

Subject	Year	Term
Art and Design	Yr12	Autumn
Topic		
Course introduction- Mark making- Boccioni + 1 other- 2wk challenge		
Content (Intent)		
Prior Learning (Topic)		
<p>Course introduction- Students will be introduced to the course outline for the year. 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 a Boccioni study using oil pastel- 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>• Students are introduced to the course and discuss how the decisions made by the artists at the start of the making process hugely affect the outcome. Relevant artists work discussed and reviewed.</li> <li>• A Boccioni study is made using oil pastel- Using the same starting point, students will see how, by doing, their own unique approach and vocabulary of mark making begin to appear. 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>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>	

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.

### 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