



HALF TERM 4 FEB-APRIL	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Big Ideas</b>	<p>Critically <b>evaluate and analyse creative work</b> using the language of art, craft and design.</p> <p>Understand how to evaluate artwork aesthetically, and in relational to <b>concepts/messages/ meanings</b>.</p> <p>Understand how to <b>apply</b> the lessons learnt from to their own practice – <b>visually and conceptually</b>.</p>					
<b>LESSON TOPIC</b> <b>QUESTION(S)</b>  <b>Refinement of mixed media – evaluating aesthetics/concepts</b>  <b>How do artists convey meanings and messages through visual elements?</b>	<b>Research</b> -Students to gain knowledge of <b>context</b> and gather ideas based on <b>mixed media work</b> from a particular culture.	<b>Plan</b> -Student to <b>generate ideas</b> whilst considering different materials, techniques, designs, subject matter and processes.  <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography	<b>Contextual Links</b> -Students to be able to <b>describe, evaluate and analyse</b> the work of artists in relation to mixed media within a culture. -Compare and contrast artists  <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion	<b>Apply Technique</b> -Students to be able to <b>create combine media</b> to create <b>tone, texture and differing layering effects</b> .  <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	<b>Refine</b> -Students to be able to <b>refine</b> their skills by re-working and re-drafting as they <b>respond</b> to feedback on their skills of using different media.  <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	<b>Evaluate</b> -Students to be able to respond to feedback on their mixed media. -Students to be able to <b>evaluate</b> their own work and that others.  <u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial
<b>Knowledge &amp; Skills Development</b>	<p><b>M (Making)</b></p> <ul style="list-style-type: none"> <li>• M: Ability to draw/paint/sculpt using a different materials</li> <li>• M: Ability to use create different textures</li> <li>• M: Ability to draw/paint/sculpt different forms and connect them</li> </ul> <p><b>K (Knowledge)</b></p> <ul style="list-style-type: none"> <li>• K: Knowledge the context of their artwork</li> <li>• K: Knowledge of the design process, and sculpting in particular</li> </ul>					
	<p><b>I (Ideas)</b></p> <ul style="list-style-type: none"> <li>• I: Ability to generate ideas for a piece of artwork</li> <li>• I: Creativity to design an outcome whilst being inspired by others</li> <li>• I: Ability to incorporate concepts into visual work</li> </ul> <p><b>E (Evaluation)</b></p> <ul style="list-style-type: none"> <li>• E: Ability to evaluate practical skills</li> <li>• M/E: Ability to refine practical skills after evaluation</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	<p><b>Formative Assessment:</b></p> <p><u>Teacher:</u> Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion.</p> <p><u>Peer:</u> Sketchbook circles. Mark scheme peer analysis.</p> <p><u>Self:</u> Process journals/logs/evaluations.</p>					
	<p><b>Summative Assessment:</b></p> <p>Teachers assess student work using the MIKE skills. This means skills/knowledge/assessment have a natural progression from KS2-3-4-5-beyond. Teachers give feedback in a WWW/EBI format for every <b>key</b> piece of work in each project. This provides balanced feedback for practical work. Key work is selected to cover the full range of practical skills over the year.</p>					

\*Units to work on a rotation when appropriate due to equipment.

<b>Personal Development (including British Values, RSE, Citizenship)</b>	<p>Understanding the work of artists and how they have created artwork in an open society develop student awareness of the world they live in.</p> <p>Students discuss and research a range of artists and art work, encouraging and developing research, analysis and communication skills.</p>																																																																																
<b>Literacy/Reading Opportunities</b>	<ul style="list-style-type: none"> <li>• Reading about the artistic campaigns that save animals</li> <li>• Reading about the work of artists (biographies, gallery reviews, interviews)</li> <li>• Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates.</li> <li>• Writing about students own work, peers, artists and designers through critiques, evaluations, comparisons and logs.</li> </ul>																																																																																
<b>Key Vocabulary</b>	<table> <tr> <td>Successful</td> <td>Unsuccessful</td> <td>Outcome</td> <td>Improve</td> <td>Develop</td> <td>Enhance</td> <td>Presentation</td> <td>Re-structure</td> <td>Comparatively</td> <td>Judgement</td> </tr> <tr> <td>Design</td> <td>Paint</td> <td>Painter</td> <td>Painted</td> <td>Painting</td> <td>Artists</td> <td>Designer</td> <td>Craftsperson</td> <td>Culture</td> <td>Country</td> </tr> <tr> <td>Mark</td> <td>Line</td> <td>Horizontal</td> <td>Vertical</td> <td>Diagonal</td> <td>Parallel</td> <td>Composition</td> <td>Layout</td> <td>Sketch</td> <td>Background</td> </tr> <tr> <td>Wet</td> <td>Blend</td> <td>Dry</td> <td>Blend</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Foreground</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Detail</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Blending</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Dabbing</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Gradient</td> </tr> </table>	Successful	Unsuccessful	Outcome	Improve	Develop	Enhance	Presentation	Re-structure	Comparatively	Judgement	Design	Paint	Painter	Painted	Painting	Artists	Designer	Craftsperson	Culture	Country	Mark	Line	Horizontal	Vertical	Diagonal	Parallel	Composition	Layout	Sketch	Background	Wet	Blend	Dry	Blend						Foreground										Detail										Blending										Dabbing										Gradient
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<b>Cross-Curricular Themes</b>	<p>Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing.</p> <p>English –writing to evaluate and analyse</p> <p>Geography – understanding various cultures and the geographical context of artwork.</p> <p>History – learning about artists and artwork from different time periods and their historical context.</p>																																																																																
<b>Career Opportunities</b>	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant. Art Critic. Journalist.																																																																																

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