



Professionalism - Inclusion - Pedagogy - Curriculum

Overviews will be fortnightly in core and every three weeks in non-core

**Subject: ART**

**Dates from: 1/02/2021 – 12/02/2021 (Core)**

	<b>Feedback Unit Overview</b>		<b>How should students submit work? Google Classroom/Educake/ etc</b>
<b>Year 7</b>	Scheme of learning/Unit: <b>All About Me</b> <b>ENQUIRY: Why are the formal elements important in art?</b>		
	Submitted task to receive feedback: <b>1. Frida Kahlo drawing/research</b> <b>2. Self portrait</b>	Suggested wider reading: Drawing Portraits for the Absolute Beginner : a Clear and Easy Guide to Successful Portrait Drawing  Frida: The Biography of Frida Kahlo By Hayden Herrera  Royal Drawing Academy – The Step By Step on How to Draw a Portrait by Vladimir London	<b>Google Classroom</b> 1 &2. Take photo and upload onto Google Classroom
<b>Year 8</b>	Scheme of learning/Unit: <b>Cubism</b> <b>ENQUIRY: How can we challenge conventional ways of drawing and painting?</b>		
	Submitted task to receive feedback: <b>1. Cubist artist</b>	Suggested wider reading: <b>What is Cubism?</b> <a href="http://www.tate.org.uk">www.tate.org.uk</a>	<b>Google Classroom</b> 1. Upload google slides/ powerpoint

	<p><i>research</i></p> <p><b>2. Cubist style still life drawing</b></p>		<p>presentation</p> <p>2. 2. Take photo and upload onto Google Classroom</p>
<b>Year 9</b>	<p>Scheme of learning/Unit:  <b>My Animal Self</b>  <b>ENQUIRY: How do you know when you are being positive?</b></p>		
	<p>Submitted task to receive feedback:</p> <ol style="list-style-type: none"> <li>1. <b>Artist research (ceramic artist)</b></li> <li>2. <b>Design of My Animal Self</b></li> <li>3. <b>My Animal Self sculpture (made from found materials)</b></li> </ol>	<p>Suggested wider reading:</p> <p><b>The Martin Brothers</b>  <a href="https://martinwarepottery.weebly.com/">https://martinwarepottery.weebly.com/</a></p> <p><b>Cynthia Consentino</b>  <a href="https://cynthiaconsentino.com/home-2/">https://cynthiaconsentino.com/home-2/</a></p> <p><b>Pamela Leung</b>  <a href="http://www.pamleung.com/Information.htm">http://www.pamleung.com/Information.htm</a></p> <p><b>Kerry Jameson</b>  <a href="https://www.saatchiart.com/kerry.jameson">https://www.saatchiart.com/kerry.jameson</a></p> <p><a href="https://www.pdfdrive.com/draw-50-animals-e18826574.html">https://www.pdfdrive.com/draw-50-animals-e18826574.html</a> -GC</p>	<p><b>Google Classroom</b></p> <ol style="list-style-type: none"> <li>1. Upload google slides/ powerpoint presentation</li> <li>2&amp;3. Take photo and upload onto Google Classroom</li> </ol>
<b>Year 10</b>	<p>Scheme of learning/Unit: My Surroundings Enquiry How does art tell a story?</p>		
	<p>Submitted task to receive feedback:</p> <ol style="list-style-type: none"> <li>1) Researching and collecting -secondary images</li> <li>2) Developing a clear</li> </ol>	<p>Suggested wider reading:</p> <p><a href="https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas">https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas</a></p> <p><b>Michael Craig Martin</b> <a href="https://www.michaelcraigmartin.co.uk/">https://www.michaelcraigmartin.co.uk/</a></p> <p><b>Patrick Caulfield</b> <a href="https://www.tate.org.uk/kids/explore/who-is/who-patrick-">https://www.tate.org.uk/kids/explore/who-is/who-patrick-</a></p>	<p><b>Google Classroom</b></p> <ol style="list-style-type: none"> <li>1. Upload photograph of a collaged collection of research or upload a digital presentation of research about theme</li> <li>2. Mindmap/spider</li> </ol>

<p>vision of your thoughts; Mind map of Exam theme</p>	<p><a href="#">caulfield</a></p> <p><b>George Shaw</b>  <a href="https://www.theguardian.com/artanddesign/2019/feb/13/rembrandt-british-housing-estate-george-shaw-coventry-tile-hill-greatest-hits">https://www.theguardian.com/artanddesign/2019/feb/13/rembrandt-british-housing-estate-george-shaw-coventry-tile-hill-greatest-hits</a></p> <p><b>Edward Hopper</b> <a href="https://www.metmuseum.org/toah/hd/hopp/hd_hopp.htm">https://www.metmuseum.org/toah/hd/hopp/hd_hopp.htm</a>  <b>Audrey Flack</b>  <a href="https://www.brooklynmuseum.org/eascfa/about/feminist_art_base/audrey-flack">https://www.brooklynmuseum.org/eascfa/about/feminist_art_base/audrey-flack</a></p> <p>Drawing in Black and White by Deborah Velaquez</p> <p><b>Reportage and Documentary Drawing by Veronica Lawlor</b>- The urban sketching handbook- PDFDRIVE</p> <p>Gardners Art through the Ages: by Fred S Kleilner- PDFDRIVE</p> <p>What Was a Cliche Before It Became One? <b>Steffoff, Rebecca MYON part of a series on WHY Do WE Say That?</b>  <b>Grammar – similes metaphors and idioms</b></p>	<p>diagram which is illustrated and annotated. Digital upload must include some hand drawing using digital tools or upload photograph of work</p>
<p><b>Year 11</b></p>	<p>Scheme of learning/Unit:  <b>How to exploit your unique strengths and skills?</b></p>	
<p>Submitted task to receive feedback:  <b>1.Develop ideas</b> set mission statements and targets.</p> <p>2.Produce own <b>study</b> from <b>research</b> :artists images observation</p>	<p>Suggested wider reading:</p> <p>Pixl booklet available on google classroom: Power Lists</p> <p><a href="https://www.studentartguide.com/articles/avoiding-cliche-art">https://www.studentartguide.com/articles/avoiding-cliche-art</a></p> <p><u>Identity</u>  <b>Audrey Flack</b>  <a href="https://www.brooklynmuseum.org/eascfa/about/feminist_art_base/audrey-flack">https://www.brooklynmuseum.org/eascfa/about/feminist_art_base/audrey-flack</a>  <u>Food</u></p>	<p><b>Google Classroom</b></p> <p>1Create power lists for one unit. Identity/ Food /Contrast</p> <ul style="list-style-type: none"> <li>List can be created digitally or handwritten in back of journal then photo uploaded.</li> </ul> <p>2Upload study- students</p>

	<a href="https://www.artsy.net/article/artsy-editorial-lichtenstein-thiebaud-pop-artists-obsessed-food">https://www.artsy.net/article/artsy-editorial-lichtenstein-thiebaud-pop-artists-obsessed-food</a> <b>Contrast</b> Mark Titchner <a href="https://www.tate.org.uk/whats-on/tate-britain/exhibition/art-now-mark-titchner">https://www.tate.org.uk/whats-on/tate-britain/exhibition/art-now-mark-titchner</a> What Was a Cliche Before It Became One? <b>Steffoff, Rebecca MYON part of a series on WHY Do WE Say That?</b> <b>Grammar – similes metaphors and idioms</b>	can work in any media to create the study- share outcome by uploading to portfolio assignment.
<b>Year 12</b>	Scheme of learning/Unit:	
	Submitted task to receive feedback:	Suggested wider reading:
<b>Year 13</b>	Scheme of learning/Unit:	
	Submitted task to receive feedback:	Suggested wider reading:

Students will be able to access suggested wider reading on MyOn or Google Classroom: these can be any online texts suitable to wider reading around a unit. Students can login at [www.myon.co.uk](http://www.myon.co.uk) with the Langdon Park online login