

The Warriner School Subject Curriculum Map

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| Subject: Art | Year Group: 10 | Unit: Fantastic Food Project |
| Unit objectives: (NC Statements) <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | |
| Context for study: Students will produce a folder of work from the starting point <i>Fantastic Food</i> that meets the following 4 assessment objectives above that are set out by AQA. During this project learning will be guided but students will also learn to develop their own ideas independently. | | |



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Knowledge content:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

- To know how to create and present a research page.
- To know how to describe the artwork and where to find resources to help them.
- To know how to respond to artwork expressing own personal opinions.
- To know how to link their artists with their current theme and express their reasons for choosing them.
- To know how to use different techniques to start developing ideas for each artist such as by taking photos, experimenting on photoshop, creating paintings/drawings.
- To know how to use annotation as a tool to link their own work with their artist's work.
- To know how to choose 2-3 artists that link well with a common theme.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

- To know how to develop ideas that link well with their chosen artists from their own photographs.
- To know how to use a variety of different techniques such as Photoshop, painting, mixed media.
- To know how to choose the most suitable and appropriate media and how to discount others. Know how to develop ideas into a final outcome.

AO3: observations and insights relevant to intentions as work progresses.

- To know how to create successful proportions and outline in a drawing.
- To know how to apply tone to make a drawing look 3d.
- To know how contrast can improve the quality of a drawing.
- To know and understand how to add detail to a drawing.
- To know how to use a variety of different drawing techniques such as biro, pencil crayon, mono print, tonal, etc.
- To know how to take photographs that link well with their chosen artist'.

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- To know that it is important to work from their own photographs within their project.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- To know how to develop their project into a final outcome.
- To know how to come up with a range of ideas and then discount those that are less appropriate.
- To know how to successfully use accurate proportions and any of the formal elements in their final piece.
- To know how to choose an appropriate media for their final outcome.
- To know how to compose a project so that it develops into a logical final outcome.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- *Students not understanding what the techniques are.*
- *Students not understanding how to mix colours*
- *Feedback given to ensure students know how to improve*
- *Individual direction*
- *Use of exemplar material to help students visually to understand expectations*
- *Demonstrations of techniques in lessons*

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

- This project teaches students to structure a project ready for their main coursework project and their exam project.
- At each data drop the students work will be assessed against the AO's (maybe just some AO's depending on what has been covered in the project up to that date).
- At the end of the project the project plus final outcome will be assessed against the 4AO's

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

At the start of the project students will learn to:

- Describe artwork in lessons through structured talk.
- Formulate their own opinions in response to artwork through structured talk.
- Explicit vocabulary can be found in our students' knowledge organiser and other resources that are attached to satchel one.
- Students build on the skills learnt lower down in the skill when they also created artist research pages.