

Subject	Year	Term
Art and Design	Yr12	Autumn
Topic		
Mark making- Emerson Mayes + 1 other- 2wk challenge		
Content (Intent)		
Prior Learning (Topic)		
<p>Students are encouraged to take risks and throw themselves whole heartedly into the weekly challenges. The overarching premise for the year is 'mark-making'- Students are to complete a 2 wk challenge by producing an Emerson Mayes study using acrylic paint- (students are encouraged to use different materials to put down marks- spatula, card, fingers etc)- photograph it and put into their sketchbook. Students choose a relevant second artists of their choice and produce a study in the material of their own choosing.</p> <p>Intent</p> <ul style="list-style-type: none"> <li>• Building on previous learning, students will learn to take risks about material choices and further cement the understanding that the process of making art is just that: a process.</li> <li>• Students can access the course confidently and are familiar with some of the terminology used; especially around the discussions surrounding mark making.</li> <li>• Students also further see how the choice of materials used hugely affect the outcome and begin to further understand the context in which they are working.</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>• Ppt used by the teacher to further the discussion about relevant artists' work.</li> <li>• An Emerson Mayes study is made using acrylic paint- Using the same starting point, students will see how, by using their own unique approach they can unpick the challenge and further deepen their understanding of mark making. Students choose a second artist and approach the learning in their own way.</li> <li>• Constant reviewing of their own work and the work of others. Students choose how to put their own work and findings into a sketchbook. Examples given.</li> </ul> <p>Students will review their work and comment with increasing confidence on their progress. They will</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 experimenting with increased independence.</li> </ul>	

evaluate their outcomes and make informed connections with the work of others.

### How can parents help at home?

Parents can help by encouraging experimental approaches to the subject.

### Helpful further reading/discussion

#### Reading

#### Reading/discussion

- Reading Artist Blogs
- Pinterest
- Gallery web sites
- Ppt provided by the teacher

#### Vocabulary Lists

Mark making- bold, expressive, movement

- Using scaffolding sheets (with vocabulary) to discuss other artists work

#### Careers Links

Fine artist, Set designer, interior design, textile design