

Remote Learning Contingency Plan – 2020-21

Art & Design – Term 4



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 of colour, colour theory and colour psychology:</p> <ul style="list-style-type: none"> • Introduction to the colour wheel, primary, secondary and tertiary colours • Creating their own colour wheel • Introduction into colour schemes; complimentary, harmonious, triadic, split-complimentary and analogous • Analysis of artists use of colour • Introduction into colour psychology, where it's used and why 	<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 3&4 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 3&4 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 colouring pencil

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Art & Design – Term 4



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 Surrealism Art Movement:</p> <ul style="list-style-type: none"> • Introduction of Surrealism and artists that use Surrealism in their work • Analysis of artists work • Design work based around inspiration from key Surrealists • Introduction into clay, what it's used for, how you can manipulate it and the correct terminology of processes • Health and Safety around ceramics work • Analysis of ceramics artists work • Creation of ceramics work to create a 'Surreal Tea Party'. 	<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 3&4 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 3&4 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 & Design – Term 4



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 Street Art:</p> <ul style="list-style-type: none"> • Introduction on Street Art, Graffiti, Tags and key street artists. • Debates, discussion and written work based on whether Street Artists are criminals • Introduction into a selection of current affairs and news articles • In depth research into a street artists that inspires the students • Design work with the concept of their chosen current affair with direct links to the artist they have researched • Final outcome created in the style of that artists 	<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 3&4 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 3&4 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



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 • Photography • 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 & Design – Term 4



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 based around a chosen concept to strengthen independent project • 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 	<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

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<ul style="list-style-type: none">• Enabling students to produce 'to do' lists to help with self-regulation and to enable productivity in lessons• Refining skills/execution of media• Development of ideas, skills, techniques and knowledge to work towards a final outcome				
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