wallpaper design. | Evaluate: Review strengths and weaknesses and what you would do differently.  Panel: A long rectangular piece of a paper or material. | * To know how to use photoshop to layer shapes. * To use refined design to determine the final design. |  |
| **Artist Page (Elizabeth Paule)**  **Reading Activity** | * To understand how to create an embroidery piece. * To use colour schemes and patterns to develop circular pattern onto a hoop. | Embroidery: The art or process of forming decorative designs with hand or machine needlework.  Textiles:  A woven or knit cloth | * To know how to analyse artist work. * To know how to create an artist research. |  |
| **Embroidery Techniques** | * To know how to stitch and embroider. * To know how embellish using an embroidery hoop. | Embroidery: The art or process of forming decorative designs with hand or  Latch hook:  A handheld tool similar to a latch needle, used for drawing loops of yarn through canvas or similar material to make rugs and the like. | * To know how to thread a needle. * To know how to stitch into fabric. |  |
| **Designer Page (Charlotte Farmer)**  **Reading Activity** | * To understand the work of Charlotte Farmer. * To know how to create an artist research page. * To use elements of the designer’s colours and patterns to develop sketchbook technique. | Polyprint: Pressing a design onto polystyrene foam and applying paint and then transferring it by stamping onto paper.  Screen Print: A form of print used by creating a stencil onto a mess and printing onto paper or fabric.  Lino print: Carving into a lino mat (like rubber) Applying paint and then stamping ontp another surface. | * To know how to analyse artist work. * To know how to create an artist research. |  |
| **Final Presentation** | * To present your work in a professional way. * Produce an Oral presentation about your project using subject vocabulary. * Evaluate your work. | Present: Display your work in the best possible way. | * To reflect on work produced. * What a successful composition look like. |  |
| Personal Project | | | | |
| **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. | * How to create a spider Diagram. * How to discuss various starting points with one word. |  |
| **Research**  **Reading Activity** | * Students will know how what primary and secondary research is. * Students will collate relevant research for their chosen theme. * Students will know what tools to use to research into to their chosen themes. | 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.  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.  Relevant: Closely connected or appropriate to what is being done or considered.  Contextual research: Carrying out research that helps you understand and explain where, how and why your ideas fit in terms of contemporary painting and other practices past and present. | * 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. * How to use online platforms such as Pinterest, Google culture etc. |  |
| **Mood board** | * Students will know how to create a mood board based on their chosen theme/idea. * Students will know how to collage their ideas together. | A mood board 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. | * Students need to already know how to create a collage. * Students need to already know how to use secondary imagery to inform their ideas. |  |
| **Primary photographs and contact sheet (SET 1)** | * How to take a set of photographs relevant and intentional to their theme. * How to plan their shoot and what they will take. * How to reflect and review photos through use of a contact sheet. | Close up: Looking at a piece by zooming or focusing in on one area up close.    Edit: Adjusting an original piece. | * To create effective lighting. * To use close up to improve composition. * To think about a successful background to enhance the foreground. |  |
| **Primary 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 | Observational drawings: Drawings from objects in front of you. | * 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 colour theory |  |
| **Analytical drawings & Drawings from photos.** | * Students will know how to experiment with a range of 2D materials and papers. * Students will know how to use the formal elements to develop their studies into their own style. * Students will know how to apply colour to their drawings | Formal elements  Line: A long, narrow mark or band.  Tone: Refers to the relative lightness or darkness of a colour  Shape: A shape is an enclosed space, a bounded two-dimensional form that has both length and width.  Texture: The feel, appearance, or consistency of a surface or substance. | * Students need to already know their colour theory. * Students need to already know how to create graduated tones. * To create depth into their drawings. |  |
| **Artist Research**  **Reading Activity** | * Students will know how to carefully select and engage with 2 artists relevant to their theme. * Students will know how to analyse and write about the artists. * Students will know how create an artist copy to understand how the artist works. * Students will know how to compare and contrast both artists using analysis. | Analyse: Examine (something) methodically and in detail, typically in order to explain and interpret it.  Relevant: Closely connected or appropriate to what is being done or considered.  Context: The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood. | * Students need to already know how to describe an artist work. * Students need to already know how to present an artist page using TWISBOQ. |  |
| **Artist Interpretations** | * 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. | Interpretation: A stylistic representation of a creative work or dramatic role.  Composition: Arrangement of something i.e a drawing or painting. | * To use their artists, work as inspiration. |  |
| **Experimentation**  **Reading Activity** | * Students will know that they must experiment with a range of ideas and think about various outcomes. * Students will know how experiment with successful outcomes and pieces in their work. * Students with know how to experiment with scale, composition and a range of techniques and processes both 2D and 3D. | Experimentation: To explore different ways or things.  Explore: To try different things or topics. | * To know how to plan ideas and possible pieces to create. * Students need to already know that experiments must link and connect to their theme and artists. * Students need to already know how to execute a range of experiments. |  |
| **Develop and Refine**  **Reading Activity** | * Students will know that they must choose three successful experiments to develop further and respond to. * Students will know how to develop the work through different compositions, refining materials and techniques and exploring colour. * Students with know how to be resilient to focusing into three ideas to develop and refine. | Develop: Push an idea further or to its limits.  Refine: Make minor changes so as to improve or clarify | * Students need to already know that they will produce unsuccessful work at times and to be resilient. * Students need to already know how to reflect onto their work and draw upon their experiences and thoughts. |  |
| **Design Ideas**  **Reading Activity** | * Students will know to produce three design ideas that is personal and meaningful in its response. * Students will know how to develop the work through different compositions, refining materials and techniques and exploring colour. * Students with know how to be resilient to focusing into three ideas to develop and refine. | Design ideas: Thoughts/Ideas or drafts on how a particular piece could look and how it can be made. | * Students need to already know that they will produce unsuccessful work at times and to be resilient. * Students need to already know how to reflect onto their work and draw upon their experiences and thoughts. |  |
| **Final design test and plan** | * Students will plan the order of their final outcome. * Students will test materials used in the outcome. |  | * Students need to already know how to use the materials confidently. * Students need to already know how to plan the order of a piece. |  |
| **Final Outcome**  **(Mock exam)** | * Students will know how to produce final outcome that is relevant to their intentions and shows clear connections to their artists. * Students will know how to evaluate their work by realising intentions, strengths Ans weaknesses. * Students with know how to be resilient and complete their portfolio to the best of their ability. |  | * Students need to already know that they will produce unsuccessful work at times and to be resilient. * Students need to already know how to reflect onto their work and draw upon their experiences and thoughts. |  |