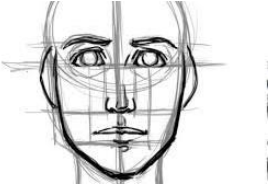


<p><b>Year 11 GCSE Topic: CW 1- Face to Face – Autumn One</b>  <b>CW2 -A series of associated works – Autumn Two</b></p> <p>[1]In Term one the entire of the y10 programme of study on own PORTRAITS is revisited. The learning outcomes are returned to, improved and refined. Work is presented for examination, with annotations and evaluation added to gain marks for all AO but AO3 in particular.  [2]In Term two the outcomes of the y10 mock exam, and best parts of y9 project work are refined and selected from, to mount and comprise the CW2 project that is defined as ‘A series of associated works’ matched to the AO, without the need to create a separate AO4 outcome.</p>		<p><b>Duration: one Terms.</b>  <i>Spring and summer term = final GCSE exam prep and TT</i></p> 	<p><b>Composite:</b>  <b>Unit test</b>  <b>Artist</b>  <b>Transcription</b>  <b>WALKING</b>  <b>TALKING MOCK</b></p>	
<p><b>Key vocabulary:</b></p>	<p><b>Core knowledge Components</b></p>	<p><b>Powerful knowledge components crucial to commit to long term memory</b></p>	<p><b>Links to previous and future topics</b></p>	
<ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Proportion</li> <li>• Expression</li> <li>• Scale</li> <li>• Techniques and materials</li> <li>• Artistic style/s</li> </ul>	<p><b>TIMELINE Artists / BAME links made</b></p> <ol style="list-style-type: none"> <li>1. AO1 Why portraiture? Historic links, and how these are culturally dictated, and how this continues with the onset of Photography and digital media/social media</li> <li>2. AO2 &amp; A03 Portraiture basics – proportion and angles of approach</li> <li>3. AO3 Observation of self – in self portraits</li> <li>4. AO1, 2 AND 3 Recreation of self – in self portraits, in different art styles: Expressionism, Cubism, Pop Art, plus contemporary selected artists</li> <li>5. Planning and creation of AO4 final outcomes for the project, combining the skills and research learnt, in a final portrait in the form of the students choosing.</li> </ol>	<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• OBSERVATION</li> <li>• DRAWING AND PAINTING</li> <li>• ADOPTING AND USING AN ESTABLISHED ART ‘STYLE’ IN COMBINATION WITH THIS RESEARCH</li> <li>• PLANNING FOR PURPOSE AND ACHIEVING A FINISHED AO4 OUTCOME</li> </ul>	<p>Portraiture outcome. AO GCSE criteria.</p> <p><b>UNIT TEST:</b>  AO FOLDER ASSESSMENT AT THE END OF EACH OF THE 4 PROJECT PHASES.</p> <p>GCSE GRADING CRITERIA APPLIED</p>	
<p><b>Impressive reading</b></p>	<p><b>Impressive speaking</b></p>	<p><b>Impressive writing</b></p>	<p><b>Resilience</b></p>	<p><b>Employability via:</b></p>
<p>Researching Artists and their work by Transcriptions and copies made, with annotations made on key points and understanding of how to use these in our own artworks</p> <p>Resources used such as: Newspapers, internet and books.</p>	<p>Researching Artists and their work by artist investigations – visual work that is then shared in group and individual presentations to peers and teacher of their artwork and the work of others.</p>	<p>Researching Artists and their work by</p> <p>Writing about the work of others through analysis of the Form, content, mood and process of the creating the artwork.</p> <p>Use of AQA note taking annotation writing frame and key word cards</p>	<p>Developing the understanding that skills need to be developed over time. Perseverance, patience and practice when producing artwork is key.</p>	<p><b>Time keeping</b> – ensuring tasks set are completed in given time.</p> <p><b>Communication</b> – Oracy / discussing work of others and their own using keywords.</p> <p><b>Confidence</b> – To be able to take creative risks.</p> <p><b>Reflection</b> – writing and evaluating about their work and of others to move forward and make progress. Knowing what works well and what does not.</p>

**SEND**

<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>SEMH</b>	<b>Physical/Sensory</b>
<ul style="list-style-type: none"> <li>• Repetition of key vocabulary in every lesson</li> <li>• Ensure key specific vocab is used and explained with images.</li> <li>• Peer leadership</li> <li>• Team work and building</li> <li>• Evaluation of artwork: gallery table.</li> <li>• Encourage oracy – students talk about their work and the work of others</li> </ul>	<p><b>Thinking creatively</b>  <b>Reading</b> – Make use of reading age appropriate resources for each learners needs.  <b>Processing</b> – Allow thinking time when and revisit skills by demonstrating new skills. Use of clear and unambiguous language.  <b>Memory</b> – re visiting old content at the start of each lesson. Make instructions assessable.  <b>Recording</b>- Ensuring that students record information using writing frame to assist.</p>	<p>Access to arts opportunities and participation in the arts can dramatically improve health outcomes and well-being, counter inequalities and increase social engagement.                      The act of creating and expressing through line, provides an individual experience that can have positive effects on our physical and mental health and well-being.</p>	<p><b>Fine motor skills:</b> All practical’s. Encouraging the use of different materials and textures. Barring in mind some might struggle with this.  <b>Multi-sensory approach using</b> – use of paint and paint mixing to create different colours.  <b>Descriptive writing</b> – Describing artwork using keywords, how it might feel etc.....</p>