

BRC Medium Term Planning



CLASS: General higher	TEACHER: Ben Corello
SUBJECT: ART TERM: Autumn 21	Scheme of Work: 'Georgia O'Keeffe' flowers and more
<p>Unit objective:</p> <p>To explore the work of an artist, to understand his processes and methods, to be able to produce work inspired by the artist taking influence from his techniques and work. To learn new skills. To Assess existing skills and areas for development; development of fine motor skills, tactile awareness, colour perception, hand eye co-ordination. Development of observational skill. Development of decision making skills and assertiveness. Development in the ability to express a perspective (physical and cerebral or apparent). To explore 2 dimensions abstraction and the different use of space</p> <p>Understanding of different techniques: drawing; simple ways to create symbols as a form of abstraction; scale and perspective; research; variable composition; use of colour and associated paint techniques. Exploration and appropriate application of techniques. Awareness of creation of art work. Understanding of set parameters, brief or guidance notes. Production of works. Completion of set tasks. To take part in communal critiques</p>	
<p><u>Learning Objectives for unit:</u></p> <ul style="list-style-type: none"> • To Experiment with different marks using charcoal • To mix paint in different ways • To understand what perspective is • To have produced a reflected image • To have produced an accurate representation of a natural form • To have produced a landscape that resembles other forms • To have combined elements to experiment with narrative • To understand what and have produced an image with a focal point • To create a unique personal response Advanced only 	<p><u>Learning Outcomes for unit:</u></p> <ul style="list-style-type: none"> • To have learnt to use charcoal, paint and pencils to represent life • To have created abstract paintings • To have created life studies • To have created a painting that approaches photorealism • To have learnt about perspective and abstraction • To have developed an awareness of GOK effect on women in art and its historical significance • To have created perspective painting • To have created a painting with a narrative • To have created a painting with a focal point • To have considered the Artists' work and all that has been learnt to create unique personal response to the work.

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Introduction to unit:

The 'O'Keeffe flowers and more' unit is designed to give students the opportunity to develop their understanding of painting and serve as an introduction to abstract works. Understanding abstraction is a considerable step from working on 'just as I see it'. To help with this process the unit closely follows the work of an Artist's career with unique tasks at each stage. These gradually build and develop skills and comprehension. Students will learn a variety of basic painting and drawing techniques and skills. In addition to looking at the work of others, line drawing and planning, manipulating perspective; appropriate application of colour, sketching, developing their own ideas and mounting work. They will be investigating their basic techniques to see what they can do well and how they can improve. They will also be introduced and in turn learn to develop an ability to critique the work of others.

This Project serves to give the teacher an opportunity to introduce an artistic process of working whilst simultaneously improve the students' abilities, preferences, strengths and areas for improvement

The project aims to develop a sense of how things can be viewed in different ways and at a higher level how symbolism works, abstraction and visualisation. The concepts in this project are simple but require considerable thought process and concentration.

To help further develop understanding of space and perspective, which can be extended to utilise various different mediums.

Unit Title: Georgia O'Keeffe

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
1	Introduction to artist Experiment with drawing landscapes with charcoal	To make different types of mark using charcoal To be able to use charcoal to draw a landscape To independently understand tools limitations and strengths in order to manipulate medium create identifiable	To have created a variety of simple marks with charcoal To have applied marks to create a landscape as intended. To have confidently manipulated wire to create a representation of a landscape	Introduction and read story about artist (either worksheet or book) Discussion about the significance of a female artist at that time, her motivations to paint Introduction to tools Tool purpose and identification worksheet Demonstrate how to hold and use tools safely and effectively with wire Demonstrate a variety of different marks	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 1

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Unit Title: gerogia o keefe higher						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		features		<p>Refer to examples in O'Keeffe's work.</p> <p><u>Task:</u> Experiment with different marks create a landscape drawing using charcoal.</p> <p><u>Plenary - 5/10 min</u> Did you enjoy using charcoal? What different types of mark did you make and how? What obstacles did you encounter? What changes would you like to make, now that you know the limitations of your tools and materials is there anything you would do differently next time?</p>		
2	Hot and cold colours Colour wheels Scale and abstraction Early flower abstraction, simplified flower paintings	<p>To be able to complete a colour wheel</p> <p>To be able to distinguish between hot and cold colours and mix accordingly</p> <p>To independently create an abstraction of a flower using a tonal palette that represents either hot or cold</p>	<p>To have used paint mixing ability to produce a simplified close up of a flower</p> <p>To have created a simplified close up painting of a flower using a limited palette</p> <p>To have create a purposefully stylised abstract painting of a flower</p>	<p>Introduction and read through worksheet 2 Show examples of GOK work Discuss artist's intention, student's thoughts.</p> <p>Carefully analyse one of GOK paintings to see how they were made.</p> <p>Demonstrate how to draw, select and enlarge a close section of a flower Discuss the concept of abstraction in basic forms (shapes), basic forms representing objects, representing a concept</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 2

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Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				<p>Demonstrate how to portion and mix paint</p> <p><u>Tasks:</u> Complete a colour wheel mixing your own colours in paint. Complete a hot and cold palette (examples of or worksheet) Paint a large scale close up of a flower taking influence from gok</p> <p><u>Plenary - 5/10 min</u> Did you enjoy using paint? What are the primary colours? How do you make; green, orange, purple? Is there anything you would do differently next time?</p>		
3	<p>Cityscapes Strong verticals and converging diagonals In balanced composition</p>	<p>To be able to draw a simple single point perspective drawing</p> <p>To be able to create an image of two building using single point perspective</p> <p>To independently create a balanced and accurate composed image of tall buildings that demonstrates perspective drawing abilities</p>	<p>To have produced a drawing that shows a basic understanding of perspective (that things get smaller as they get farther away),</p> <p>To have produced a single point perspective drawing that contains ideally two buildings</p> <p>To have produced a painting that demonstrates a clear understanding and application of perspective drawing techniques</p>	<p>Introduction and read through worksheet 4. Show examples of GOK work Discuss artist's intention, student's thoughts. What is perspective?</p> <p>Carefully analyse one of GOK paintings from this series Demonstrate and explain perspective (differentiated)</p> <p>Demonstrate how to draw in single point perspective (technical drawing)</p> <p><u>Tasks:</u> Complete a technical drawing exercise</p>	<p>Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required</p>	Worksheet 4

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Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				<p>by means of practice. Produce a cityscape which shows an understanding of perspective demonstrating an influence by GOK</p> <p><u>Plenary - 5/10 min</u> What is perspective? If things are further away do they appear bigger or smaller?</p>		
4	Lake George and mirror images	<p>To be able to create a drawing that demonstrates an understanding of how things are reversed in reflection with a reflection using a mirror</p> <p>To be able to create a drawing with a reflection using a mirror</p> <p>To independently create a composition that uses reflection as a core element</p>	<p>To have produced a painting of a landscape with a lake and a reflection</p> <p>To have created a drawing of an object that demonstrates a degree of accuracy</p> <p>To independently create an image that borders on abstract due to it having reflection at its core.</p>	<p>Introduction and read through worksheet 5 Discuss artist's intention, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain reflection.</p> <p><u>Tasks:</u> Complete a drawing exercise of a reflection by means of practice. Produce a landscape/ object using a mirror or understanding of reflection</p> <p><u>Plenary - 5/10 min</u> What is a reflection? What happens in a reflection?</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 5

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5	Flowers and still life Accurate representations (photorealism) focus on composition and narrative	<p>To accurately draw a flower to the best of the students ability</p> <p>To accurately draw a flower considering areas of light and dark</p> <p>To accurately draw and paint a flower mixing and applying colours appropriately</p> <p>To learn what is a tone and a shade</p>	<p>To have produced a drawing of a flower</p> <p>To have created a shaded drawing of a flower as accurately as possible</p> <p>To have painted an image of a flower that nears photorealism</p> <p>To be able to apply shades and tones of a colour and define the difference.</p>	<p><u>Introduction - 5/10 min</u> Introduction and read through worksheet 6. Show examples of GOK work Encourage question and answer session regarding the features and how they work Use prompt worksheets on how to draw from life Demonstrate pencil outline techniques Then revisit paint proportion, mixing and colour matching (new). Demonstrate how to paint (add colour) from life delicately adding layers and referring to life repeatedly.</p> <p><u>Main activities - 45 min</u> Draw a gentle outline of the flowers, mark areas of light and dark. Mix first colour, begin to paint in gentle layers. Gradually manipulating the tones/ shades as the image progresses. Reminder,; different to previous paintings in this project, this should be as real as possible, so pay attention closely to the colours you can see and try to replicate them as accurately as possible.</p> <p><u>Plenary - 5/10 min</u> How easy was it to mix the right colours? What is a tone? What is a shade?</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 6

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6	Hills and form in the landscapes	<p>To be able to visualise and associate shapes in a landscape</p> <p>To be able to see similarities in natural form</p> <p>To be able to abstract or imply form within another (to create an illusion)</p>	<p>To be to draw a landscapes containing other forms eg a hill or valley that resembles a fruit or vegetable</p> <p>To have constructed a landscape from various familiar forms</p> <p>To have observed form in the landscape that represents or bares similarity to other organic objects</p>	<p><u>Introduction - 5/10 min</u> Discuss the concept of abstraction, what do you remember? Discuss why these landscape images might be considered abstract. Direct the students towards the notion of form within form. How shapes can appear to contain objects of a different orientation. .e.g. a series of hills may look like someone lying down.</p> <p><u>Main activities - 45 min</u> Revisit the discussion around the concept of abstraction in basic forms (shapes), basic forms representing objects, representing a concept</p> <p>Demonstrate to group how to draw and disguise other elements within another</p> <p><u>Plenary - 5/10 min</u> Does your landscape look like a landscapes? Have you successfully created an illusion?</p>		Worksheet 7
7	Bones combining still life and the landscape together revisit narrative	<p>To be able to understand that images or objects have meaning</p>	<p>To be able to create an image that combines two images (symbols) that have one thing in common to create a singular meaning</p>	<p><u>Introduction - 5/10 min</u></p> <p><u>Main activities - 45 min</u></p> <p><u>Plenary - 5/10 min</u></p>		Worksheet 8

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Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		<p>To understand that an image can tell a story without words</p> <p>To independently create an image that combines two or more symbols in order to construct a narrative</p>	<p>To be able to create an image that combines two images (symbols) that have one thing in common to create a singular meaning</p> <p>To construct an image that effectively communicates a single narrative</p>			
8	Colour and meaning; black and white place focal points of images	<p>To be able to</p> <p>To</p> <p>To</p>	<p>To be able to</p> <p>To have</p> <p>To</p>	<p><u>Introduction - 5/10 min</u></p> <p><u>Main activities - 45 min</u></p> <p>Tasks:</p> <p><u>Plenary - 5/10 min</u></p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 10

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Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
9	Personal response: Abstracts close ups, landscapes and Colour	To be able to To To	To be able to To have To	<u>Introduction - 5/10 min</u> <u>Main activities - 45 min</u> <u>Tasks:</u> <u>Plenary - 5/10 min</u>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

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<p style="text-align: center;"><u>BV 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>:</p>	<p><u>ICT and web sites:</u></p> <p>https://www.okeeffemuseum.org</p> <p>http://www.tate.org.uk/whats-on/tate-modern/exhibition/georgia-okeeffe?gclid=CNegipCvkc4CFciRGwodjPsCKw</p> <p>https://www.google.co.uk/#safe=strict&q=georgia+%27keeffe+artwork&stick=H4sIAAAAAAAAAAONgFuLUz9U3MCyxMDBXQjC1ILKTrfTLMotLE3PiE4tKkJiZxSVW5fIF2cUAj7MEYjwAAAA</p>	<p><u>Opportunities for Problem Solving / Flexibility of Thought:</u></p> <p>lots! Every objective!</p> <p>Changing and adapting ideas and perceptions</p> <p>taking and giving advice</p> <p>working independently</p> <p>working with others</p> <p>Changing and adapting ideas</p> <p>Taking advice from other students and staff members</p> <p>Working with others</p>	<p><u>Sensory Activities:</u></p> <p>The use of different equipment</p> <p>Different sensory activities</p>
RWC&M			

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<u>Reading</u>	<u>Writing</u>	<u>Activities to Promote Interaction and Communication:</u>	<u>Mathematics</u>
objectives outcomes worksheets visuals aids research information instructions	lots of keywords!	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	geometry and perspective