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**Knowledge Rich Curriculum Plan**

Year 11 Term 1



| **Year 11**  **Art** |  |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Experimental and creative making.**  **Reading Activity** | * Students will know that they must experiment with a range of idea 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. | Exploited: make full use of and derive benefit from (a resource).  Perceptive: having or showing sensitive insight.  Discriminate: recognize a distinction or difference; differentiate. | * 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. |  |
| **Lesson:**  **Selecting successful experiments.**  **Reading Activity** | * Students will know that they must experiment with a range of idea 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. | Mixed media: artworks composed from a combination of different media or materials.  Creative Making: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | * 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. |  |
| **Lesson:**  **Selecting and refining.** | * Students will know that they must experiment with a range of idea 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. | Translate: express the sense of (words or text) through art or drawing.  Rigorous Selection: A test, system, or procedure that is rigorous is very thorough and strict. | * 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. |  |
| **Lesson:**  **Developing and refining**  **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: Development is about selecting ideas, visual elements, compositions and techniques from this initial work and using them in new ways.  Refine: 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. | * 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 on their work and draw upon their experiences and thoughts. |  |
| **Lesson:**  **Developing and refining** | * 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. | Reflective recording: Record ideas, observations and insights relevant to intentions as work progresses.  Personal Presentation: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | * 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 on their work and draw upon their experiences and thoughts. |  |
| **Lesson:**  **Design Ideas** | * 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: a method of human expression that follows a system of highly developed procedures in order to imbue objects, performances, and experiences with significance. Like all art forms, design has the potential to solve problems | * 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 on their work and draw upon their experiences and thoughts |  |
| **Lesson:**  **Final Outcome** | * 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 and weaknesses. * Students with know how to be resilient and complete their portfolio to the best of their ability. | Connections: a relationship in which a person or thing is linked or associated with something else.  Intentions: a thing intended; an aim or plan. | * 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 on their work and draw upon their experiences and thoughts |  |