



TITLE	Natural Forms	TIME 15 weeks +	LEVEL	KS4/5
WEEK	CLASSWORK (learning objectives, teaching activities, learning outcomes)			
1	INTRODUCTION INTO NATURAL FORMS Introduction to observational drawing – what is it? How can we record? What do we really see if we look carefully. Talk about theme of natural forms. Students to decide what path they take. Possibilities include; natural foods cut in half, contents of lunchboxes, food in stages of consumption, collected plants and or flowers Basic skills of tone, shade, directional shading, scale and detail to be demonstrated. Students to begin own recording using pencil. L.O. Develop awareness of how to record detail, shape, texture. How do we see the world around us? LS: Visual, auditory, kinaesthetic AfL. Peer assessment of each others recording, identifying areas of successful and for development.			
2-3	OBSERVATIONAL DRAWING Students to progress drawing skills through a series of tasks i.e. include different shading techniques such as hatching and use of patterns creating tone and shading. Use of colour and overlapping of colour using colour pencils,... L.O. Extending skills from previous lessons, improving recording skills. Developing seeing skills. LS: Visual, kinaesthetic AfL. Self assessment, students to identify how their drawing has developed and improved through series.			
4-5	INTRODUCTION OF ARTISTS Present work by artists who have used such as Archimboldo, Saxton Freymann, Jeff Koons etc, group analysis of materials, techniques used. Students invited to comment on the work. Students to complete a research page on the artists making a transcription of the work, a title in the style of and writing in their own words on how the artist has recorded. Students to be awarded allocated time to research their own artists using primary and secondary sources. L.O. Gaining an awareness of historic and contemporary artists – how they have recorded. LS: Visual, auditory AfL. Formative feedback given by teacher on research page. Peer and group assessment through discussion tasks.			

6-7

STUDIES FROM CHOSEN ARTIST WORK

Students to create own still life in small groups if appropriate – Teacher options; make characters after Saxton Freymann out of food to photograph then draw and develop story or create own Archimboldo portrait using food.... Begin to make a personal response then use drawing skills to record on a larger scale.

Students who have chosen a different artist than the ones listed above will have the opportunity to create work/ideas inspired by their chosen artist.

L.O. Develop understanding of other artists work and apply to create your own pieces of work in groups. Extending drawing skills.

LS: Visual, auditory, kinaesthetic

AfL. Peer assessment through ideas negotiated and developed for food still life.

8-10

INTRODUCTION MIXED MEDIA

Continue task and developing skills. Students will be introduced with mixed media where experimentation with different materials and combining a multitude of materials will be encouraged. Make students aware of deadline for tasks. Focus on quality of recording.

L.O. Extend recording skills focusing on scale, proportion, tone, detail, quality of line. Gain an understanding of how to extend drawing skills using other media.

LS: Auditory, kinaesthetic

AfL. Summative feedback given verbally by teacher and class on successes and areas for development.

11-13

CREATING IDEAS

In this stage of the project students will be given the time to collate all their research and development of ideas into a final personal response to the project.

The final piece can be 2D or a 3D sculpture depending on the direction/path the student has chosen to work in. Previous ideas sketches will be crucial in regard of material availability. Depending if this project is unit based, portfolio based or AS-level based the deadline and or duration of this project can be extended.

L.O. Develop design and personal response skills further. Develop understanding of working to deadline and progressing a project from design to realisation.

LS: Visual, auditory, kinaesthetic

AfL. Summative feedback given by teacher in line with curriculum standards. Self assessment through project evaluation

14-15

CREATING PERSONAL RESPONSE

In this stage of the project students will be given time to produce a final personal response to the project and if necessary make final development changes to their creative work. A project evaluation will be expected to be produced by the students.

L.O. Develop design and personal response skills further. Develop understanding of working to deadline and progressing a project from design to realisation.

Produce project evaluation.

LS: Visual, auditory, kinaesthetic

AfL. Summative feedback given by teacher in line with curriculum standards. Self assessment through project evaluation

No	HOMEWORK
1	Drawing task using skills learnt in lesson – using a view finder draw a section of your evening meal.
2	Design title for your research page on choice of artist – the title must be in the style of the artist, colours, shapes and fonts should be considered.
3	EVALUATION: Reflect on the project you have completed this term and fill present your responses to the “Evaluation Sheet” in your sketchbook alongside any appropriate illustrations, diagrams and examples.

KS4/5: KNOWLEDGE, SKILLS AND UNDERSTANDING

1	EXPLORING AND DEVELOPING IDEAS PUPILS SHOULD BE TAUGHT TO: a record and analyse first-hand observations, to select from experience and imagination and to explore ideas For different purposes and audiences b discuss and question critically, and select from a range of visual and other information for example, exhibitions, interviews with practitioners, CDROMs to help them develop ideas for independent work c organise and present this information in different ways, including using a sketchbook
2	USING RESOURCES PUPILS SHOULD BE TAUGHT TO: a investigate, combine and manipulate materials and images, taking account of purpose and audience b apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques c experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts
3	RECORD IDEAS PUPILS SHOULD BE TAUGHT TO: a analyse and evaluate their own and others' work, express opinions and make reasoned judgements b adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations
4	PERSONAL RESPONSE PUPILS SHOULD BE TAUGHT ABOUT: a the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences b codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design c continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world (for example, differences in the roles and functions of art in contemporary life, historical periods in Western Europe, and in different cultures.

What the unit covers:

ART	*	LINE	*	TEXTURE	*	PAINTING	*	DIGITAL MEDIA	*	INDIVIDUAL WORK	*
CRAFT	*	TONE	*	SHAPE	*	COLLAGE	*	SCULPTURE	*	COLLABORATIVE WORK	*
DESIGN	*	COLOUR	*	FORM	*	PRINTMAKING	*	OTHER TECHNIQUES	*	2-D	*
		PATTERN	*	SPACE	*					3-D	*

Subject area:

THE REAL WORLD	*	ENVIRONMENTS	*	FAUNA AND FLORA	*	EVENTS		FANTASTIC AND STRANGE	*	THE ABSTRACT	*
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About the Unit:

This unit is focused intensively on developing a sound ability in all students to be able to record what they see accurately. Students will be given demonstrations and time to practice to develop a range of skills such as tonal drawing, directional shading, scale and shape etc. This unit is not designed to be emphatically thematic; the starting point on the subject of food has been selected as it provides a rich source of natural detail & structure and is a subject that all students will be able to engage with. They will also be introduced to historic and contemporary artists to develop their contextual awareness and be given some opportunity to reflect on their learning and pursue a personal response.

Expectations: At the end of this unit students will:

Be able to talk about artists such as Saxton Freymann and Archimboldo in terms of their work and how it has influenced their ideas have been given the opportunity to develop their drawing and recording skills to a proficient level
 Be able to independently research and pick an appropriate artist(s) that will help realising the students intentions.
 Learn to manipulate a range of drawing materials and experiment with mixed media.
 Reflect on their work and its development by themselves, as part of a small group and as a class
 Present their work coherently to the rest of the class

Most students will:

Have developed a sound range of drawing skills, experimented with different materials and be able to clearly identify the progress they have made.

Where the unit fits in:

This unit builds on previous KS3 units.

Some students will not have made so much progress and will:

Find it difficult to concentrate on one topic and focus over the weeks. They may not make the same progress as others and may struggle to control their skills. Students will be advised to study this as unit only and not as portfolio or AS-level.

	<p>Some students will have progressed further and will: Be able to enrich their studies by completing extension tasks and really engage with the artists introduced, being able to make thoughtful links with their own work.</p>
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PRIOR LEARNING	OPPORTUNITIES FOR OUT OF SCHOOL LEARNING	OPPORTUNITIES FOR FUTURE LEARNING
See above -	<p>Homeworks require students to consider what they eat at home. The project will cover the issues of natural and artificial foods which may be researched further at home. The unit should encourage students to see the world around them in a different way. Students could visit Natural history museums or equivalent.</p>	<p>Communication skills developed and increased awareness of we see and how to describe it.</p>

RESOURCES	TEACHING STRATEGY	DIFFERENTIATION STRATEGIES
<p>Relevant artists such as Saxton Freymann, Archimboldo, Frida Kahlo, Georgia O'keeffe,...</p>	<p>Verbal, aural and/or kinaesthetic activities will be integral.</p>	<p>Simplified language used when reiterating instructions Varied outcomes dependent on learning needs.</p>

<p>Opportunities to Develop ICT Capability Use of digital cameras as a method of recording</p>	<p>Opportunities to Develop Social, Life and Key Skills Expectation to work as a group – listen, contribute, compromise, negotiate etc</p>
<p>Literacy All written work will be corrected and an artists analysis will be part of unit</p>	<p>Numeracy Enlarging - scale</p>
<p>Health and Safety Student will be made aware of any potential hazards and expected to move safely around the classroom</p>	