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| **Art and Design - Year 11 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1** | **Title: Façade** | | | | | **Number of lessons in sequence** | **14** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**   * Be increasingly independent, confident and creative in their ability to respond to stimulus * Be increasingly independent, confident and creative in their ability to deconstruct the value of artists in response to techniques and formal elements * Be increasingly independent, confident and creative in their ability to evaluation the value of their own work * Be increasingly independent, confident and creative in their ability to explore a range of media and techniques * Be increasingly independent to sustain focus over a period of 14 weeks * Produce a cohesive body of work in response to the theme * Conclude the creative process with either a collage, painting or ceramic outcome. * Learn creative skills and techniques that they can apply to their ESA * Show greater preparedness and autonomy in their ESA * Students will be actively encouraged and inspired through planned resourcing and personalised student outcomes to produce a highly individual response to the stimulus ’into the deep’. Experimentation with a wide range of materials, extensive research of chosen artists bespoke to students’ own interests and areas of strengths, supported by clear guidance through assessment objectives for GCSE is aimed at developing autonomy, regardless of ability, whilst equipping them with the skills to continue with the subject at AS, A Level and beyond. * **Assessment objectives:**  |  |  |  |  | | --- | --- | --- | --- | | **Assessment Objective 1** | **Assessment Objective 2** | **Assessment Objective 3** | **Assessment Objective 4** | | Develop ideas through investigations, demonstrating critical understanding of sources | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | Record ideas, observations and insights relevant to intentions as work progresses | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |   **Knowledge Learners will:**   * Learn a range of vocabulary to support the SOW and wider understanding of visual literacy * Learn how to analyse art through formal elements so that learners can confidently discuss/evaluate/annotate artworks * Learn how art is assessed so that the value of individual tasks are understood, strengths can be celebrated, and areas of development improved leading to increased intrinsic motivation * Learn how to apply formal elements using a range of materials and techniques (outlined specifically below) Learn the creative process – learn how to document how sources (primary/secondary and cultural) inspire the development of original thought using Ian Murphy, Singha Park and other self-identified artists/sources from independent research. * Learn how meaning, ideas and intentions are communicated though visual language * Learn a range of media/techniques and how these can be used to inform creative intentions * Learn how to use equipment safely and observe all health and safety requirements * Learn each step of the creative process and assessment objectives for greater antonymous creative decisions * Learn how to identify their strengths and areas for improvement * Invest thought into developing conceptual art * Have improved confidence to express creative intentions * Learn creative pathways to promote future careers in Art and enterprise   **Skills: Learners will:**   * Learn effective compositionso that they can skilfully present their work * Learn a range of transferable practical skills that will help realise their creative intentions and support their ESA such as drawing, transferring, mixed media and painting. * Learn to evaluate and annotate creative work * Learn how to refine a range of materials and techniques (outlined specifically below) * Learn mark making techniques (outlined below) so that learners can identify their strengths, and inform next steps in ESA allowing for preparedness and rapid progression * Learn painting techniques (outlined below) so that learners can identify their strengths, and inform next steps in ESA allowing for rapid progression * Learn photography skills (outlined below) so that learners can demonstrate a wider range of recording skills * Learn 2D/3D skills (outlined below) so that learners show development of theme * Create original outcomes from plans | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | National Curriculum Ks3  SOW allows students to use a range of techniques – (collage, drawing and painting,) to record their observation. This SOW promotes the use of a range of techniques and media, including painting/drawing. It offers skills to increase their proficiency in the handling of different materials, and vocabulary to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. The SOW offers opportunity to explore the history of art such as German Expressionist, major architectural movements from Edwardian up to the present day. It also present opportunity for curriculum links to Science, Maths, English, History and psychology.  National curriculum KS2  SOW designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art inspired by pop art movement, understanding historical and cultural developments of the time. SOW designed to produce creative work, allowing students to explore their self, ideas and record their characteristic. Sow promotes drawing and painting skills, while allowing evaluation.  Students familiar with visual language and formal elements. Builds on skills 3D observational drawing from Year 9 programme of study exploring observation Gaudi.  Greater conceptual depth explored through context, global issues and other relevant sources specific to personal response. | | |
| **Outcomes/**  **Success Criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **Thematic vocabulary** (extended and differentiated in lesson1, below):  Façade, front, frontage, appearance, cover, guise, pretence, pretend, real/imagined.  **Formal elements:** colour, line, shape, tone, pattern, form, scale and texture.  **Visual Language**: composition, balance, contrast, negative space, aesthetic, focal point.  **Adjectives for artist analysis (stimulus):**  Mood, emotive, vibrant, bold, tight/loose, oppressive  Dark, atmospheric, secretive, moody  stormy, foreboding, deep/depth, intimate, messy, chaotic, solid/ secure, controlled, realistic, familiar, free, carefree, joyful, spirited, nostalgic, memory inducing, light, contemporary, expansive, far away, simplistic, sketchy, dream like state, unknown, ethereal  fragile/ fragility, implied, alluded, intricate, energetic.  **Media**: charcoal, mixed media, chalk, watercolour, ink, brusho, clay, pen, pencil, acrylic paint, watercolour paint, inks.  **Art Movement vocabulary:**  Gothic architecture, Neo Gothic architecture, Victorian architecture, Edwardian architecture, Rococo architecture, Baroque architecture, Art Deco architecture, Art Nouveau architecture, Renaissance architecture, post modern architecture, Bauhaus architecture, heritage (National Trust Homes, Listed, Period homes), classical architecture, neo-classical architecture, Romanesque architecture, industrial architecture.  **Career vocabulary:**  Illustration, advertising, published, artist in resistance, studio, in situ.  **Technique vocabulary**: collage, draw, paint, mask, wax resist, imprint, carve, score, emulsion print,  **Equipment vocabulary:** masking tape, gum tape, paint brush, fine liner, brio, tissue paper, brown paper, tracing paper, cartridge paper, watercolour paper, squared paper, newspaper, sugar paper, card. scissor, ruler, sharpener, white pen, HB pencil, 2B pencil, graphite stick, eraser, oil pastel, sea salt, cling film, printing paper, water spray, A6 paper, A5 paper, A4 paper, A3 paper.  **Assessment vocabulary:**  Research, experiment, record, present, highly developed, record, review, refine, skilful, confident, sustained, convincing, secure, some,  personal response, assessment objectives and markbands.  **Oracy:**  Resources found HERE | | **Knowledge Support:**   * **Reading support**: * PowerPoint will be on a tinted screen for accessibility for all * Literacy supported with definition and image to reinforce recall and understanding * Writing frameworks with sentence starters, word banks and WAGOLL’s * Assessment sheets/break down of markbands in student friendly terms * **Skills support:** * Scaffolded and ghosted images issued where required * Transfer techniques taught * Equipment utilised to support identified learners eg lightbox * Teacher live demo * Process sheets to support independence * Teacher time allocated to individuals | City landmark trail:  The Royal Liver Building  Liverpool Town Hall  St. George’s Hall  The Port of Liverpool Building  Bluecoat Chambers  Liverpool Cathedral  Liverpool Metropolitan Cathedral  The Cunard Building  **Maritime Museum visit**  [www.rmg.co.uk/national-maritime-museum](https://www.rmg.co.uk/national-maritime-museum)  **TATE museum visit**  <https://www.tate.org.uk/visit/tate-liverpool>  **Central Library visit**  <https://liverpool.gov.uk/libraries/find-a-library/central-library/>  (family histories)  **International Slavery museum visit**  [www.liverpoolmuseums.org.uk/international-slavery-museum](https://www.liverpoolmuseums.org.uk/international-slavery-museum)  **Natural World Museum – culture floor - visit**  [www.liverpoolmuseums.org.uk/world-museum](http://www.liverpoolmuseums.org.uk/world-museum)  **Sudley House - visit**  [www.liverpoolmuseums.org.uk/sudley-house](http://www.liverpoolmuseums.org.uk/sudley-house)  **Walker Museum - visit**  [www.liverpoolmuseums.org.uk/walker-art-gallery](http://www.liverpoolmuseums.org.uk/walker-art-gallery)  **Yorkshire Sculpture Park**  <https://ysp.org.uk/>  National Trust website eg:  Beatles childhood homes/ Strawberry fields signage  Speke Hall  The Hardmans’ House  **Cross curricular references:**  **(not extensive)**  **English**: William Shakespeare's Merchant of Venice  Science: Biomimicry  **ICT**: Façade Pattern coding  **History**: Misrepresented events, Ancient civilizations/ propaganda/ witch trials/ Espionage  **DT**: Architecture/ Urban design  **Maths**: Maya decals and numerical systems, topologu  **Popular culture**: Instagram life/ social media/ selfie culture/ fake news  **Scholarship:** | **CAREERS:**  Architecture: a documentary film that explores the architectural studio  <https://www.youtube.com/watch?v=62r3UPrOS9k>  **Artist in residence – the studio (Ian Murphy clip, below)**  **Illustration and advertising – James Gulliver Handcock**  <https://www.youtube.com/watch?v=360r-iyK_Eg>  **Hancock Book review**  <https://www.youtube.com/watch?v=f5RZMZB8k_M>  **Reading and viewing – topic search**  [www.smarthistory.org](http://www.smarthistory.org)  **Reading:**  **Daughters of Windrush**  <https://www.liverpoolmuseums.org.uk/stories/daughters-of-windrush>  **Podcasts:**  <https://www.bbc.co.uk/iplayer/episode/p00nw1tb/intimations-10-john-le-carre>    **Podcast “From the Heart”**  **Baroness Floella Benjamin's incredible stories of resilience and overcoming adversity**  <https://www.lbc.co.uk/radio/podcasts/windrush-podcast-from-the-heart-floella-benjamin/#:~:text=%27From%20the%20Heart%20with%20Floella%20Benjamin%27%20is%20a,Listen%20to%20From%20the%20Heart%20with%20Floella%20Benjamin>  **Art of Persa**  In the fabled city of Isfahan, Samira encounters the dynasty of shahs that succeeded the Mongols - the Safavids, who gave Iran a powerful new identity through Shia Islam and carved its message in stone, brick and tile.  <https://www.bbc.co.uk/iplayer/episode/m000kjj2/art-of-persia-series-1-episode-3>  My world: Teenagers voice their experience of growing up black    <https://www.bbc.co.uk/iplayer/episode/m000kkqy/my-world-george-floyd-and-black-lives-matter>  **Storyville**  Documentary exploring the Black Panther party, its culture and political awakening  <https://www.bbc.co.uk/iplayer/episode/b071gr5h/storyville-the-black-panthers>  Queer Britain – Understanding identity  <https://www.bbc.co.uk/iplayer/episode/p052q803/queer-britain-series-1-6-queer-and-proud>  Intimations  <https://www.bbc.co.uk/iplayer/episode/p00nw1tb/intimations-10-john-le-carre>  History of architecture  <https://www.youtube.com/watch?v=e6rW4OPceFU>   **Movies:****Medianeras/Sidewalls (illustrative/humourus)** <https://www.youtube.com/watch?time_continue=57&v=sWzQrYiYnTI&feature=emb_logo>    **The infinite happiness (Tracks modern Architect and his innovative 8 design)**  <https://www.youtube.com/watch?v=MAPEioSNvDc>    **Blade Runner (Cult dystopian science fiction movie set against a dark and almost abandoned LA in 2019)**  <https://www.youtube.com/watch?v=eogpIG53Cis&feature=emb_logo>    Metropolis – Film inspired by a novel. First Influential science fiction Classic. Surreal. German Expressionism. Silent film.  <https://www.youtube.com/watch?v=gdtZv3XROnc>    **The architect (movie depicts architect who is hired to design a house)**  <https://www.youtube.com/watch?time_continue=9&v=rn9pk_186P4&feature=emb_logo>  **Koyaanisqatsi: Life Out of Balance (simple/realistic)**  <https://www.youtube.com/watch?time_continue=134&v=1jM2WA2WbDc&feature=emb_logo>  **The belly of an architect (classic architecture)**  <https://www.youtube.com/watch?time_continue=214&v=bkhv8x_pSP8&feature=emb_logo>  **In exchange for five apartments and one shop! (Tracks the change of Athens from 1924 to present) Greek – not subtitled.**  <https://www.youtube.com/watch?v=4fWvwNubmuc>  **Dark City (False worlds/surreal)**  <https://www.youtube.com/watch?v=jSpowoKqSzc> Dynamic facades <https://www.youtube.com/watch?v=TecF1-K5SWw>  Intro to Murphy’s work  <https://www.youtube.com/watch?v=CTN5ftmHzo0>  Ancient China and the Forbidden city.  Ming Dynasty  3D forbidden city  <https://www.youtube.com/watch?v=RrbkJGIVzOM>  Local interest A tale of Liverpool's hidden birds: <https://www.explore-liverpool.com/a-tale-of-the-liver-birds-the-hidden-birds-of-the-city/> Peer inspiration  <https://www.youtube.com/watch?v=AUO50n_IZlI>  Texture surfaces  <https://www.youtube.com/watch?v=tcxH1swyeVo>  Collage techniques  <https://www.youtube.com/watch?v=k0_WT1sN6xc>  Sketchbook ideas  <https://www.youtube.com/watch?v=VNvLlld0A8o>  HAP - “We the people” Black edition | | | |

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| **Unit Title** | **Sequence of learning Lesson title, theme** | **Key concepts/outcomes/knowledge and skills.**  **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.**  **Green=assess/Blue=improve** | **HWK. Add**  **Hyperlink**  **To be in books clearly marked** | **Furthering Cultural Capital.**  **&**  **Opportunities for reading** | **Recall of prior or future topics –** | **Lesson resources including or hyperlink to supporting websites/resources/books/texts & individual lessons.**  **5xT+L essentials to be included in individual lessons,** |
| **Week 1** | Anderson's taxonomy – Know and Understand  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources  Façade:  1.The front of a building, especially a large or attractive one.  2. An architectural detail.  3. Something not true, superficial, or artificial appearance. A misleading outward appearance. A mask. Something that hides something else.  What is Facade?  What does it mean to me?  How does this relate to the world around me?  How does this connect to the reality I have experienced?  Introduction to Assessment objective 1  and mark bands | Outcome: Introduction page  requirements:  Title, definition, mindmap, word shower, facts of interest and any relevant personal starting points (cultural, literacy, poetry, music, theatre or any other inspirational source)  Page concludes with statement of intent – one sentence.  Skills: compositional, lettering, collage, annotation and generation of thoughts.  Knowledge: lesson vocabulary and mind map skills  Starting points:   * LAP (**thematic word bank**)   **Façade** = front, exterior, ornamental, decorative, structure, structural, strength, arch, column, pillar, brick, block, rafter, openings, porches, entry ways, cornerstone, building, tile, light, dark, shadow, reflection, surface, railings, architecture, architectural detail, windows, doorframes, intricate, place, symmetrical, organic, decompose, erosion, gargoyles, geometric, embossed, craved, imprinted, derelict, decayed, erosion, preserved, abandoned. Interior, wallpaper, veneer, sconce, plaster.   * MAP (**wider historical/contextual references**)   **Façade** = frontage, edifice, aspect, elevation, corbel, archway, mythical sculptures, guardian figures, contemporary, relief, Gothic architecture, Neo Gothic architecture, Victorian architecture, Edwardian architecture, Rococo architecture, Baroque architecture, Art Deco architecture, Art Nouveau architecture, Renaissance architecture, post modern architecture, Bauhaus architecture, heritage (National Trust Homes, Listed, Period homes), movements, classical architecture, neo-classical architecture, Romanesque architecture, industrial architecture, revolution, constructed, motif, cornicing, moulding, past, present, future.   * HAP (**wider cultural, conceptual and curriculum references**)   **Façade**, entablature (Italian), appearance, crepidoma (Greek construction 3 tiers), manstrad (French). Topologu (Greek/maths/continuous line).  Self identity. Cultural identity. Cultural masks. Reality/altered reality. Symbolism. Character. Values.  Cover/cover up (scandals e.g. Windrush or Hillsborough disaster), protective layer (boarded up national statues?, embryos?, family unit etc) guise, disguise, pretence, show, real/imagined, an untruth, misguide, mislead, false facts (“Fake news”), fake (insta culture).  Façade pattern (ICT/coding). Biomimicry (Science). Architecture (DT/Maths),  Grotesques/Gargoles/ Witch Trials (History/historical inaccuracies). Ancient Maya (History/ Mathematics). Polarised thinking. Extreme political views. Propaganda. Xenophobia. Homophobia. Hate crime. Discrimination.  Common misconceptions addressed  Annotations with next step intentions MAKE THEM LOOK  VISUALLY APPEALING | Think pair share on prior knowledge – own personal interpretation of the theme.  How do I begin a project?  What do I need to include on my first page?  How do I present my page? | Own research and collection of images  A5 collage x2  Drawn connections/extensions  Titles completed ahead of next page  All classroom work complete | Contemporary and historical genres including contexts explored  Historic city  A tale of Liverpool's hidden birds: <https://www.explore-liverpool.com/a-tale-of-the-liver-birds-the-hidden-birds-of-the-city/>  Grotests v’s gargole (French)  <https://www.youtube.com/watch?v=g_IJ5RYMk7A>  (Historical accuracies)  CAREERS  <https://www.youtube.com/watch?v=LfpcjMgYP0M>  I am an architect  Liverpool City landmark trail/ virtual tours:  The Royal Liver Building  Liverpool Town Hall  St. George’s Hall  The Port of Liverpool Building  Bluecoat Chambers  Liverpool Cathedral  Liverpool Metropolitan Cathedral  The Cunard Building  **CAIG:**  Architecture: a documentary film that explores the architectural studio  <https://www.youtube.com/watch?v=62r3UPrOS9k> | Past:  KS3 ceramic the architecture project  Good Golly it’s Gaudi  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 2 | Anderson's taxonomy – application  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  Moodboard – expanding/developing starting point and finding connections to move project on towards a personal response AO4.  Collage:The art of collecting or combining various things, in this lesson, images. | Outcome – visual moodboard exploring the theme, this should be an extension to the introduction page.  Knowledge – lesson vocabulary and safe practice  Skills – collage, composition and use of line to draw  A combination of resources, images and reference points. Formal elements illustrated with images  LAP learner will present a selection of images related to the theme and include formal elements to the page  MAT Learners will present a selection of researched images related to the theme and apply the keywords and formal elements to images  HAP’s Learners will present a selection of primary and secondary images relating to their starting point. They will compare and contrast, the images. Learners will analyse different styles of architecture, genres, Learners will connect the images by skilful extension. movements applying formal elements. Words from the introduction page will be applied to images.  Common misconceptions addressed  Reflection, and annotated with next step intentions | Have I used formal elements previously?  What is significant or important about my emerging starting point? How could I extend and develop this further using formal elements?  Spellings and definition quiz to remember formal elements linked to meanings and examples on slides  **Lesson Vocabulary**  Collage  Juxtapose  Layer  Overlap  Composition  Contrast  Texture  Layout  Extension  Symmetry | Artist titles completed ahead of next page  Tonal scales  3x A5/6 Drawn outlines from primary photos  All classroom work complete |  | Past:  Collage recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 3 | * Anderson’s taxonomy – analysis   Artist Analysis 1 – Ian Murphy   * Formal element focus: FORM, TONE, SCALE and TEXTURE   **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 2**  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  Mixed media:  Using one or more materials to create art | Outcome - Artist Analysis – Ian Murphy  Title (artists name), formal elements, technique swatches (A6) and artist images  Knowledge – lesson vocabulary and safe practice  Skills – mark making, tonal drawing (pencil/biro), marker wash, emulsion print, chalk, colouring pencil.   * LAP – range of enlarged sectionals and ghost images as scaffolds * MAP – range of detailed images to choose from * HAP- personal selection using a viewfinder, informed by statement of intent   Learners create mark making scales to demonstrate control and confidence  Learners apply tonal and mark making scales to frameworks, drawings, or drawings from primary images.  Drawings in a range of monochromatic equipment.  Pen, pencil, charcoal, colouring pencil, chalk, while colouring pencil, tea stain, emulsion print, emulsion relief.  Techniques covered to demonstrate chiaroscuro:  Hatch, cross hatch, stippling, tonal, marker wash, painting, print and 2D relief, impasto, sgraffito  Reflection and next step intention, students identify which technique has been most successful. | What formal elements do I see in the work presented?  What similarities do I see?  What medium and techniques can I spot that I have used previously?  How can I use these art techniques again?  How can I interpret these techniques and relate them to my starting point?  **Lesson Vocabulary**  Tone  Contrast  Monochromatic  Chiaroscuro  Texture  Layered  Collage  Opaque  Rough  Smooth  Sgraffito  Impasto  Blended  Limited colour palette  Realistic  Scale  Zoomed in  Enlarged  Extraction  Historic façade  Viewfinder  2D relief  Mixed media  Gesture  Expression  Blended  Scale  **Mood vocabulary stimulus**  **(adjectives):**  Tight/loose  Oppressive  Dark  Atmospheric  Secretive  Moody  Stormy  Foreboding  Deep/depth  Intimate  Messy  Chaotic  Solid/ secure  Controlled  Realistic  Familiar  Urban | Artist titles completed ahead of next page  Tonal scales  3x A5/6 drawn outlines from primary photos  All classroom work complete | Murphy’s China studies : historic secrecy of the Forbidden City. Rituals.  Modern industrialisation+  SMOG – global warming, pollution, carbon footprint, air quality.  Murphy’s Venice studies:  Rising water levels, global warming.  In-depth study into the work of contemporary art and illustration as career choice.  William Shakespeare's Merchant of Venice, themes of inequality/discrimination explored. | Past:  Composition recap  Artist analysis recap  Tonal application recap  Formal elements recap  Assessment Objectives recap  Common misconceptions recap  Artist intention recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE  Intro to Murphy’s work  <https://www.youtube.com/watch?v=CTN5ftmHzo0>  Ancient China and the Forbidden city.  Ancient History - Ming Dynasty  3D forbidden city  <https://www.youtube.com/watch?v=RrbkJGIVzOM>  Peer inspiration  <https://www.youtube.com/watch?v=AUO50n_IZlI>  Texture surfaces  <https://www.youtube.com/watch?v=tcxH1swyeVo>  Collage techniques  <https://www.youtube.com/watch?v=k0_WT1sN6xc>  Sketchbook ideas  <https://www.youtube.com/watch?v=VNvLlld0A8o> |
| Week 4 | * Andersons taxonomy – Analysis (choice of artist) * Formal element focus: LINE, COLOUR SCALE and SHAPE through the choice of artist   **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 2**  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **Aquarelle:**  the technique of painting with thin, transparent watercolours | * Artist Analysis – introduction of choice of artist   Outcome  Title (artists name), formal elements, technique swatches, drawings in a range of materials (A6) and artist images  Knowledge – lesson vocabulary and safe practice  Skills – painting skills  Medium  Water colour, inks, brusho, chalk, pen (colour), pen wash (colour) colouring pencil (colour)  Techniques to demonstrate aquarelle  Wet on wet, wet on dry, salt, cling film, wash, oil pastel resist, chalk, colouring pencil (colour)  LAP – Patrick Morgan/ James Gulliver. Learners work over ghosted images as scaffold, to learn the techniques.  MAP – Svetlana Wittmann n. Learners work over drawn images of artists work or secondary sources.  HAP – Sunga Park. Learners encouraged to apply techniques to drawings from primary sources.  Reflection and next step intention, students identify which technique has been most successful. | What formal elements do I see in the work presented?  What similarities do I see?  What medium and techniques can I spot that I have used previously?  How can I use these art techniques again?  How can I interpret these techniques and relate them to my starting point?  **Lesson Vocabulary**  Colour  Selective colour  Hue  Warm  Cool  Pastel  Harmonious  Analogous  Spectrum  Saturation  Aquarelle  Opacity  Transparency  Translucent  Wash  Masking  Sketchy  Scale  Line  Movement  Viewpoint  Landscape  Scale  Wider viewpoint  Space  Minimal  Wet on Wet  Dry  Wax resist  Blended  Negative space  **Mood (adjectives) stimulus:**  Tight/loose  Free  Carefree  Joyful  Spirited  Nostalgic  Memory inducing  Light  Contemporary  Expansive  Far away  Simplistic  Sketchy  Dream like state  Unknown  Ethereal  Fragile/ fragility  Implied  Alluded  Energetic  Urban | Photoshoot, minimum of 12 images printed.  Refined selection, enlarged or edited and printed.  Stretch and challenge:  Historical landmarks city trail | In-depth study into the work of contemporary art and illustration as career choice. | Past:  Composition recap  Artist analysis recap  Formal elements recap  Assessment Objectives recap  Common misconceptions recap  Artist intention recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA  CAREERS - illustration  <https://www.youtube.com/watch?v=360r-iyK_Eg>  Book review  <https://www.youtube.com/watch?v=f5RZMZB8k_M> | PPT Hyperlinked HERE  Resources found HERE |
| Week 5 | Andersons taxonomy: Evaluating  Formal Elements: ALL  Primary Evidence Development page  **Assessment Objective 2**  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses | Outcome: Primary Research  Knowledge – lesson vocabulary and safe practice  Skills – composition, viewpoint, selection and refinement  Present photos minimum of 12  Refine selection, edit and present.  LAP - may extend development by using secondary research linked to starting point  MAP and HAP – may extend development by using primary images linked to starting point  Common misconceptions addressed  Reflection, and annotated with next step intentions | What are my thoughts on how my work turned out?  What formal elements have been most successful? Why?  What techniques have been most successful? Why?  Which images have been most successful? Why?  What needs improvement? Why?  What are my next steps?  **Lesson vocabulary**  Photoshoot  Thumbnail  Contact sheet  Viewfinder  composition  Rule of thirds  Foreground  Background  Focus  Macro  Rule of thirds | Minimum of 12 made or found textural rubbings that reflect he selection of edits chosen.  All pages complete and up to date. | Yorkshire Sculpture Park visit | Past:  Composition recap  Assessment Objectives recap  Common misconceptions recap  Artist intention recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 6 | **Andersons Taxonomy: Create**  **Texture Tiles**  **Assessment Objective 2**  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses | Outcome: Texture samples  Knowledge – lesson vocabulary and safe practice  Skills – applying texture and formal to 3D clay swatches  Learners create swatches by developing texture in response to their photo research | **Lesson vocabulary**  Texture  Rough  Smooth  Coarse  Carve  Clay  Rolling pin  Guide  Slab  Score  Imprint  Layer  Negative space    AP1 assessment time – developmental piece in response to skills learned. Feedback will be given back in Ao3 | Colour scales and colour samples completed in a range of materials.  HAPS: above applied to own drawings or primary photos.  Create titles for next page. |  | Past:  Formal elements recap  Assessment Objectives recap  Common misconceptions recap  Artist intention recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 7 | **Andersons Taxonomy: Create**  **Assessment Objective 2**  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses | Outcome: Painted texture swatches  Knowledge – lesson vocabulary  Skills – applying painting techniques and formal elements to swatches  Learners apply learned painting techniques to texture swatches in either monochromatic, warm, cool, selective or aquarelle colour. | **Lesson vocabulary**  High light  Low light  Monochromatic  Warm  Cool  Selective colour  Aquarelle | A4 collage of collected patterns, extended in a range of materials demonstrating techniques covered.  HAP’s: merge these with primary photo details/elements. |  | Past:  Composition recap  technique recap  Formal elements recap  Assessment Objectives recap  Common misconceptions recap  Artist intention recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 8 | **Final analysis**  **Formal element:** Pattern  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses  **Assessment Objective 4**  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Outcome: Pattern Analysis – this may be an artist, culture or other relevant stimulus.  Knowledge: lesson vocabulary and safe practice  Skills – compositional, drawing, collage skills  MAP/ LAP Learners reflect on the role of pattern in their developing work and select a final artist/cultural or any other relevant personal stimulus to inform their work.  Suggested artists references: Shin Young An  Kehinde Wiley  Singh Twins  Patrick Morgan  Jasper James | How does this artist use pattern un their work?  How can I use pattern to inform my work?  What narrative, mood, impact do I want to have on my audience?  What is my plan moving forward?  **Lesson vocabulary**  Organic  Repetition  Geometric  Symmetrical  Symbolistic  Sacred  Ritualistic | Artist Analysis or cultural moodboard.  Extra curricular:  Imprint into clay | [www.smarthistory.org](http://www.smarthistory.org)  **Daughters of Windrush**  <https://www.liverpoolmuseums.org.uk/stories/daughters-of-windrush>  **Maritime Museum**  [www.rmg.co.uk/national-maritime-museum](https://www.rmg.co.uk/national-maritime-museum)  **TATE museum**  <https://www.tate.org.uk/visit/tate-liverpool>  **Central Library**  <https://liverpool.gov.uk/libraries/find-a-library/central-library/>  (family histories)  **International Slavery museum**  [www.liverpoolmuseums.org.uk/international-slavery-museum](https://www.liverpoolmuseums.org.uk/international-slavery-museum)  **Natural World Museum – culture floor**  [www.liverpoolmuseums.org.uk/world-museum](http://www.liverpoolmuseums.org.uk/world-museum)  **Sudley House**  [www.liverpoolmuseums.org.uk/sudley-house](http://www.liverpoolmuseums.org.uk/sudley-house)  **Walker Museum**  [www.liverpoolmuseums.org.uk/walker-art-gallery](http://www.liverpoolmuseums.org.uk/walker-art-gallery) | Past:  Composition recap  Artist analysis recap  Formal elements recap  Assessment Objectives recap  Common misconceptions recap  Artist intention recap  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 9 and 10 | Andersons taxonomy: Create  **Plans for final outcome**  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 2**  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses  **Assessment Objective 4**  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Outcome: Plans  Knowledge – Lesson vocabulary and safe practice  Skills – drawing, tonal, 3D rendering and evaluation  Learners work towards a final resolution of ideas in the most successful technique demonstrated in portfolio, reviewing and refining as they do. | What has been most successful? Why?  What do I need to do to refine my final piece?  **Lesson vocabulary**  Personal response  Plan  Maquette  Review  Refine  Mood  Audience | Select and refine final outcome  Create a maquette of final outcome. |  | Past:  Recap of skills from start  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 11 | Anderson's Taxonomy: Create  Begin personal response  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses  **Assessment Objective 4**  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Outcome: Personal response  Knowledge: lesson vocabulary and safe practice  Skills: creating personal piece and evaluation  Learners create personal response, an enlarged version of their maquette.  Outcomes will vary depending on ability, interest and pathway, but could include:  Clay tile, collage, 2D drawing or painting | **Lesson vocabulary**  Personal response  Plan  Maquette  Review  Refine  Mood  Audience | Complete personal response.  Complete any outstanding. |  | Past:  Recap of skills from start  Recap of mood  Recap of artist intention  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 12 | Anderson's Taxonomy: Create  Review and refine personal response  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses  **Assessment Objective 4**  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Outcome: Personal response continued  Knowledge – lesson vocabulary and safe practice  Skills – creating final piece, working to a plan, evaluation skills and meeting deadlines. | **Lesson vocabulary**  Personal response  Review  Refine  Mood  Audience  Assessment and feedback given across all assessment objectives. | Complete personal response.  Complete any outstanding. |  | Past:  Recap of skills from start  Recap of mood  Recap of artist intention  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA | PPT Hyperlinked HERE  Resources found HERE |
| Week 13 | Anderson's Taxonomy: Create  Create, review and refine personal response  **Assessment Objective 1**  Develop ideas through investigations, demonstrating critical understanding of sources.  **Assessment Objective 3**  Record ideas, observations and insights relevant to intentions as work progresses  **Assessment Objective 4**  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Outcome: Personal response completed  Learner’s complete their personal response, present their progress images and evaluate their work.  Knowledge – lesson vocabulary and safe practice  Skills – completing final piece, working to a plan, evaluation skills and meeting deadlines. | **Lesson vocabulary**  Compositional rules  Evaluation  Mood  Tone | Complete personal response.  Complete any outstanding. |  | Past:  Recap of skills from start  Recap of mood  Recap of artist intention  Future:  Transferable knowledge and skills for greater independence and autonomy in ESA |  |
| Week 14 | Critical catch up, refinement, drying time, action on feedback. |  |  |  |  |  |  |