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| **S2 Broad General Education Plan – Breadth, Depth, Challenge and Skills** | | | |
| August- October | October - December | January - May | |
| **Learning and Teaching Focus (Es and Os)**  Learners will demonstrate an understanding of proportion and scale when observing the facial features  EXA 3-04a I can create material that shows accuracy of representation  EXA 4-04a I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum  EXA 4-07a I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others’ work.  -Learners will draw the facial features using a range of media and materials  -Learners will add these facial features to the face, considering scale and proportion  -Learners will comment on the work of portrait artists and discuss and analyse the visual elements using other critical vocabulary. | **Learning and Teaching Focus (Es and Os)**  Learning and Teaching Focus: Surface Pattern  Learners will demonstrate an understanding of the design process by following a design brief to create a surface pattern and use it appropriately, e.g. To create a surface pattern for a shoe.  EXA – 3-04a: Show accuracy of representation  EXA – 3-06a: Research, develop and communicate a solution to a design brief.  EXA – 3-07a: Respond to the work of artists and designers.  Learners will research a theme and collect good quality images to work from.  Learners will work from a design brief considering the function, target market, theme and constraints they have to follow.  Learners will simplify, stylise and develop a motif. Learners will create different repeat patterns and present a successful outcome which is relevant to the brief.  Learners will recognise design vocabulary and be able to comment on the work of a designer.  Learners will consider visual elements such as pattern and colour when designing their surface pattern. | **Learning and Teaching Focus (Es and Os)**  Jan - Feb  Learners will demonstrate an understanding of visual communication and composition in order to create a final outcome  EXA 4-02a I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.  EXA 4-05a I have chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas and thoughts through 2D work  EXA 4-06a I can work through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions  -Learners will use ICT to refine their research imagery to then aid their visual communication skills through Graphic Design  -Learners will choose their favourite film/TV program and have the opportunity to create more than one final idea to experience more of the design process.  -Learners will continue to embed their knowledge of a design brief and work to this to create a final outcome | **Learning and Teaching Focus (Es and Os)**  Mar – May  Learning and Teaching focus: The Built Environment  Learners will demonstrate an understanding of how to  EXA 3-02a: use a range of media to convey understanding  EXA 3-03a: Combine visual elements to convey ideas.  EXA 3-04a: Show accuracy of representation  EXA 3-07a: Respond to the work of an artist  Learners will learn how to use tone to create realism.  Learners will learn how to use mixed media to create visual and tactile textures.  Learners will learn how to measure, consider proportion and simplify shapes.  Learners will learn how to draw in perspective.  Learners will be able to recognise the visual elements and comment on the work of artists. |
| **Assessment Approach and evidence gathered:**  Evidence of achievement and engagement will be stored in pupil folders within the classroom. Records of attainment will be kept by the teacher.  Verbal feedback will be given on an on-going basis throughout each lesson and written comments given on specific assessable pieces of work.  Self and Peer Assessment will be conducted throughout each project.  Assessment levels will vary from project to project and be relevant to the skills evident in the work. Assessment levels will be based firmly on the criteria for each level identified within departmental benchmarks.  Assessment comments   1. In the Portraiture project…recorded details of scale and proportion with some successful observations. Some of his features were the correct size and in the correct place. (2 Level) 2. In…Portraiture project, the recorded details of scale and proportion were drawn with a degree of success. Most of the features were in the correct place and mostly the right size. (2A Leve)l 3. In the Portraiture project…drew and recorded details of scale and proportion with a good degree of success. All of the drawn features were in the correct position and the right size. (2B Level) 4. Portraiture Project was very successful with accurate details and correct proportions. Name’s face was accurate and looked realistic. (2B/ 3 Level) | **Assessment Approach and evidence gathered:**  Assessment comments will be based on stages of skill development, e.g.   1. surface pattern project demonstrated a high level of understanding of design issues to create a successful shoe 2. surface pattern project for a shoe, demonstrated a good level of understanding in the concepts involved in design. 3. surface pattern project for a shoe, demonstrated some understanding of the processes involved in Design | **Assessment Approach and evidence gathered:**  Evidence of achievement and engagement will be stored in pupil folders within the classroom. Records of attainment will be kept by the teacher.  Verbal feedback will be given on an on-going basis throughout each lesson and written comments given on specific assessable pieces of work.  Self and Peer Assessment will be conducted throughout each project.  Assessment levels will vary from project to project and be relevant to the skills evident in the work. Assessment levels will be based firmly on the criteria for each level identified within departmental benchmarks.  Assessment comments   1. Film Poster project demonstrated some understanding of the processes involved in Design. This can be seen in the layering and format of the shapes. (2 Level) 2. Film Poster project demonstrated a good level of understanding in the concepts involved in design. This can be seen in the layout of the shapes and the accuracy of the cut-outs. (2A Level) 3. Film Poster project demonstrated a high level of understanding of design issues to create a successful poster. This can be seen throughout the poster, with accurate cut-outs, layered shapes and a clear hierarchy of image. (2B Leve)l 4. Film Poster project demonstrated a very good understanding of the concepts and processes required to produce a successful design. This can be seen throughout the poster, with accurate cut-outs, layered shapes and a clear hierarchy of image. (2B/ 3 Level) | **Assessment Approach and evidence gathered:**  Assessment Approach and Evidence  Assessment comments will be based on stages of skill development, e.g.   1. showed control & fluency in use of materials 2. used materials with a degree of control and accuracy 3. some successes in the Built Environment unit, drawing/painting demonstrated improving ability and confidence. |
| **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: Learners will continue to develop the use of relevant artistic vocabulary through discussing and writing about their work and that of other artists  Numeracy: Learners will learn about measuring, symmetry, proportion and scale | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: Learners will be able to recognise and understand design concepts through discussing and writing about their work and the work of other artists and designers.  Numeracy: measuring, symmetry, size and scale will be a focus throughout this project. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: Learners will continue to develop their use of artistic and design vocabulary and look at how images/words can be used with emphasis through hierarchy.  Numeracy: Learners will learn about scale and how to work from a smaller image with a grid system to scale up by measuring the same grid system on larger paper. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: Learners will develop their art vocabulary with the use of art specific language when discussing and critically evaluating their own work and work of artists.  Numeracy: Learners will learn about proportion and measuring. |
| **Home Learning**  Practical: Take a selfie with your phone and draw a self-portrait from that image, consider where each feature of the face is placed.  Research: Do a photoshoot of someone in your family; focussing on an exaggeration of scale and proportion. Consider your viewpoint, angle, closeness to the subject, use of negative space and lighting.  Critical: Evaluate a portrait by Lucian Freud | **Home Learning**  Practical: To draw an observational drawing of a shoe.  Research: market research of shoes with a similar theme to learners.  Critical: | **Home Learning**  Practical: Select 2-3 potential films or TV shows that you would like to take forward as one of your choices. You will discuss this with your teacher to ensure appropriate levels/imagery.  Research: Collect 3-4 images that could be useful to work from (to do with your chosen film). Either print out or send to your teacher’s email address for printing.  Critical: Analyse a poster and discuss why it is a successful piece of visual communication | **Home LEarning**  Practical:  Research: Take 4-6 photos of buildings with contrasting textures  Critical: Critical analysis of work of David Toner/Lucy Jones |