

Remote Learning Contingency Plan – 2020-21 - ART

Term: 1 & 2 Year: 7 Subject: Art & Design				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A scheme of work that focuses on the mastery with a pencil:</p> <ul style="list-style-type: none"> • Introduction to the formal elements of art • Tonal scales showing the execution of different drawing techniques • Introduction into drawing 2D and 3D shapes • Replicating day-to-day familiar textures • Introduction into the grid method, co-ordinates and how to replicate a photograph realistically • Basic colour theory – Primary, Secondary and Tertiary colours and colour schemes 	<ul style="list-style-type: none"> • Live TEAMS lessons as per the timetable – either whole classes or a whole year approach • Remote learning booklet linked to Term 1 & 2 Curriculum content shared via CC and TEAMS • Narrated PowerPoints for skills-based work where applicable 	<ul style="list-style-type: none"> • Live TEAMS lessons as per the timetable – either whole classes or a whole year approach • Remote learning booklet linked to Term 1 & 2 Curriculum content shared via CC and TEAMS • Narrated PowerPoints for skills-based work where applicable 	<ul style="list-style-type: none"> • Work will be put on TEAMS with an overview of learning from the week, the in-class PowerPoint plus resources will be uploaded • Narrated PowerPoints for skills-based work will be uploaded where applicable 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recall tests will be completed • Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none"> • Drawing/Design based assessment to be completed in pencil

Remote Learning Contingency Plan – 2020-21 - ART

Term: 1 & 2 Year: 8 Subject: Art & Design				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A scheme of work that focuses on the investigation of and around the Pop Art movement:</p> <ul style="list-style-type: none"> • Introduction into Pop Art, key artists names, key themes and dates • Research into Roy Lichtenstein and his painting 'Whaam!' • Replicating 'Whaam!' and visualising what may have happened before and/or after the crash • Research into Andy Warhol, repetition and the use of colour • Moodboards to be produced based round favourite food and drink brands • 4x view findings of favourite food or drink brand created in colours inspired by Warhol 	<ul style="list-style-type: none"> • Live TEAMS lessons as per the timetable – either whole classes or a whole year approach • Remote learning booklet linked to Term 1 & 2 Curriculum content shared via CC and TEAMS • Narrated PowerPoints for skills-based work where applicable 	<ul style="list-style-type: none"> • Live TEAMS lessons as per the timetable – either whole classes or a whole year approach • Remote learning booklet linked to Term 1 & 2 Curriculum content shared via CC and TEAMS • Narrated PowerPoints for skills-based work where applicable 	<ul style="list-style-type: none"> • Work will be put on TEAMS with an overview of learning from the week, the in-class PowerPoint plus resources will be uploaded • Narrated PowerPoints for skills-based work will be uploaded where applicable 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recall tests will be completed • Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none"> • Drawing/Design based assessment to be completed in pencil and colouring pencil

Remote Learning Contingency Plan – 2020-21 - ART

Term: 1 & 2				
Year: 9				
Subject: Art & Design				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A scheme of work that focuses on Optical Illusions:</p> <ul style="list-style-type: none"> • Introduction into Op Art • Introduction to Bridget Riley, M.C. Escher & Victor Vasarely's work • Students to create a research page on Bridget Riley • Students to re-create a number of optical illusion patterns i.e. the impossible triangle • Students to produce a final outcome based around Op Art and the illusions they have learnt 	<ul style="list-style-type: none"> • Live TEAMS lessons as per the timetable – either whole classes or a whole year approach • Remote learning booklet linked to Term 1 & 2 Curriculum content shared via CC and TEAMS • Narrated PowerPoints for skill- based work where applicable 	<ul style="list-style-type: none"> • Live TEAMS lessons as per the timetable – either whole classes or a whole year approach • Remote learning booklet linked to Term 1 & 2 Curriculum content shared via CC and TEAMS • Narrated PowerPoints for skills-based work where applicable 	<ul style="list-style-type: none"> • Work will be put on TEAMS with an overview of learning from the week, the in-class PowerPoint plus resources will be uploaded • Narrated PowerPoints for skills-based work will be uploaded where applicable 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recall tests will be completed • Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none"> • Drawing/Design based assessment to be completed in pencil

Remote Learning Contingency Plan – 2020-21 - ART

Term: 1 & 2				
Year: 10				
Subject: Art & Design GCSE – Fine Art				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A number of weeks on workshop based lessons around the starting point of <i>'Inspired by Nature'</i>:</p> <ul style="list-style-type: none"> • Observational drawing • Mono-Printing • Lino cutting and printing • Etching • Colouring pencil mastery • String painting • Bubble printing • Acrylic paint mastery • Watercolour mastery • Clay tile making • How to produce an artist research page – finding appropriate information and imagery, selecting relevant works of art, writing in your own words, the importance of your own opinion, the importance of referencing and the importance of creating work in the style of that artist. 	<ul style="list-style-type: none"> • Live TEAMS session slots (2-3 students in a session) for clinic style sessions • Narrated PowerPoints for skills-based lessons • Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal) • Individual to-do lists to be created to ensure independent study continues effectively 	<ul style="list-style-type: none"> • Live TEAMS session slots (2-3 students in a session) for clinic style sessions • Narrated PowerPoints for skills-based lessons • Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal) • Individual to-do lists to be created to ensure independent study continues effectively 	<ul style="list-style-type: none"> • Work will be put on TEAMS with an overview of learning from the week • Narrated PowerPoints for skills based work will be uploaded where applicable • Individual to-do lists to be created to ensure independent study continues effectively 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recall tests will be completed • Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none"> • Skill from workshop based learning to be executed without guidance

Remote Learning Contingency Plan – 2020-21 - ART

Term: 1 & 2				
Year: 11				
Subject: Art & Design GCSE – Fine Art				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A series of lessons to aid the production of a new project titles <i>'Fragments'</i>:</p> <ul style="list-style-type: none"> • The importance of mind mapping ideas • How to produce a successful artist research page - finding appropriate information and imagery, selecting relevant works of art, writing in your own words, the importance of your own opinion, the importance of referencing and the importance of creating work in the style of that artist • How to annotate your work – choosing artistic vocabulary to clearly express your thoughts, ideas and concepts toward a piece of work, how to pin point key parts that are successful and being able to express how/why, how to pin point key parts that are less successful and being able to express how/why and how one could fix these, the importance of linking your work to the research you have done toward a specific artist • Enabling students to produce 'to do' lists to help with self-regulation and to enable productivity in lessons • Refining skills/execution of media 	<ul style="list-style-type: none"> • Live TEAMS session slots (2-3 students in a session) for clinic style sessions • Narrated PowerPoints for skills-based lessons • Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal) • Individual to-do lists to be created to ensure independent study continues effectively 	<ul style="list-style-type: none"> • Live TEAMS session slots (2-3 students in a session) for clinic style sessions • Narrated PowerPoints for skills-based lessons • Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal) • Individual to-do lists to be created to ensure independent study continues effectively 	<ul style="list-style-type: none"> • Work will be put on TEAMS with an overview of learning from the week • Narrated PowerPoints for skills-based work will be uploaded where applicable • Individual to-do lists to be created to ensure independent study continues effectively 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recall tests will be completed • Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none"> • Skill from workshop-based learning to be executed without guidance