

Subject	Year	Term
Art and Design	Yr10	Autumn/Spring
Topic		
Close Up		
Content (Intent)		
Prior Learning (Topic)		
<p>Close Up- Students will experiment and take increasing risks with drawing processes and materials. Through a series of drawing challenges, students develop an understanding and love of drawing with different materials.</p> <p>Intent</p> <ul style="list-style-type: none"> <li>Building on K3 skills students will learn/revisit the rudiments of drawing. They will further learn how to take risks and that the process of making art is just that: a process involving practise and enquiry.</li> <li>Students can access the course safely and confidently, knowing that with practise they will improve on their skills. Drawing resources are carefully selected and there is the opportunity for students to add to this. Further discussions will be had around the topic of drawing/material use and how artists use working methods to find their voice. Appropriate terminology used around these discussions especially around the use of mark-making and material choice.</li> <li>Students continue to see how the context in which they are working is increasingly imperative and begin to make strong links/choices between their work and the work of others.</li> </ul>		
Future Learning (Topic)		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Implementation</p> <ul style="list-style-type: none"> <li>To complete a series of drawing related activities; looking at using different drawing materials and drawing on different/created surfaces.</li> <li>Relevant artists work discussed/reviewed</li> <li>Constant reviewing of their own work and the work of others</li> </ul> <p>Students will review their work and comment with increasing confidence on their progress. They will evaluate their outcomes and continue to make informed connections with the work of others.</p>	<p>Impact</p> <ul style="list-style-type: none"> <li>Practical skills are assessed with regard to being able to review, refine and control materials, processes and techniques. (Assessment Objective 2) Final outcomes are assessed by the quality with which a student has presented a personal response which is clearly supported by their research. They will realise their intentions in a technically convincing and creative way. (Assessment Objective 4)</li> <li>Personal annotation will be assessed by the quality of insight and understanding demonstrated. Writing will be personal and thoughtful. (Assessment objective 3)</li> <li>Students will be taking increased ownership of their work, developing and</li> </ul>	

		experimenting with increased independence.
<b>How can parents help at home?</b>		
Parents can help by encouraging experimental approaches to the subject.		
<b>Helpful further reading/discussion</b>		
<b>Reading</b> <b>Reading/discussion</b> <ul style="list-style-type: none"> <li>• Helpful further reading/discussion</li> <li>• Reading Artist Blogs</li> <li>• Pinterest</li> <li>• Gallery web sites</li> </ul>	<b>Vocabulary Lists</b> <p>Mark making, scraffito, surface quality, expression, dramatic effect, detail, line etc</p> <ul style="list-style-type: none"> <li>• Using scaffolding sheets (with vocabulary) to discuss other artists' work</li> </ul>	<b>Careers Links</b> <p>Illustrator, fine artist, game designer, draughtsperson</p>