

6.1 Vision Curriculum –Long Term Plan

Arts Award Bronze

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Year 12 Arts Award Bronze	<p><u>A: Take part in the arts</u></p> <p>Topic: CULTURAL Art (throughout the year)</p> <p>Suggested Key Questions: What do we notice about the colours we are seeing? Why are these colours important? How would you describe the art of this culture? What do notice about the patterns?</p> <p>Key skills and knowledge: Students will start collecting more information and resources to present in sketchbooks. They will review and revisit ideas in their sketchbooks; with support they will offer feedback using technical vocabulary. think critically about their art and design work with teacher prompts; with support use digital technology as sources for developing ideas with support; With support/ prompts will use key vocabulary</p>	<p><u>A: Take part in the arts</u></p> <p>Topic: CULTURAL Art (throughout the year)</p> <p>COMPLETE PAPER WORK A</p> <p>Experiment: scraffito and chalk Experiment: oil pastel</p> <p>Suggested Key Questions: What colours will work best? Why? How do we apply these colours? How can we reflect this culture culture in the colours we choose? What colours do we link with this culture? Has is chalk different to oil pastel?</p> <p>What do we notice about these pots? How have they been made? How can we keep our coil pot symmetrical? How do we join the coils? What is slip for? Why is it important?</p> <p>Key skills and knowledge: Students will become more confident using techniques already learned and use the</p>	<p><u>B: Review an Arts event</u></p> <p>Review of Pitt Rivers/ BMAG/VIRTUAL GALLERY https://www.ikon-gallery.org/learning/schools/activity-packs/ Van Gogh Virtual tour.</p> <p>COMPLETE PAPER WORK B</p> <p>Suggested Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it? Tell me about the artifacts on display.</p> <p>Key skills and knowledge: Student will become more confident using key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine. With support, students will practise and share their learning and skills with others, giving and receiving feedback.</p>	<p><u>C: Research an artist or crafts person</u></p> <p>Research an Artist or Crafts person, reflect on their life, works and share your response.</p> <p>COMPLETE PAPER WORK C</p> <p>Suggested Key Questions: How can your page reflect this artist? What makes a successful page composition? What colours should you use? How will you apply colour?</p> <p>Key skills and knowledge: With prompts / support student can give observations about notable artists' and designers' work and their lives; They understand key vocabulary and can demonstrate their knowledge and understanding to their teacher/ peers.</p>	<p><u>D: Pass on a skill</u></p> <p>Coil pots/ or other art technique/ media</p> <p>COMPLETE PAPER WORK D</p> <p>Suggested Key Questions: What will you teach, how do we communicate well? How will you know if they have understood your instructions? What you do if they are stuck or if has not worked out right?</p> <p>Key skills and knowledge: Students will use their observations to review and revisit ideas. Will confidently discuss their ideas with a peer and teacher. They will respond positively to suggestions and adapt and refine ideas as well as giving advice to others. Students will consider what images to use, how the composition is positioned and what media to use reflecting on their prior studies. Their design plan will clearly reflect their project brief.</p>	<p>TEACHER SET PERSONALISED TARGETS</p> <p>Targets A - D</p>

	<p>to demonstrate knowledge and understanding.</p>	<p>vocabulary learned accurately, e.g. shading, thick and thin.</p> <p>Students will demonstrate a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. They will explore using a variety of tools and will use key vocabulary to demonstrate knowledge and understanding.</p> <p>Students can: A - create a colour palette, demonstrating mixing techniques; B - use a range of paint create visually interesting pieces.</p> <p>Students will become more confident using techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin.</p> <p>Students will demonstrate a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. They will explore using a variety of tools and will use key vocabulary to demonstrate knowledge and understanding.</p> <p>Students can: A - create a colour palette, demonstrating mixing techniques; B - use a range of paint create visually interesting pieces</p>				
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Link to Gatsby Benchmark	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of design process and page composition – key skills needed in graphic design an illustration.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p>4. Linking curriculum learning to careers. – ceramics, making and 3d design. Sales and auction.</p>	<p>4. Linking curriculum learning to careers. – careers in art gallery and retail</p> <p>5. Encounters with employers and employees – firsthand experience meeting employees of gallery</p>	<p>4. Linking curriculum learning to careers. – careers in art gallery and retail</p> <p>5. Encounters with employers and employees – firsthand experience meeting employees of gallery</p>	<p>4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.</p>
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