

# S3 Art and Design Broad General Education Plan – Breadth, Depth, Challenge and Skills

August-November: Expressive Activity	November-March: Design Activity	April – June: Photography Taster Course
<p><b>Learning and Teaching Focus: (Es and Os)</b> Learners will select, use and experiment with art materials &amp; techniques, producing art work in response to chosen stimuli for an expressive art activity. They will investigate the working methods of artists, learning how to evaluate art works using critical vocabulary.</p> <p><b>Learners will demonstrate an understanding of how to use line &amp; texture to show surface qualities.</b></p> <p>EXA 4-02A: Experiment with materials &amp; technologies with control and assurance, applying an understanding of media &amp; techniques</p> <p>EXA 4-03A: Combine visual elements to express qualities &amp; relationships.</p> <p>EXA 4-04A: Demonstrating skill of observing &amp; recording to show accuracy of representation</p> <p>EXA 4-07A: Analyse &amp; respond to the work of an artist, making informed judgements.</p> <p>Learners will observe &amp; draw objects relating to a chosen theme using a range of media and materials</p> <p>Learners will combine the visual elements and use different materials showing details of form to create accuracy of representation</p> <p>Learners will be able to comment on the work &amp; working methods of artists.</p>	<p><b>Learning and Teaching Focus (Es and Os)</b> Learners will demonstrate an understanding of the design process and create a pattern and use it appropriately, eg. to create a repeat to be used as a fashion textile.</p> <p>EXA 3-04a: Show accuracy of representation within initial design drawings.</p> <p>EXA 3-06a: Follows a step-by-step process to develop and communicate ideas in response to a design brief.</p> <p>EXA 3-07A: Respond to the work of a designer</p> <p>Learners will draw natural forms using a range of media and materials</p> <p>Learners will simplify, stylise and develop a motif. Learners will create different repeats and present a successful outcome which is relevant to the brief.</p> <p>Learners will use their motif within a series of fashion illustrations.</p> <p>Learners will use Photoshop/Serif to apply their design to a garment.</p> <p>Learners will learn textile techniques; monoprint, polytile printing, hand stitch and bonda web applique.</p> <p>Learners will be able to recognise the visual elements and comment on function focusing on the work of a designer.</p>	<p><b>Learning and Teaching Focus (Es and Os)</b> Learners will have a taste of Photography, experiment with an SLR camera and macro lens and produce a body of work in a sketchbook of different shooting challenges. They will research photographers and their work to inform their critical vocabulary.</p> <p><b>Learners will demonstrate an understanding of how to compose a visually interesting photograph(s)</b></p> <p>EXA 3-03A: Combine visual elements</p> <p>EXA 3-06a: Follows a step-by-step process to develop and communicate ideas in response to a brief.</p> <p>EXA 3-07A: Respond to the work of an artist or photographer</p> <p>Learners will learn how to use an SLR camera to capture well exposed images. They will learn about Aperture and Shutter speed in order to do this. Learners will also learn how to analyse photographer's work, learn about genres of photography, plan photoshoots and evaluate their own work to make improvements. Learners will learn how to apply the visual elements and compositional techniques to photography also.</p>
<p><b>Assessment Approach and evidence gathered:</b></p> <p>Evidence of achievement and engagement will be stored in folders kept within the teaching room. Records of attainment will be kept by the teacher.</p> <p>Verbal feedback will be given on an on-going basis throughout each lesson and written comments will be given on specific assessable pieces of work.</p> <p>Self and Peer assessment will be conducted throughout each project</p> <p>Assessment levels will vary from project to project and be relevant to the skills evident in the work. The assessment levels will be based firmly on the criteria for each level identified within the departmental benchmarks.</p> <p>Assessment comments will be based on stages of skill development, eg.</p> <ol style="list-style-type: none"> <li>1. ..has shown skill and control.... demonstrating NC potential</li> <li>2. ..has used tone and form to show relevant qualities &amp; 3 dimensions</li> <li>3. ..use of tone and form has shown some successes</li> </ol>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Evidence of achievement and engagement will be stored in folders kept within the teaching room. Records of attainment will be kept by the teacher.</p> <p>Verbal feedback will be given on an on-going basis throughout each lesson and written comments will be given on specific assessable pieces of work.</p> <p>Self and Peer assessment will be conducted throughout each project</p> <p>Assessment levels will vary from project to project and be relevant to the skills evident in the work. The assessment levels will be based firmly on the criteria for each level identified within the departmental benchmarks.</p> <p>Assessment comments will be based on stages of skill development, eg.</p> <ol style="list-style-type: none"> <li>1. .. Has successfully followed a brief showing a good level of understanding of process and has created an effective repeating pattern</li> <li>2. .. Has followed brief showing understanding of process and has created a successful repeating pattern</li> <li>3. .. Has followed brief in a basic manner and created a pattern which is partially successful</li> </ol>	<p><b>Assessment Approach and Evidence</b></p> <p>Evidence of achievement will be kept in pupil sketchbooks and these will be stored in the classroom. Records of attainment will be recorded and tracked by the teacher.</p> <p>Verbal feedback will be given on an on-going basis throughout each lesson and after photoshoots to ensure progress. Written comments will be given at the end of a unit.</p> <p>Self and Peer assessment will be conducted throughout each unit and lesson also.</p> <p>Assessment levels will vary from unit to unit and be relevant to the skills evident in the work. The assessment levels will be based on the criteria for each level identified within the departmental benchmarks.</p> <p>Assessment comments will be based on stages of skill development, eg.</p> <ol style="list-style-type: none"> <li>1. ...has shown skill in composing an well exposed image</li> <li>2. An attempt has been made to compose an image with some level of skill</li> <li>3. An image has been composed with a basic level of skill</li> </ol>

<p><b>Key Skills: Literacy/Numeracy/ HB/Digital Literacy</b></p> <p>Literacy: learners will start to develop the use of relevant artistic vocabulary through discussing and evaluating their work and that of other artists.</p> <p>Numeracy: learners will learn about estimation, measuring and proportion.</p>	<p><b>Key Skills: Literacy/Numeracy/ HWB/Digital Literacy</b></p> <p>Literacy: learners will start to develop the use of relevant design based vocabulary through discussing and writing about their work and that of other designers.</p> <p>Numeracy: learners will learn about measuring, symmetry and rotations.</p> <p>Digital Literacy: Learners will learn how to use ICT to enhance their design skills, through simple editing using PhotoSerif Plus and printing.</p>	<p><b>Key Skills: Literacy/ HWB/Digital Literacy</b></p> <p>Literacy: Learners will start to develop the use of relevant photographic vocabulary through discussing and writing about their work and that of other photographers.</p> <p>Digital Literacy: Learners will learn how to use ICT to enhance their photographic skills, through simple editing, uploading, storing files, and printing.</p>
<p><b>Home Learning</b></p> <p><b>Practical:</b> Using pencil, draw an object from their thematic list.</p> <p>Using black &amp; white pencil, create a tonal study of two or more objects.</p> <p><b>Critical:</b> Using prompts, evaluate a painting</p>	<p><b>Home Learning</b></p> <p><b>Practical:</b> Completing a hand stitch sample showing their motif.</p> <p><b>Research:</b> Using a search engine, collect 2 or 3 different textile designs for a fashion garment.</p> <p><b>Critical:</b> evaluate a design by a famous fashion designer using prompts.</p>	<p><b>Home Learning</b></p> <p><b>Practical:</b> Planning and doing a photoshoot on the theme of 'My Happy Place'</p> <p><b>Research:</b> Creating a Photographer research page on a famous/master of photography</p> <p><b>Critical:</b> Evaluate the work of photographers through their creative processes</p>