



# CROMPTON HOUSE SCHOOL

## ART DEPARTMENT

### YEAR 11 – GRAPHICS/MULTIMEDIA

#### YEAR 11 CURRICULUM INTENT:

Pupils will be taught, AQA Graphic Communication,

To develop Graphic Media/Digital/Photoshop skills and knowledge building towards GCSE inspired outcomes/pieces.

- Portraits – focus on Street Art/Site Specific Murals –broad starting points then pupil’s choice.

#### HALF TERM 1: RESEARCH & DESIGN PHASE 1

**7/8 weeks**

Learning Objectives	To begin to research and create initial studies, building on prior learning.
Learning Outcomes (our intent)	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Research street art / murals</li> <li>• Research relevant contemporary artists</li> <li>• Explore urban themes</li> <li>• Be able to draw ideas using graphic and digital media</li> <li>• Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.</li> </ul>
Suggested Starters	<p>Peer assessment – WWW EBI</p> <p>Bell work tasks – Describe/Discuss... portrait artists work / murals etc</p>
Suggested Main Activities	<ul style="list-style-type: none"> <li>• Design Brief - discussion of / analysis</li> <li>• Research Tasks – Josh Bryan / Famous Faces</li> <li>• Portrait Photos – digital photography</li> <li>• Photoshop experiments – explore tone / colour</li> <li>• Studio Materials – fine liner faces / col.pencil face studies / pens</li> </ul>
Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> <li>• By outcome: different learners will produce different outcomes.</li> <li>• By resource: worksheets are clearly presented and accessible.</li> <li>• By Intervention: by providing different levels of supervision and support</li> <li>• By progressive questioning: exploring pupils’ understanding through interactive dialogue.</li> <li>• By grouping: according to prior attainment, gender, social preference, preferred learning style.</li> </ul> <p>By offering optional activities: In class or as homework, to extend learning.</p>
Assessment Opportunities	<p>In line with CH assessment and marking policy:</p> <ul style="list-style-type: none"> <li>• regular written feedback in sketchbooks WWW EBI NOW</li> <li>• green sheets completed every term, RAG skills (mini PLC)</li> </ul>
Homework Opportunities	<ul style="list-style-type: none"> <li>• See separate homework sheet</li> </ul>
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> <li>• Lunchtime / After school clubs.</li> </ul>
Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> <li>• Keywords – Subject Specific Language</li> <li>• Annotation of work in progress</li> </ul>

<b>HALF TERM 2: RESEARCH / DES. PHASE 2 (Oct-Dec)</b>		<b>7/8 weeks</b>
Learning Objectives	To develop design skills, building on prior learning. (hand and digital)	
Learning Outcomes (our intent)	To be able to: <ul style="list-style-type: none"> <li>• Research relevant contemporary artists</li> <li>• Analyse artist's style and characteristics</li> <li>• Explore Murals / Street Art History – Urban Culture</li> <li>• Be able to draw ideas using graphic media – studio materials</li> <li>• Present work in a tidy and aesthetically pleasing manner in a sketchbook or design sheets.</li> </ul>	
Suggested Starters	Peer assessment – WWW EBI Bell work tasks – Describe/Discuss... artists work / skateboards etc What is culture? How do we research? What is the artist's style?	
Suggested Main Activities	<ul style="list-style-type: none"> <li>• Design Brief – continued discussion of / analysis</li> <li>• Research Tasks – History of Street Art / Eduardo Kobra bio</li> <li>• Research – Famous person / People (personal focus)</li> <li>• Digital drawings – shape / colour outcomes (Colour &amp; B/W)</li> <li>• Studio Materials – collage with coloured paper / pencil portraits</li> </ul>	
Differentiation & QFT/SEND provision intent	<ul style="list-style-type: none"> <li>• By outcome: different learners will produce different outcomes.</li> <li>• By resource: worksheets are clearly presented and accessible.</li> <li>• By Intervention: by providing different levels of supervision and support</li> <li>• By progressive questioning: exploring pupils' understanding through interactive dialogue.</li> <li>• By grouping: according to prior attainment, gender, social preference, preferred learning style.</li> </ul> By offering optional activities: In class or as homework, to extend learning.	
Assessment Opportunities	In line with CH assessment and marking policy: <ul style="list-style-type: none"> <li>• regular written feedback in sketchbooks WWW EBI NOW</li> </ul> green sheets completed every term, RAG skills (mini PLC)	
Homework Opportunities	<ul style="list-style-type: none"> <li>• See separate homework sheet</li> </ul>	
Extra- curricular and cross-curricular opportunities	<ul style="list-style-type: none"> <li>• Lunchtime / After school clubs.</li> </ul>	
Literacy/ Numeracy/ WRL	<ul style="list-style-type: none"> <li>• Keywords – Subject Specific Language</li> <li>• Annotation of work in progress</li> </ul>	

## **YEAR 11 - IMPACT**

- Pupils will learn how work to a set brief – work through a design project
- Pupils will achieve GCSE standard work
- Pupils will be able to use Photoshop software to develop design ideas
- Pupils will use a digital camera to research and inform their ideas
- Pupils will develop their research skills
- Pupils will retain knowledge about contemporary art / urban culture
- Pupils will learn about western and non-western cultures/artists
- Pupils will be able to work more independently, realise personal intentions

