

Marriotts  
School  
Schemes of  
Learning  
Yr 11  
Subject  
2016-17



**AO1: Record observations, experiences and ideas which are appropriate to intentions**

**AO2: Analyse and evaluate images, objects and artefacts, making informed connections with the work of others**

**AO3: Develop and explore ideas, using a variety of media and processes that are appropriate to intentions**

**AO4: Review and refine ideas, modifying work as it progresses, before presenting a coherent personal response**

## Year (11) –(Art) Key skills

Unit Range and Content	Assessment	Prep – Range and Content	Cross-Curricular Links SMSC
Block 1	Block 1	Block 1	
<ul style="list-style-type: none"> <li>• Title page with Nature images and key words. Noel Badges Pugh research. Joanne Wirazka – leaves.</li> <li>• Kew Garden Trip - Photography</li> <li>• Georgia O’Keeffe (Info, analysis + response in acrylic).</li> <li>• Abstract image from photographs.</li> <li>• William Morris (Info, analysis + response in mono and lino print).</li> <li>• Rachel Dean (Info, analysis + response in plaster).</li> <li>• Hockney and Monet. Compare artists styles. Produce soft pastel Monet waterlilies. Use photoshop to create filtered image in style of Hockney.</li> <li>• Kate Malone- produce nature inspired coil pot.</li> <li>• Derek De Young –mixed media fish-</li> </ul>	<p><b><u>Assessment 1 –</u></b></p> <ul style="list-style-type: none"> <li>• Observational drawings (A03)</li> <li>• Georgia O’Keeffe (Info, analysis + response in acrylic). (A01, A02, A03)</li> </ul> <p><b><u>Assessment 2-</u></b></p> <ul style="list-style-type: none"> <li>• Hockney and Monet research and responses (A01, A02, A03)</li> <li>• Kate Malone research and inspired coil pot. (A01, A02, A03)</li> </ul> <p><b><u>Assessment 3-</u></b></p> <ul style="list-style-type: none"> <li>• Derek De Young –mixed media fish-</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate your drawings using key art terms, discuss qualities of materials.</li> <li>• Attend Kew Garden trip, take 30 photographs of flowers and water lilies. Download before next lesson.</li> <li>• Complete painting then research the artist Matisse.</li> <li>• Extension: Create further abstracted piece.</li> <li>• Work into lino print using watercolour or soft pastel to add colour.</li> <li>• Present written information on the 3 Artists. Include analysis of technique and key info.</li> <li>• Create one developed idea from initial sketches.</li> <li>• Observational drawing of leaf</li> <li>• Complete shell observations at home from photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes (maths)</li> <li>• Objects from different cultures/eras (Geography/History)</li> <li>• History (artist link)</li> <li>• Science/botany- plants</li> <li>• English - Annotation</li> <li>• SPAG(V)</li> <li>• Literacy tasks: evaluations of own and others work (scaffolded and examples given)</li> <li>• Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation, refinement.</li> </ul>

Evaluate Derek De Young work and produce Artist research in book.

- GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs.
- Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle.

SMSC- Looking at how different cultures and movements inpact on different artists and consider how these impact on students own work.

Exploring how different cultures use colour and pigments, and different colours symbolic meaning.

Block 2	Block 2	Block 2	
<ul style="list-style-type: none"> <li>• Tamara Phillips research page + watercolour response</li> <li>• Carolyn Saxby – wadding response</li> </ul> <p>Vview finder drawing of a zoomed in section from own drawings/photographs.</p> <ul style="list-style-type: none"> <li>• Collage and tracing paper develop your image in the style of one of your artists.</li> <li>• Create small scale initial ideas for compositions for final piece</li> <li>• Trial swabs of different colours.</li> <li>• Trial sections in a range of materials.</li> <li>• FINAL PIECE FOR NATURAL FORM</li> <li>• EXAM UNIT - Produce title page with exam images and key words</li> <li>• Create a secondary source drawing of an object which relates to your theme.</li> <li>• Create a mixed media response to an image which</li> </ul>	<p><b><u>Assessment 4-</u></b></p> <p>Tamara Phillips research page + watercolour response (A01, A02, A03)</p> <p><b><u>Assessment 5-</u></b></p> <p>Artist research (A01) Composition development and ideas (A01) Development of materials (A02)</p> <p><b><u>Assessment 6-</u></b></p> <p>Artist research (A01) Composition development and ideas (A01) Development of materials (A02)</p>	<ul style="list-style-type: none"> <li>• Create 4 small mini pattern boxes inspired by Tamara Phillips.</li> <li>• Complete Saxby response.</li> <li>• Develop 3 photocopies of your work using a range of colours.</li> <li>• Create 2 small scale initial ideas for compositions</li> <li>• Evaluate your chosen composition</li> <li>• Make final material selection and sketch out image ready for mini mock up.</li> <li>• Complete final piece</li> <li>• Complete mood board + 1 x observational drawing of relating object</li> <li>• Take a series of photographs which relate to your topic</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes (maths)</li> <li>• Objects from different cultures/eras (Geography/History)</li> <li>• History (artist link)</li> <li>• Science/botany - plants</li> <li>• English - Annotation</li> </ul> <ul style="list-style-type: none"> <li>• SPAG(V)</li> <li>• Literacy tasks: evaluations of own and others work (scaffolded and examples given)</li> <li>• Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation, refinement.</li> <li>• GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs.</li> <li>• Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective</li> </ul>

relates to your theme.

- Create a biro drawing of an image which relates to your theme.

angle.

SMSC- Looking at how different cultures and movements impact on different artists and consider how these impact on students own work.

Exploring how different cultures use colour and pigments, and different colours symbolic meaning.

Block 3	Block 3	Block 3	
<ul style="list-style-type: none"> <li>• Compile research and produce research board on artist of your choice</li> <li>• Create a reproduction of their chosen artists work</li> <li>• Create your own image in the style of your chosen artist.</li> <li>• Work into photographs- draw from or use Photoshop to edit</li> <li>• Combine the style of your second chosen artist with that of your 1<sup>st</sup> chosen artist</li> <li>• Develop artist mix up</li> <li>• Produce a response a 3rd artist in a different material</li> <li>• Practice observational drawing of objects in their final piece.</li> <li>• Create 4 small scale initial ideas for composition.</li> <li>• Refine one of the chosen compositions further.</li> <li>• Trial swabs of different colours.</li> <li>• Trial sections in a range of materials.</li> </ul>	<p><b><u>Assessment 7 –</u></b></p> <p>Artist research + development (A01, A02, A03)</p> <p><b><u>Assessment 8–</u></b></p> <p>Composition development (A01)</p> <p><b><u>Assessment 9–</u></b></p> <p>Development of materials (A02)</p> <p>Composition development (A01)</p> <p>Observational drawing (A03)</p>	<ul style="list-style-type: none"> <li>• Work into a copy of their artist copy using mixed media</li> <li>• Produce photographic response to your chosen artist</li> <li>• Produce research on your second artist.</li> <li>• Complete artist mix up</li> <li>• Complete your response to your artist in a different material</li> <li>• Complete the 4 small scale initial ideas and annotate.</li> <li>• Complete the 4 small scale initial ideas and annotate.</li> <li>• Choose the colours you want to use for final piece</li> <li>• Choose the materials you to use for final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes (maths)</li> <li>• Objects from different cultures/eras (Geography/History)</li> <li>• History (artist link)</li> <li>• Science/biology</li> <li>• English - Annotation</li> <li>• SPAG(V)</li> <li>• Literacy tasks: evaluations of own and others work (scaffolded and examples given)</li> <li>• Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation, refinement.</li> <li>• GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs.</li> <li>• Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective,</li> </ul>

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Block 4	Block 4	Block 4	
<ul style="list-style-type: none"> <li>• EXAM – CREATE FINAL PIECE</li> <li>• Refine sketchbooks, ensure all work is complete.</li> </ul>	<p>Wk 30 – <b><u>Assessment 10-</u></b></p> <p>EXAM MODERATION All AOs assessed</p>	<ul style="list-style-type: none"> <li>• Refine coursework</li> <li>• Refine coursework</li> <li>• Refine coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes (maths)</li> <li>• Objects from different cultures/eras (Geography/History)</li> <li>• History (artist link)</li> <li>• English - Annotation</li>   <li>• SPAG(V)</li> <li>• Literacy tasks: evaluations of own and others work (scaffolded and examples given)</li> <li>• Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation, refinement.</li> <li>• GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs.</li> <li>• Numeracy Focus: proportions and scale. Composition-ratio, symmetry, perspective, angle.</li> </ul>

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***Edexcel GCSE (Art and Design) Assessment Map***

Year	Block 1 Assessment opportunities	Block 2 Assessment Opportunities	Block 3 Assessment Opportunities	Block 4 Assessment Opportunities
10	<p>Wk 3- Observational drawings (Unit 1: A03) + Georgia O’Keeffe (Info, analysis + response in acrylic). (Unit 1: A01, A02, A03)</p> <p>Wk 6 – Assessment 2-</p> <p>Hockney and Monet research and responses (Unit 1: A01, A02, A03) + Kate Malone research and inspired coil pot. (Unit 1: A01, A02, A03)</p> <p>Wk 9- Assessment 3-</p> <p>Derek De Young –mixed media fish- (Unit 1: A01, A02)</p>	<p>Wk 12- Assessment 4- Tamara Phillips research page + watercolour response (Unit 1: A01, A02, A03)</p> <p>Wk 15- Assessment 5: Create small scale initial ideas for compositions for final piece (Unit 1: A01)</p> <p>Wk 18- Assessment 6- FINAL PIECE FOR NATURAL FORM (Unit 1: A04)</p> <p>+  Observational drawing (Unit2: A03)</p>	<p>Wk 21- Assessment 7 –  Artist research + development (Unit 2: A01, A02, A03)</p> <p>Wk 24 – Assessment 8-</p> <p>Composition development (Unit 2: A01)</p> <p>Wk 27 - Assessment 9–  Development of materials (Unit 2: A02)</p>	<p>Wk 30 – Assessment 10- EXAM FINAL PIECE (Unit 2: A04)</p> <p>+  MODERATION – ( both units: A01, A02, A03, A04)</p>