

# Marriotts School Schemes of Learning

## Subject 2016-17



### **Unit 3 Ideas and concepts in Art and Design**

Unit 38 Mixed Media Image making

Unit 76 Generating fine Art ideas

## Year (?) –(Subject) Overview of Range and Content

Unit Range and Content	Assessment	Prep – Range and Content	Cross-Curricular Links SMSC																																										
<p>Autumn 1</p> <p><b>Title: A sense of place SEPT-NOV)</b></p> <p>Starting Point - Mind mapping with analysis of all your thoughts on the theme - Journeys...</p> <p>Suggested Artists/movements to get you started – <b>Expressionism</b>- Mark Chagall, Edvard Munch. <b>Romanticism</b>- John Constable, William Blake.. <b>Symbolism</b>- Odilon Redon, Gustav Klimt. Aboriginal artwork, African artwork.</p> <p><b>Task 1</b> - Produce a detailed mind map of all your ideas on the theme of journeys (<b>M1</b>). This could include personal journeys or holidays, a family member or friend's journey, the life of a real or fictitious character, a journey in nature, a journey in time etc... Outline your project proposal (<b>P2</b>).</p> <p><b>Task 2</b> - Using pen/pencil/charcoal/pastel/paint or mixed media complete a series of drawing from primary sources that are relevant to your theme. Consider how you record texture, tone, form and surface detail (<b>P2 M1</b>).</p> <p><b>Task 3</b> - Methodically research and study a series of artists or an Art movement that is relevant to your theme. Select relevant contemporary artists to inform your design work (<b>P1 M1 D1</b>). Your research will need to be presented with notes, sketches, photographs and printed material (<b>P2 M1 D1</b>).</p> <p><b>Task 4</b> - Using your research and one or more of your drawings as a starting point produce a series of initial ideas (<b>M1</b>). Evaluate each of these against your original proposal (<b>P3</b>).</p> <p><b>Task 5</b> - Select one of these ideas and develop the work further using a range of presentation techniques such as sketch book work, design boards, photographs/Photoshop, maquettes or critiques (<b>P4 M2 D1</b>).</p> <p><b>Task 6</b> - Present final ideas to meet brief with evaluation (<b>P4</b>).</p>	<p>Autumn 1</p> <p>Assessment 1 –</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: left; padding: 5px;"><b>Unit 3 Ideas and concepts in Art and design</b></th> </tr> <tr> <th colspan="6" style="text-align: left; padding: 5px;">To achieve a distinction grade the learner must have achieved the entire pass and merit criteria.</th> </tr> <tr> <th style="text-align: left; padding: 5px;">PASS</th> <th style="text-align: left; padding: 5px;">Achieved + task ref</th> <th style="text-align: left; padding: 5px;">MERIT</th> <th style="text-align: left; padding: 5px;">Achieved + task ref</th> <th style="text-align: left; padding: 5px;">DISTINCTION</th> <th style="text-align: left; padding: 5px;">Achieved + task ref</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>P1</b> explain how media and materials are used in the work of others to convey ideas and meaning</td> <td style="padding: 5px;">T3</td> <td style="padding: 5px;"><b>M1</b> evaluate how media, materials and processes are used to convey ideas and meaning, drawing on own experiments to make effective comparisons</td> <td style="padding: 5px;">T1,2,3,4</td> <td style="padding: 5px;"><b>D1</b> communicate an intended meaning cogently to a specified audience through imaginative use of the language of art and design</td> <td style="padding: 5px;">T3,5</td> </tr> <tr> <td style="padding: 5px;"><b>P2</b> create own visual language by working with materials, media and processes</td> <td style="padding: 5px;">T1,2,3</td> <td style="padding: 5px;"><b>M2</b> communicate an intended meaning clearly to a specified audience through refined use of the language of art and design</td> <td style="padding: 5px;">T5</td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td style="padding: 5px;"><b>P3</b> describe ways in which visual language is used to communicate ideas and meaning</td> <td style="padding: 5px;">T4</td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td style="padding: 5px;"><b>P4</b> communicate an intended meaning to a specified audience using the language of art and design.</td> <td style="padding: 5px;">T5,6</td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> </tbody> </table> <p>Key Concepts Key Processes</p> <p><b>Work required for Assessment</b></p> <p>A completed sketch book of recordings and ideas using a variety of media with appropriate methodical research on Art movements/other artists used to inform your own work</p> <p>A collection of drawings/paintings/maquettes of varying scale in a variety of different media</p> <p>A collection of further development work presented as sketch book work, design boards, photographs/Photoshop, maquettes or critiques</p> <p>A final outcome full size or to scale in a media of your choice with thorough evaluation</p>	<b>Unit 3 Ideas and concepts in Art and design</b>						To achieve a distinction grade the learner must have achieved the entire pass and merit criteria.						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	<b>P1</b> use experimental and nontraditional graphic media techniques and processes [IE, CT, RL, TW, SM]			<b>M1</b> explore coherently, experimental and nontraditional graphic media		<b>D1</b> explore independently, diverse experimental and non-traditional graphic media		
	<b>P2</b> use mixed media in producing graphic image outcomes [IE, CT, RL, TW, SM, EP]			<b>M2</b> design an effective graphic media product which uses experimental and nontraditional graphic media practices		<b>D2</b> design an innovative graphic media product independently, which uses experimental and non-traditional graphic media practices		
	<b>P3</b> select reproduction techniques towards graphic image outcomes. [IE, CT, RL, TW, SM, EP]			<b>M3</b> explain, with reference to well-chosen examples, reproduction techniques used towards graphic image outcomes.		<b>D3</b> evaluate, with reference to detailed examples, reproduction techniques used towards graphic image outcomes.		
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