

# Ben Corello Medium Term Planning

<b>CLASS:</b> GCSE	<b>TEACHER:</b> Ben Corello
<b>SUBJECT:</b> ART <b>TERM:</b>	Scheme of Work: recording ideas and observations
<p><b>Unit objective:</b></p> <p><b>AO3: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</b></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><b>L1.</b> To produce drawings from life in a specified time (learn to sketch)</p> <p><b>L1.</b> To consider what a viewer is and how they might interpret that sketch.</p> <p><b>L1.</b> Amend and improve (visual evaluation or other) in order to try to communicate.</p> <p><b>L1.</b> Present original ideas that at this stage may not seem related.</p> <p><b>L2.</b> Produce sketches which demonstrate an improved ability to communicate what (they) see.</p> <p><b>L2.</b> Produce sketches and drawings that look like the objects in question.</p> <p><b>L2.</b> Amend and improve (by redrawing or manipulation) in order to communicate ideas.</p> <p><b>L3.</b> To produce works using a variety of techniques and mediums indicating appropriateness</p> <p><b>L4.</b> To produce works that are appropriate to enhance own skill and learning journey</p> <p><b>L5.</b> To produce works in repetition in order to demonstrate improvement</p> <p><b>L5.</b> To produce works appropriate to project</p> <p><b>L6.</b> 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><b>Introduction to unit:</b></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: A03 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			Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	
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>			Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	
6	Have I done enough?	Students to answer the following questions: (with work)	To understand the requirements for A03 to achieve the highest possible mark:	<p>Individuals tutorials with students to assess progress</p> <p>Group discussions to review, compare</p>	Led by Ben who will support each pupil during the lesson TA support individuals	

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

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