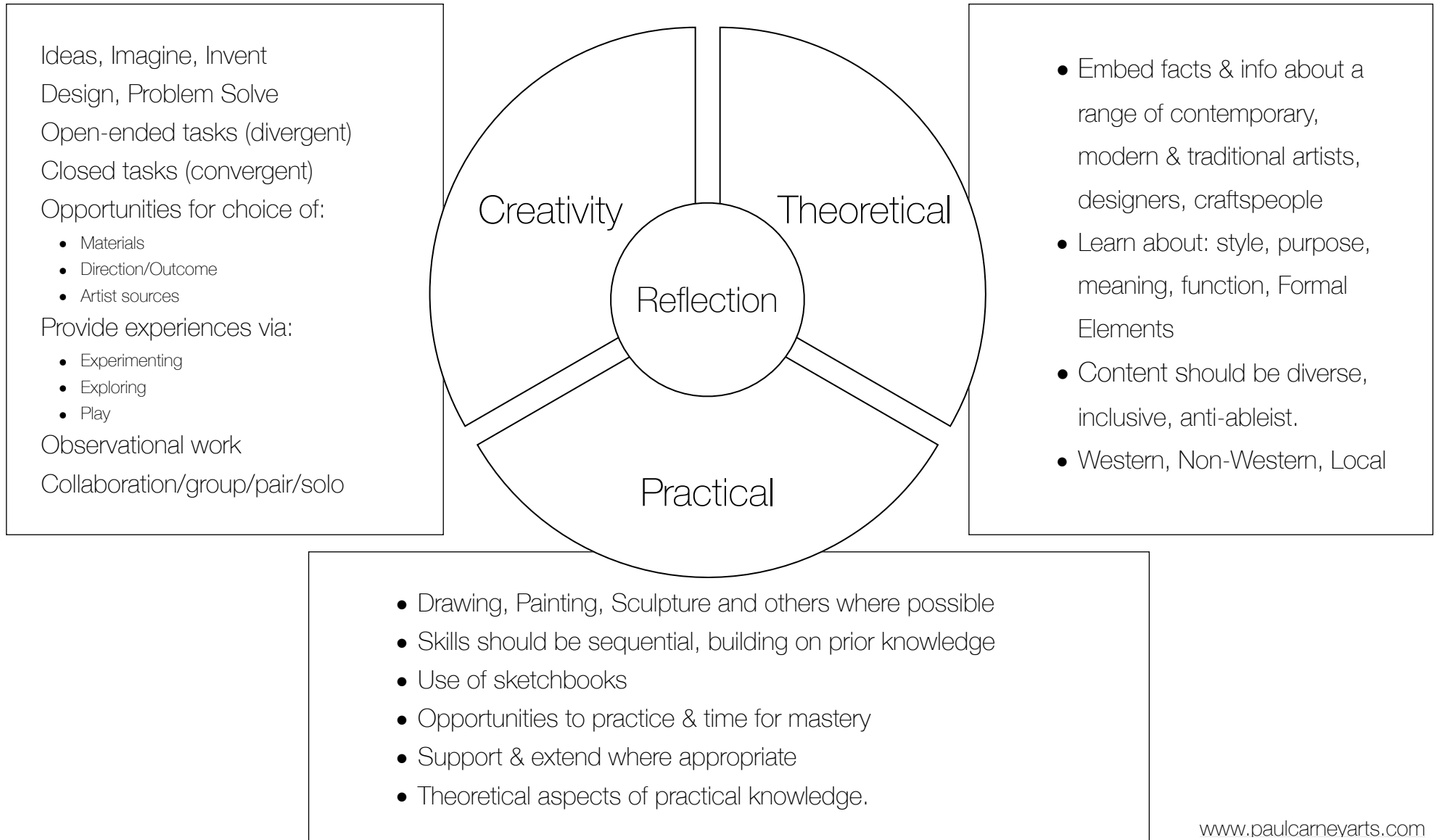


Art & Design Curriculum Content

Your curriculum content should deliver FOUR broad areas over time: Theoretical Knowledge, Practical Knowledge (Skills), and Creativity (Processes & Outcomes). Reflection is ongoing. It informs progress made & influences future actions.



Art & Design Project Learning Stages

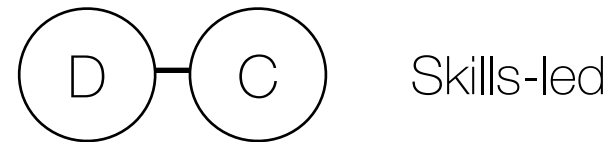
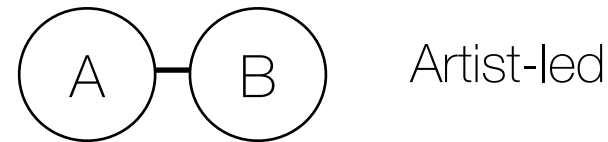
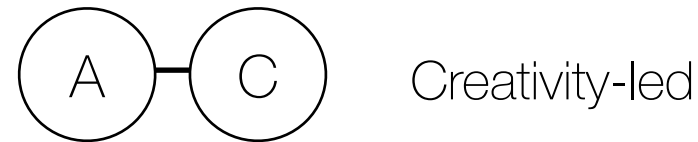
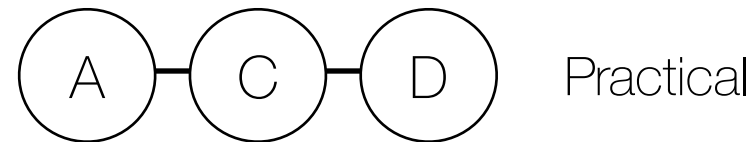
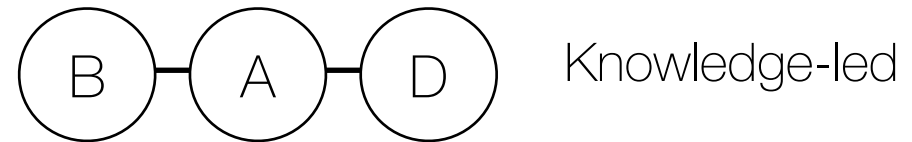
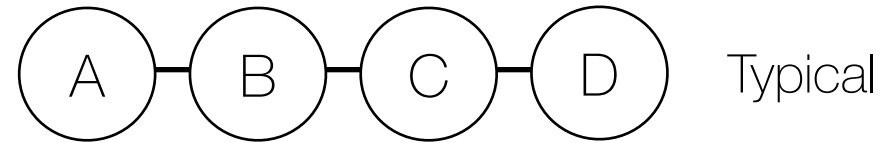
Art education is usually project based. We can divide projects into four learning stages: Stimulus - Artists - Creativity - Practical Skills/Activities. These link to Curriculum Content coverage. By altering the order in which we teach these, we can emphasise different curriculum approaches.

A Stimulus
Themes, objects, images, art, film, visits, Books/texts, observational study, Design Brief, News, Events

B Artist Sources *(theoretical)*
Art, Craft, Design. Artists, Style, Function, Purpose, Meaning, Formal Elements

C Creativity
Ideas, Imagine, Invent. Design. Choice of: materials, artists, direction. Experimenting, exploring, play.

D Practical/Activities
Skills, Making, Drawing/Painting/ Sculpture etc. Process & Outcomes



Art & Design Teaching & Learning Considerations

The projects and activities we design must take a range of complex teaching & learning factors into consideration. These are either prior considerations that affect the type, length or complexity of an activity; or they are part of ongoing classroom practice; or they are summative activities we do after the principal learning has taken place.

REFLECTION

- Thoughts, ideas, opinions about own & others' work
- Metacognition - Thinking skills, evaluation
- Can be oral or written
- Is often evidenced through annotated notes in sketchbooks
- Might be a final written evaluation at end of a project
- Is developed through ongoing dialogue between teachers, peers, self
- Formative assessment feeds into reflection process & informs future actions

ASSESSMENT

- Formative and Summative
- Clear learning objectives
- Success criteria shared
- Measure individual progress to learning objectives and end points
- Ownership and awareness of own development
- Opportunities to reflect on learning then correct, develop & improve
- Critiques are used to consolidate learning & motivate

ADAPTIVE TEACHING

- Understanding needs of pupils: SEND, EAL, HLP
- Knowing prior attainment/ability
- Setting high expectations
- Supporting pupils with literacy
- Clear direction and focus for the learning
- Awareness of relevant disciplinary/ component knowledge
- Linking to prior & future learning
- Awareness of Cognitive Load Theory to 'chunk' information
- Use of different types of instruction
 - Teacher-led, pupil-directed

Art & Design Project Planning

The projects you plan should motivate the pupils and be rich in knowledge, learning and creative potential. You will probably combine different learning experiences within the same project. Usually, you'll lead with explicit instruction of teacher-led knowledge and skills, then provide creative opportunities to implement them. Keep it simple if you aren't experienced at planning and learn from other examples.

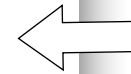
1	Establish length of activity	How long have you got for the project? How many hours in total/ each week?
2	Outline what the learning should be - linked to curriculum progression map	What do you want pupils to know/be able to do? What experiences will they have? How does it link to prior learning & current needs?
3	Decide basic content: Theme, Artists, Area of Practical Activity (drawing, painting, sculpture etc.)	Roughly work out what the main content will be and what theme it will have.
4	Divide time available into learning stages (A,B,C,D)	Now begin writing the learning stages in more depth, thinking about the order you want to teach it in and the approach you want to take- teacher-led, or more self-determined for example.
5	Adapt learning - build in assessment, reflection opportunities, SEND etc.	It takes some expertise to know how to embed support for SEND, Higher Learning Potential, literacy support and how and when to assess for example. You should always be thinking about how you will support students to achieve the learning you are planning, and also how you might extend the same activity. Make sure each learning stage has clear success criteria so that pupils know how to achieve it.

Unit Title: Me in a Box

Year/Group: 7/8

Description & main learning aims

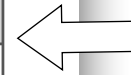
Students will develop skills and techniques in forming and joining 3D materials and drawing and painting to produce a 3D piece of art work on a personal theme: Me in a Box. This will involve students making a box from a net then decorating it with a collage on a personal theme using found materials. The cover of the box will then be a self portrait. The box will open to reveal the inner self of the person.



Outline of Activity - this is a simple outline overview that might link to the Long Term Plan

National Curriculum coverage

KS3 Aims		KS3 Programme of Study					
Produce creative work, /		EVALUATE	Analyse own /		IDEAS	Use sketchbooks explore ideas	
Explore ideas /			Analyse others /			Use other media explore ideas /	
Record Feelings & Experiences /			Use evaluation to improve /			Develop creativity /	
Proficient in Skills & Techniques /		MAKING	I = Hand On & sources		KNOWLEDGE	Develop a critical understanding: Art /	
Evaluate and Analyse			Sketchbooks, journals or other media			Craft	
Learn formal elements			Use a range of techniques /			Design and architecture	
Knowledge great Artists, Craft & Design and culture /			Increase proficiency with materials /			Express reasoned judgements /	



National Curriculum Coverage - this is taken directly from the curriculum progression map and makes it clear how the curriculum is being covered. You should ensure that the unit of work is specifically addressing this knowledge. It should be sequenced, build on prior knowledge and be appropriate for their age.

Main learning outcomes & expectations. At the end of this unit:

Most pupils will:

Produce a self portrait in a suitable medium of their choice.

Make a 3D box which will be decorated in a range of pictures, patterns and collage material of their choosing.

Have the opportunity to express and show aspects of their inner feelings, opinions, thoughts and beliefs.

Investigate the work of famous artists

Some pupils will not make so much progress and will need the following support:

Assistance with construction of a 3D shape using a template.

Provided with a range of collage material such as magazines, pictures.

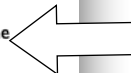
Help and assistance with drawing faces.

Some pupils will have progressed further and will be given the following extension activities:

To produce a high-quality outcome combining beliefs, opinions and high-quality drawings.

Develop this 3D piece into a painting or drawing.

Work in sketchbooks to develop critical and cultural understanding.



Main Learning Objectives - these describe what learners should know and do after completing the unit

Cross Curricular Provision (including Literacy, numeracy, ICT etc)

Strongly linked with Religious Education, this Unit might form the basis of a cross curricular teaching Unit, where students are able to examine their thoughts and feelings about a range of contemporary issues and/or personal beliefs. Also linked to Mathematics, students might examine 3D shapes and Nets. Students will be required to use ICT to find and locate visual information to help them with their study and understand the work of contemporary artists.



Cross-Curricular Provision - including Literacy & Numeracy

Resources

Magazines, Photographs of modern contemporary issues, Religious Icons, Images or links to suitable artists work, suggested ideas: Banksy, Joseph Cornell, Icons.

Assessment Methods

Regular whole class critique
Peer to peer AFL at the end of the project.
Teacher summative assessment

SEN support (including MAT)

Health and safety guidelines on the use of knives and blades when cutting will be employed for students with physical difficulties.

Assessment - this indicates the success criteria for the learning stage. It should make it explicit what the teacher is looking for.

Resources Needed

SEND Support

Learning Stages Outline the stages of learning for the Unit	Learning Objectives For the learning stage/lesson	Look For's To ensure learning has taken place.
Symbolism Use the PowerPoint 'Symbolism in art' to investigate symbolism in art and own culture. Use the findings from this to develop personal investigations into the significance of symbolism.	Understand and use symbols to convey more complex, hidden meaning when making own art.	Using and applying symbols in increasingly sophisticated contexts.
Investigate the work of others. This learning stage might be applied at any point in the project. Examine the work of other artists that have worked with symbols in containers: Joseph Cornell, Susan Hiller, Fluxus, Faberge, Marcel Duchamp etc either on your own, in pairs or groups. Check out this excellent website: http://www.josephcornellbox.com/ Fluxus Museum Marcel Duchamp	What do you think some of the symbolism in these examples might mean? Is everyone in the group's interpretations of the symbols the same? Is this important? What features of the work you have seen do you like most and why? Produce a series of sketches and studies on the art you have seen using written and visual notes to help you.	To understand allegory and metaphor when producing work of this nature.
Activity and Discussion Who are you? What makes you so different? <ul style="list-style-type: none"> Complete the presentation 'All about Me' that aims to get pupils thinking about themselves introspectively then transform this into visual imagery. Follow this up with a discussion on personal beliefs, interests, likes, dislikes, tastes, world issues, local issues, politics. Mind map of outcomes Sketches, drawings, visual representation of thoughts and ideas. 	Produce sketchbook pages and/or mind maps that illustrate student's ideas and thoughts on: The Self. Identify images that would represent their ideas. Find and collect these images then bring to school. Homework task.	Confident realisation of numerous ideas in verbal or written forms. Abundance of quick sketches, lists and drawings that illustrate thinking.
Make a Box Working from mathematical nets and/or templates produce a box suitable for applying a collage and/or 3D materials to the surface. The box will need to be made from suitable card, rigid in structure and have a hinged front door/panel. Whole class decisions need to be made on the size and shape of the box. Is it best that they are all a uniform size? Or will students have personal freedom?	Produce a suitable 3D box that has a rigid construction.	Some students will struggle with 3D shape. They might need templates and be given the exact dimensions of the box. They might find cutting and joining difficult and will need support. Some students should be challenged to create more complex shapes.

Learning Stages set out each phase of the project, highlighting the learning objectives and the assessment 'look for's'.

These tell the teacher what is to be learned and how they will know it is being acquired by the pupils.

Tasks should facilitate the acquisition of knowledge and skills, and give the pupils creative opportunities to apply them.