

Ben Chambers Medium Term Planning

CLASS: GCSE	TEACHER: Ben Chambers
SUBJECT: ART TERM:	Scheme of Work: recording ideas and observations
<p>Unit objective:</p> <p>AO3: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>Post research and own ideas this unit is designed to encourage students to revisit primary sources in order that their ultimate personal response(S) is (are) well informed and appropriate.</p> <p>To produce works from observation using a variety mediums showing insight and understanding of the subject, whilst making purposeful connections to the original intention. That is to say; that initially the quality of their drawings should reflect reality. Later interpretations abstractions are then welcomed.</p>	
<p><u>Learning Objectives for unit:</u></p> <p>L1. To produce drawings from life in a specified time (learn to sketch)</p> <p>L1. To consider what a viewer is and how they might interpret that sketch.</p> <p>L1. Amend and improve (visual evaluation or other) in order to try to communicate.</p> <p>L1. Present original ideas that at this stage may not seem related.</p> <p>L2. Produce sketches which demonstrate an improved ability to communicate what (they) see.</p> <p>L2. Produce sketches and drawings that look like the objects in question.</p> <p>L2. Amend and improve (by redrawing or manipulation) in order to communicate ideas.</p> <p>L3. To produce works using a variety of techniques and mediums indicating appropriateness</p> <p>L4. To produce works that are appropriate to enhance own skill and learning journey</p> <p>L5. To produce works in repetition in order to demonstrate improvement</p> <p>L5. To produce works appropriate to project</p> <p>L6. To produce works that enhance and compliment supporting , existing and future work</p>	<p><u>Learning Outcomes for unit:</u></p> <p>To have produced observational studies, sketches and annotations.</p> <p>To have produced multiple studies, sketches and other appropriate works that demonstrate variety in medium and technique.</p> <p>To have produced multi angled studies</p> <p>To have produced 'interpretations' from primary sources or direct observation</p> <p>To include photographs</p> <p>To present works in a pleasing and appropriate way in order to maximise effectiveness in communication, intention and observation.</p>
<p>Introduction to unit:</p> <p>This unit is designed to give students the opportunity to record their experiences and observations by producing drawings (etc) in a combined way with photographs or images of artists work/ objects they have drawn in a critical/ contextual way.</p> <p>The students will learn to demonstrate understanding through their drawings. Aiming to present considered and perceptive observations and insights.</p> <p>These works will show connections with the intentions and demonstrate their imagination and creativity. The selection and quality/ accuracy of observations impacts directly on the work produced in response to the requirements for AO2 and AO4.</p>	

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Unit Title: A03 recording ideas and observations						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
1	What is observational drawing? Why do we need it?	<p>To produce drawings from life in a specified time (learn to sketch)</p> <p>To consider what a viewer is and how they might interpret that sketch.</p> <p>Amend and improve (visual evaluation or other) in order to try to communicate.</p> <p>Present original ideas that at this stage may not seem related.</p>	To have produced pencil drawings from primary sources	<p>Demonstrate life drawing</p> <p>Timed drawings</p> <p>Prescribed mediums</p> <p>Prescribed primary sources</p> <p>Compositional awareness</p> <p>Frames</p> <p>Scale</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>2b pencils</p> <p>Scrap (sketch paper)</p> <p>Cartridge paper</p>
2	Observation works	<p>Produce sketches which demonstrate an improved ability to communicate what (they) see.</p> <p>Produce sketches and drawings that look like the objects in question.</p> <p>Amend and improve (by redrawing or manipulation) in order to communicate ideas.</p>	To have produced improved observational works	<p>Reviewing previous work</p> <p>Improving existing works</p> <p>Developing new works</p> <p>Annotations</p> <p>Development of primary sources</p> <p>Independent observational works from primary sources</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>2b pencils</p> <p>Scrap (sketch paper)</p> <p>Cartridge paper</p> <p>Research images</p> <p>Colour</p>
3	Using and experimenting with different mediums	To experiment and trial different mediums when producing works from	Produce multiple studies from primary sources indifferent mediums	<p>Deliver various lessons demonstrating different mediums and techniques</p> <p>Students should produce various</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals</p>	

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Unit Title: AO3 recording ideas and observations						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		<p>primary sources</p> <p>To understand what effect the use of particular mediums can have on an art work , their appropriateness in communication and reflection of observation; are they the right tools for the job?</p>	To make appropriate choices and justify decisions.	<p>samples of their intended works using these</p> <p>Students then produce complete works in chosen mediums and write an accompanying script to justify choices. The works should make sense visually as a result of their choices, but further to this written work is required for the highest grades.</p>	appropriately Photographs taken of pupils by TA if required	
4		To produce works that are appropriate to enhance own skill and learning journey			<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	
5		<p>To produce works in repetition in order to demonstrate improvement</p> <p>To produce works appropriate to project</p> <p>To produce works that enhance and compliment supporting , existing and future work</p>			<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	
6	Have I done enough?	Students to answer the following questions: (with work)	To understand the requirements for AO3 to achieve the highest possible mark:	<p>Individuals tutorials with students to assess progress</p> <p>Group discussions to review, compare</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals</p>	

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Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		<p>Which experiments worked best?</p> <p>What medium(s) are my strongest? - (can I try more?)</p> <p>Which resources make sense and show off my imagination/creativity? (ideas)</p>	<p>Be able to identify and select strengths in own work and record comment (written annotation)</p> <p>To in turn, identify weaknesses and produce more work to improve perspective grade.</p> <p>In terms of:</p> <ul style="list-style-type: none"> • Experiments • Use and experiments of mediums • Resource and imagination 	<p>works and share good practice</p> <p>Make lists identifying areas for development and produce works accordingly.</p>	<p>appropriately</p> <p>Photographs taken of pupils by TA if required</p>	
7	Assembling and presenting observational works in book.	<p>Understand about framing</p> <p>Negative space</p> <p>The importance of aesthetic</p> <p>How to sequence work in order to show progression</p>	To produce an attractive and informative display of all elements that constitute a 'developing ideas'	<p>Show previous examples of work</p> <p>Demo of cutting sticking and mounting</p> <p>Playing with negative space and composition</p> <p>Ordering and sequencing work/ How to show progression</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	

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<p style="text-align: center;"><u>SMSC</u></p> <p>Social Development: Students will have to cooperate with others during the sessions</p> <p>Moral Development: Students will have the opportunity to learn different social development issues</p> <p>Spiritual Development: Students will learn to reflect on their own practice and that of their peers.</p> <p>Cultural Development: Role models from different backgrounds will be used to highlight success in the different activities.</p> <p>British Values:</p> <p>Democracy: Students will listen to others in the lesson and work together to solve any problems</p> <p>The rule of law: Students will accept that there are rules during the lesson and that they to abide by these rules</p> <p>Individual liberty: Students will be free to express themselves during the lesson without any interference or constriction</p> <p>Mutual respect: Students will respect others in their class, even if they are not as able as them during the lesson</p> <p>Tolerance of those of different faiths and beliefs: Students will respect that others will not always believe or belong to the same faith as them.</p>	<p><u>ICT and web sites:</u></p>	<p><u>Opportunities for Problem Solving / Flexibility of Thought:</u> lots! Every objective! Changing and adapting ideas and perceptions taking and giving advice working independently working with others</p>	<p><u>Sensory Activities:</u> The use of different equipment Different sensory activities</p>
<u>RWC&M</u>			
<p><u>Reading</u></p> <p>objectives outcomes worksheets visuals aids research information instructions</p>	<p><u>Writing</u></p> <p>lots of keywords!</p>	<p><u>Activities to Promote Interaction and Communication:</u></p> <p>listening working together helping each other giving feedback (taking) making choices taking turns to talk and listen commenting on a achievements making choices encouraging each other praise</p>	<p><u>Mathematics</u></p> <p>geometry and perspective</p>

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