

Subject	Year	Term
Art and Design	Yr12	Autumn
Topic		
Painting workshop- portraiture- 3wk challenge		
Content (Intent)		
Prior Learning (Topic)		
<p>Painting workshop- Students will experiment and take increasing risks with painting styles. Through a series of painting challenges, students develop an understanding and love of the relevant mediums with differing approaches. Introduction to portraiture ppt delivered by the teacher- video 'The British face' to be watched. All students start by all looking at Tai Shan Shirenberg- students produce a pencil study and a colour ladder. The learning is broken down to its raw components and then at speed students apply this learning to looking at different techniques employed by other artists. Students choose from a list of portrait artists and produce three 'eye' studies- looking at different approaches.</p> <p>Intent</p> <ul style="list-style-type: none"> <li>• Building on K3/4/5 skills students will learn/revisit the rudiments of painting. 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. painting resources are carefully selected and there is the opportunity for students to add to this. Further discussions will be had around the topic of painting/paint 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 colour 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>• Ppt watched looking at how technique adds voice to artists' armoury.</li> <li>• Watch video- 'The British Face'</li> <li>• To complete a series of drawing/painting related activities; looking at using different techniques and drawing on different approaches by different artists.</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</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> </ul>	

<p>evaluate their outcomes and continue to make informed connections with the work of others.</p>	<ul style="list-style-type: none"> <li>Students will be taking increased ownership of their work, developing and experimenting with increased independence.</li> </ul>
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**How can parents help at home?**

Parents can help by encouraging experimental approaches to the subject.

**Helpful further reading/discussion**

<b>Reading</b>	<b>Vocabulary Lists</b>	<b>Careers Links</b>
<p><b>Reading/discussion</b></p> <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>	<p>Mark making, colour, tone, impasto, glaze,</p> <ul style="list-style-type: none"> <li>Using scaffolding sheets (with vocabulary) to discuss other artists' work</li> </ul>	<p>Illustrator, fine artist, background artist,</p>