



**Pathway
2-3**

Year '10.1' Art & Design

Autumn Term 1 up to Spring half Term of Term 2

Learning Intention: Title 10.1 'Characters and Places'

The purpose of this project is to develop pupils' foundation elements in wet and dry media. Pupils will improve their understanding of landscapes and explore various ways characters can be represented in different styles. They will strengthen their knowledge of art categories such as: Painting, Drawing, photography and Animation and begin to add breadth to their knowledge of the specific elements required in these disciplines. They will explore art from different cultures to help develop their research skills and final piece designs. Pupils can gain 2 AQA units in the project Recreating a Vincent Van Gogh Painting-Entry Level and African Art: Tinga Tinga - Level 1 on successful completion of the criteria at the appropriate standard.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

Starting to:

- Solidify knowledge of basic key art areas of study : Painting, drawing, photography and animation
- To learn to research a Famous Artist and Art from other cultures learning to recreate their work with some resemblances

Improving the ability to:

- Learn to competently Identify basic key at elements: Painting, drawing, photography and animation
- To learn to research the work of a famous artist and Art from other cultures learning to recreate their work with some accuracy

Exploring the ability to:

- Show fluency in the key art elements: Painting, drawing, stop motion photography and animation and show understanding of professional art practice
- To learn to research the work of a Famous Artists and Art from other cultures with increasing degrees of accuracy and observe detail and the techniques used to enhance their own ability

Knowledge:

-

Develop understanding of aspects the following Knowledge:

- **Develop basic understanding of Drawing, Landscape Painting, photography and animation as art types**
- **Develop knowledge of paint applications skills selecting some appropriate colour mixing**
- **Show some understanding of character movement in animation**

Develop a competent understanding of a range of the following Knowledge:

- **Improve understanding of key differences in drawing, Landscape Painting, photography and animation as art types**
- **Improve paint application skills starting to understand the purpose of blending and tone**
- **Showing competent understanding of character movement in animation**

Develop a confident understanding of a range of the following Knowledge:

- **Show competent understanding of drawing, Landscape Painting, Stop motion photography and animation as art types**
- **Develop greater fluency in painting skills and use of blending and tone**
- **Showing clear understanding of character movement animation identifying examples**

<p>Key Skills:</p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> ● Develop 2D making skills using new materials and exploring character shape and colour ● Start to experiment with movement in cartoons/figures ● Develop Cultural Research learning to explore a selected theme with some support ● Final piece-Improving and refining work learning to spot areas of success and improvement using some appropriate techniques and some vocabulary 	<p>Develop a competent ability to use a range of the following skills with some support:</p> <ul style="list-style-type: none"> ● Improve 2D making skills using new materials exploring character shape and colour ● Experiment with movement in Animation ● Develop Cultural Research learning to explore a selected theme with little support ● Final piece-Improving and refining work learning to spot areas of success and improvement using mostly appropriate techniques and a range of vocabulary 	<p>Develop a confident ability to use a range of the following skills independently:</p> <ul style="list-style-type: none"> ● Develop fluency in 2D making skills using new materials and exploring character shape and colour independently ● Experiment competently with movement in Animation ● Develop Cultural Research learning to explore a selected theme independently ● Final piece-Improving and refining work learning to spot areas of success and improvement, fluently using appropriate techniques and a broad range of vocabulary
<p>Language and/or communication skills:</p>	<p>To start to use subject related language with some accuracy:</p> <p>Style: Cartoon Painting Photography</p> <p>Culture</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Style: Figure Animation Character</p> <p>Aboriginal Tinga Tinga</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Style: Figure Animation Stop Motion</p> <p>Aboriginal Tinga Tinga Art Aboriginal</p>

	<p>Theme: Character Landscape</p> <p>Colour: Detail</p> <p>Shape: Line Scribble Pattern</p> <p>Materials:Water pot, Watercolour</p>	<p>Theme: Movement</p> <p>Colour: Light Bright Tone</p> <p>Shape: Size</p> <p>Materials:Ink Plastic</p>	<p>Art Vincent Van Gogh</p> <p>Theme: Animation</p> <p>Colour: Dark shade</p> <p>Shape: Scale</p> <p>Materials: Acetate Cotton bud</p>
<p>Curricular Links</p>	<p>SMSC/PSHCE- personal and cultural development and awareness of other artists and why art is made? Improve understanding of different places and develop desire to share places of interest with others through making of art. Learn how to represent people art work using different art styles considering different art movements and improve understanding of body parts and how they can be represented.</p> <p>Understanding materials taught in Science and Design technology and learning to be experimental with materials-See what they do!</p> <p>Literacy- Keyword exercises, word games, word frames, vocabulary quizzes. Art descriptions .</p> <p>IT- Predominantly Artist research/Home learning and powerpoint.</p> <p>Numeracy is encouraged through estimation of speed and sizes of characters.</p> <p>Literacy skills focus to aid EAL and less able students as well as extend students.</p> <p>Skills based tasks are set to accommodate dyspraxia pupils needs and pupils are encouraged to to cross over actions and develop their movement range</p> <p>Spiral learning</p> <p>7.1 Art & Drama-Tell me a Wild story (Landscape Watercolour paintings and character drawing)</p> <p>8.1 Art & Design- Buildings, Shapes & Architecture (Watercolour painting and Shapes)</p>		

Talking points

Pupils should be encouraged to explore the tactile world in which they live, trying new sensory experiences. They should be encouraged to discuss new things they have tried and how they felt about these experiences.

Pupils should be encouraged to visit art exhibitions and explore a variety of art forms and creative outlets. Gain exposure to new experiences and learn to understand feelings, concerns or worries around these experiences.

To develop a passion for using photography as a way of recording experiences and observing the world, people and movement around them

Relevant Links:

- Tate Britain <https://www.tate.org.uk/whats-on>
- National science and Media Museum <https://www.scienceandmediamuseum.org.uk>

Implementation

key Elements: Introduction to developing a sustained project concluding in a Final Piece. **Improving knowledge core elements in drawing, painting and Animation**

- Vincent Van Gogh **AQA units Entry Level:** Recreating a Vincent Van Gogh
- Character Movement and Animation
- Cultural Art-**AQA unit Level 1** African Art-Tinga Tinga

Learning Through key elements of project development:. Developing understanding of Artist and Cultural Research research practice. Developing exploration or movement/pattern/colour to create effects.

- Unit 1a Develop the ability to research and recreate artist's work exploring watercolour/ ink techniques,
- Unit 1b Explores how movement effects can be created in Animation/-Flip Books,drawing, painting & 3D figures.
- Unit 1c develops pupils ability to learn from other cultures using mixed media, they conclude by making a final piece (painting, pattern and collage skills taught)
- Work is scaffolded to support learners needs and Extension work provided

Assessment:

Pupils are assessed on their ability to Meeting the Assessment AQA Criteria for:

Impact

Core outcomes:

1. Assessment -AQA.Create a Van Gogh research page
2. Assessment -AQA -Recreate a Van Gogh Painting
3. A range of animation movement mixed media experiments
4. Create an Animation Photography page
- 5.Assessment- A Tinga Tinga Painting/collage AQA-Warm colours
6. A Final Piece-Characters and places
 - Life skills-Develop confidence in accessing new experiences, develop enriching interests, passions and hobbies
 - Career Links-Develop experimentation skills improving ability to be creative and use imagination, boosting confidence and sharing of creative ideas useful in creative professional practice
 - Life skills-Develop ability to share common experiences with others
 - Career Links- Improving the use of ICT skills and photography skills useful in the world of work
 - Career Links- pupils can gain Entry level and Level 1 AQA unit awards