

Subject	Year	Term
Art and Design	Yr12	Autumn
Topic		
Mark making- Skills test- 5wk 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 5wk challenge by producing an original piece of work in response to a chosen starting point provided by the teacher. Students choose from – landscape, skulls, buildings, pattern, knots or flowers. Students start with a sustained drawing, moving onto look at least two artists and produce a piece of work of their own. Here does not have to be any depth to their development of an idea and will be judged purely on their use of materials and execution. This is an opportunity for students to revive any artists that were influential at GCSE. Useful conversations can be had in response to these findings.</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>• Students produce a drawing, at least two artist studies and an original piece of artwork in response to the list of starting points supplied by the teacher. The focus of the task is the quality of the execution of materials not the development of an idea.</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>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>	

<p>Students will review their work and comment with increasing confidence on their progress. They will evaluate their outcomes and make informed connections with the work of others.</p>	<p>experimenting with increased independence.</p>
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**How can parents help at home?**

Parents can help by encouraging experimental approaches to the subject.

**Helpful further reading/discussion**

<p><b>Reading</b> <b>Reading/discussion</b></p> <ul style="list-style-type: none"> <li>• Reading Artist Blogs</li> <li>• Pinterest</li> <li>• Gallery web sites</li> <li>• Ppt provided by the teacher</li> </ul>	<p><b>Vocabulary Lists</b></p> <p>Mark making- bold, expressive, layering, texture</p> <ul style="list-style-type: none"> <li>• Using scaffolding sheets (with vocabulary) to discuss other artists' work</li> </ul>	<p><b>Careers Links</b></p> <p>Fine artist, Set designer, interior design, textile design</p>
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