

TIMEFRAME	S2 Units can be completed at different point throughout the session due to rotation structure		
CONTENT	UNIT TITLE: EXPRESSIVE ARTWORK – BUILD ON PRIOR KNOWLEDGE OF STILL LIFE LEARNING THEME: FRUIT, VEG, FLOWERS, MANMADE OBJECTS CONTAINING ELLIPSES <ul style="list-style-type: none"> • Build on prior knowledge in relating objects and imagery to basic geometric forms to increase accuracy in shape and form • Use guidelines to gain accuracy in scale and proportion • Demonstrate understanding how the visual elements and concepts combine to create communicative works • Use and apply media and technique in an expressive context 	UNIT TITLE: : DESIGN PROCESS SKILLS UNIT – PRODUCT DESIGN (CHAIR DESIGN) BUILD ON PRIOR KNOWLEDGE OF THE DESIGN PROCESS AND 3D CONSTRUCTION SKILLS THEME: SEA LIFE AND/OR INSECTS <ul style="list-style-type: none"> • Build on prior knowledge in working through the three stages of the design process in relation to a brief • Collect a range of research imagery in relation to the design brief • Experiment with various design media and techniques • Use 2D technologies to produce a final solution 	UNIT TITLE: EXPRESSIVE ARTWORK –BUILD ON PRIOR KNOWLEDGE OF PORTRAIT LEARNING – ADDITION OF LANDSCAPE/BUILT ENVIRONMENT BACKGROUND TO PORTRAIT THEME: SELF PORTRAIT <ul style="list-style-type: none"> • Building on prior knowledge of using guidelines to gain accuracy in scale and proportion • Use and apply media and technologies • Use line, shape, tone and colour realistically to create form • Produce a recognizable observational drawing using scale and proportion. • Understand how to use different types of media/technologies to produce successful pieces of artwork.
RESOURCES	<ul style="list-style-type: none"> • Help sheets for visual reference to help with proportion • Various material for experimentation • Various media/technologies to experiment with to achieve tone • Visual demonstrations and visual displays shown 	<ul style="list-style-type: none"> • Visual demonstrations and visual displays shown. • Help sheets for Design techniques – Simplification, Stylisation and mirror image • Stencils to help less able achieve lettering • Various media/technologies to experiment with to achieve colour. Alternative materials for all levels made available to achieve the desired affect 	<ul style="list-style-type: none"> • Various media/technologies to experiment with to achieve tone • Visual demonstrations and visual displays shown • Help sheets for visual reference to help with proportion. • Various material for experimentation
ASSESSMENT	<ul style="list-style-type: none"> • Break Tasks down into manageable stages to help individual progression • Continuously check and assess if any assistance is required to complete task and respond as appropriate 	<ul style="list-style-type: none"> • Continuously checking and assessing each pupil's individual progression and understanding of Task. • Reinforce pupils understanding of Tasks with various visual demonstrations throughout lesson. • Break Tasks down into manageable stages to help individual progression. 	<ul style="list-style-type: none"> • Pupil profile sheets and assessment with two stars and a wish comments • Continuously monitoring and assessing each pupil's individual progression and understanding of task. • Reinforce pupils understanding of tasks with various visual demonstrations throughout lesson.

	<ul style="list-style-type: none"> • Pupil profile sheets and assessment with two stars and a wish comments • Continuously monitoring and assessing each pupil's individual progression and understanding of task. • Reinforce pupils understanding of tasks with various visual demonstrations throughout lesson 	<ul style="list-style-type: none"> • Continuously check and assess if any assistance is required to complete Task 	<ul style="list-style-type: none"> • Break Tasks down into manageable stages to help individual progression • Continuously check and assess if any assistance is required to complete task and respond as appropriate
HOMEWORK	<ul style="list-style-type: none"> • Tonal Studies relating to Still-Life • Colour Studies relating to Still-Life 	<ul style="list-style-type: none"> • Collect a range of research imagery for theme in relation to the design brief • Collect a range of research imagery for market Research in relation to the design brief • Colour/Tonal Study for theme 	<ul style="list-style-type: none"> • Tonal Studies relating to Portrait • Colour Studies relating to Portrait
WORLD OF WORK	Fine artist, photographer, architect, interior designer, graphic designer, illustrator, printmaker, animator, sculptor, graphic novelist, curator, textile designer, production designer, web designer, landscape architect, make-up artist, medical illustrator, book illustrator, costume designer, visual merchandiser, ceramics designer-maker, art therapist, advertising art director, restoration, conservation, set designer, film production, creative director, fashion designer, exhibition designer, jewellery designer, painter		
WHAT CAN PARENTS/CARERS DO TO HELP?	Parent/carer signature is required on each item of homework to ensure it has been seen.		