

Learning Plans



| |
|---|
| Year 11 GCSE ART |
| Subject INTERIORS |
| Learning Plan 1 – Autumn Term 1 & Autumn Term 2 |
| Knowledge Focus <u>Pupils to continue to generate work for their final 2021 GCSE portfolio</u> |

Autumn 1 / Autumn 2 Objectives


In year 11, it is the Art Department's aim for all prospective GCSE pupils to continue to work on the project/s that will form the basis of their final individual GCSE folders, presented in 2021. Creative work takes place within the structure of clearly defined projects, but which also allows all pupils to expressive their own creative idea. The assembled final body of work links together and tells an overarching story which ultimately comes together at the end of KS4 under the title of "Interiors".




Knowledge, understanding and skills to be developed

Critical understanding - developing ideas through investigations, demonstrating critical understanding of sources.
 Creative making and refining of work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
 Reflective recording – recording ideas, observations and insights that are relevant to intentions as work progresses.
 Personal presentation - presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Key Vocabulary to be learned

Interiors, John Bratby, social realism, Pablo Picasso, cubism, Cannes, "La Californie".

| Activities | | Resources | Work to be submitted by |
|---|---|--|----------------------------------|
| <p>Starting Point 1 / Week 1 Activities (week beginning 7/9/20)</p> <p><u>Theme: Interior Spaces A5 drawings of the T9 Art room</u></p> <p><u>Learning Objectives</u> An exercise in making first hand direct observational drawings of an "Interior" environment, where the underlying idea is to look at the shapes, forms, objects and lines etc. and build up a set of drawings, in a range of materials that record some sort of "imagined" room, but using the T9 Art studio as a source. Further work (hwk) could be to repeat the task using spaces at home.</p> |  | <p><u>Resources and where to access them</u></p> <p>Any paper/card/suitable medium that pupils have access to in school or at home Pens, pencils, coloured pencils, fine liners as needed. Further instructions if needed on Resource share and Teams. Use teams or gdavies@newtown-hs.powys.sch.uk / shanson@newtown-hs.powys.sch.uk to upload any copies of work examples when completed.</p> <p><u>Extension ideas for pupils:</u></p> <p><u>A5 drawings of the T9 Art room.</u> You could do more of these. Some of you have photos of my room so you can look at the shapes, forms, objects and</p> | <p>(week beginning 14/9//20)</p> |

| | | | |
|---|---|---|----------------------------------|
| | | <p>lines etc. and build up some sort of composite “imagined” room. Ideally you will return to this topic on a regular basis throughout the year and assemble enough drawings to fill ¾ sides of A3 in the Cwk folder (that’s 6/7/8 A5 drawings).</p> <p>These images could also be of spaces in your house as well: garages and kitchens have good shapes.</p> <p>Also, <u>Big A3/double A3 room drawings</u>. If you have A3 paper to hand, and a black pen (biro? fine liner type pen?) you could do something like this maybe to extend the A5 section.</p> <p>Photo and Photoshop opportunities come from this as well. Ask to see exemplar work.</p> | |
| <p>Starting Point 2 / Week 2 Activities (week beginning 14/9/20)</p> <p><u>Theme: Interior Spaces A5 drawings of the T9 Art room (continued)</u></p> <p><u>Learning Objectives</u> A continuation of the opening exercise where pupils make first hand direct observational drawings of an “Interior” environment, where the underlying idea is to look at the shapes, forms, objects and lines etc. and build up a set of drawings, in a range of materials that record some sort of “imagined” room, again using the T9 Art studio as a source. Further work (hwk) could be to repeat the task using spaces at home.</p> |  | <p><u>Resources and where to access them</u></p> <p>Any paper/card/suitable medium that pupils have access to in school or at home Pens, pencils, coloured pencils, fine liners as needed. Further instructions if needed on Resource share and Teams. Use teams or gdavies@newtown-hs.powys.sch.uk / shanson@newtown-hs.powys.sch.uk to upload any copies of work examples when completed.</p> <p><u>Extension ideas for pupils:</u></p> <p>As above.</p> | <p>(week beginning 21/9/20)</p> |
| <p>Starting Point 3 / Week 3 Activities (week beginning 21/9/20)</p> <p><u>Theme :John Bratby “The Toilet (1955)”</u></p>  <p><u>Learning Objectives</u> The main focus of the GCSE coursework folder is the studio/villa of</p> |  | <p><u>Resources and where to access them</u></p> <p>Any paper/card/suitable medium that pupils have access to in school or at home Pens, pencils, coloured pencils, fine liners as needed.</p> <p>Google images: John Bratby’s 1955 picture “The Toilet”, 2 different versions.</p> <p>Resource share P/P of artists’ studio environments.</p> <p><u>Extension ideas for pupils:</u></p> <p>Try to make drawings which focus on pipework and plumbing.</p> <p>Try to think about extending “The Toilet” and imaging the picture is twice the size, and the “new” half depicts</p> | <p>(week beginning (28/9/20)</p> |

Picasso in Cannes which he moved to in 1955. John Bratby's legendary social realist painting, "The Toilet" was painted in the same year. The painting provides an excellent counterpoint to the opulent surroundings of Picasso. This theme continues the "Interiors" story, and pupils will be expected to make drawings of this "Interior" using these shapes, forms and lines etc. in order to build up a set of drawings of "The Toilet", in a range of materials that record this room.

Further work (hwk) could be to repeat the task using the bathroom space at home.

what's outside the window frame. Look at Bratby pictures below to perhaps give ideas?
Ask to see exemplar work.



Starting Point 4 / Week 4 Activities
(week beginning (28/9/20))

Theme: John Bratby "The Toilet (1955)"

Learning Objectives
As above.



Resources and where to access them

Any paper/card/suitable medium that pupils have access to in school or at home
Pens, pencils, coloured pencils, fine liners as needed.

Google images: John Bratby's 1955 picture "The Toilet", 2 different versions.

Resource share P/P of artists' studio environments.

Extension ideas for pupils:

As above.
Ask to see exemplar work.

(week beginning (5/10/20))

Starting Point 5 / Week 5 Activities
(week beginning (5/10/20))

Theme: Consolidation of Weeks 1-4

Learning Objectives
Pupils to bring all work so far completed in weeks 1-4 to a finished



Resources and where to access them

Any paper/card/suitable medium that pupils have access to in school or at home
Pens, pencils, coloured pencils, fine liners as needed.

(week beginning (12/10/20))

state, revisiting existing pieces to bring them up to a final finished standard.

Google images: John Bratby's 1955 picture "The Toilet", 2 different versions.

Resource share P/P of artists' studio environments.

Extension ideas for pupils:

As above weeks 1-4.
Ask to see exemplar work.

Starting Point 6 / Week 6 Activities
(week beginning (12/10/20))

Theme: Picasso: The Studios at Cannes

Learning Objectives

The main focus of the Art GCSE "Interiors" project is a set of paintings made by Picasso at his studio/villa in Cannes during the 1950s. The villa at "La Californie" links the opening work made by pupils thus far on the Interiors theme, to the studios of Picasso (see below). Pupils will first be expected to make different copies/versions, reinterpretations of the studio pictures supplied, in a range and variety of materials. In this first wave of creativity on the theme, A5 versions x 4 of each studio will need to be produced by pupils, before larger and more creatively interpretive versions are made.



Resources and where to access them

Any paper/card/suitable medium that pupils have access to in school or at home

Pens, pencils, coloured pencils, fine liners as needed.

Resource share P/P of artists' studio environments.

Photocopied resources of Picasso studio environment at ~"La Californie", Cannes.

Picasso studios (the set of 4 is in the left hand column). After the small scale A5 "postcard" set/versions of these studios:

Extension ideas for pupils:

Maybe do some more: keep exploring materials?

Photograph them? Photoshop them?

The next phase for these would be to make A3 versions in pencil, in black biro, in coloured pencil and maybe a watercolour one as well.

Try to extend and imagine the studios spreading over 2 pieces of A3 to make a bold impact statement image in your folders, and do this for each of the studios.

Ask to see exemplar work.

There are 4 main studios, so that gives you access to maybe 10+ further pages of A3 work in a folder (by the end of Year 11).

(week beginning (26/10/20))





Starting Point 7 / Week 7 Activities
(week beginning (26/10/20))

Theme: Picasso: The Bay at Cannes

We used The Bay at Cannes it to look at concrete tower blocks and trees. Pupils are encouraged to explore these themes in this section. The shapes act as a good man v nature contrast.



Instructions:

Resources and where to access them

Any paper/card/suitable medium that pupils have access to in school or at home
Pens, pencils, coloured pencils, fine liners as needed.

Google images: John Bratby's 1955 picture "The Toilet", 2 different versions.

Resource share P/P of artists' studio environments.

(week beginning (2/11/20))

| | | | |
|---|--|--|------------------------------------|
| <p>As above for the Picasso studio section (Week 6). Look for images of tower blocks to help you. e.g. skyscrapers, Brutalist architecture, The Trellick Tower in London.</p> <p>Get some fresh air maybe? Photograph some trees, bare branches, look for interesting angles. Photoshop the pictures to create interesting digital images.</p> <p>We used it to look at concrete tower blocks and trees. Any work you can do here?</p> | | | |
| <p>Starting Point 8 / Week 8 Activities (week beginning (2/11/20))</p> <p><u>Theme: Cannes, Maps and Abstract work</u></p> <p><u>Week 8 Learning Objectives</u></p> <p>This section involves the use of maps as starting points for making abstract artwork, looking for abstract shapes and lines that aerial/street maps show us when we're up above. Pupils started this theme with a 500 year old Newtown map, looked at a magnificent 18th century map of Paris, and then focussed on Cannes, the home of Picasso in the 1950s. This section encourages abstraction, and a list of artists to encourage a different way of seeing has been circulated to all Y11 pupils.</p> | | <p><u>Resources and where to access them</u></p> <p>Any paper/card/suitable medium that pupils have access to in school or at home Pens, pencils, coloured pencils, fine liners as needed.</p> <p>Google images: aerial views of street plans of Newtown, Paris, Cannes and other suggested cities.</p> <p>Y8 Remote Resource share P/P.</p> <p>Ask to see exemplar work.</p> | <p>(week beginning (16/11/20))</p> |
| <p>Starting Point 9 / Week 9 Activities, and until the end of half-term Autumn 2 (week beginning (16/11/20))</p> <p><u>Theme: Tomato/Still Life work</u></p> <p><u>Week 9 Learning Objectives</u></p> <p>All pupils in the Year 11 GCSE group spent a lot of time on this theme at the end of Year 9/start of Year 10. First hand observational work of an organic form (a tomato) provides the source imagery for pupils to be involved in a materials study. Pupils will need to make studies of the subject matter in a range of different materials, on different sizes and scales, and using different sizes and qualities of paper. Ideally, pupils will make images as large as A3, but smaller scale studies (even as small as the size of matchboxes) are really handy as well. The original tomato form is the kind of thing that is easy to doodle on a scrap of paper at any time, and small studies will fit in and</p> | | <p><u>Resources and where to access them</u></p> <p>Any paper/card/suitable medium that pupils have access to in school or at home Pens, pencils, coloured pencils, fine liners as needed.</p> <p>Y9 Remote Resource share P/P.</p> <p>Ask to see exemplar work.</p> | <p>(week beginning (14/12/20))</p> |

around the larger pieces to make the pages that bit more of an "event".

| | | |
|--|--|--|
| Feedback Given | Support/Extension/Challenge Tasks/ | Useful Websites |
| By GD and SH via: Whole Class Feedback WAGOLL/ Modelled example Task Success Criteria | Tasks to be made available on RESOURCE SHARE and TEAMS to accompany P/P | GOOGLE IMAGES pages for highlighted artists in P/P and LP (John Bratby and Pablo Picasso). |
| Skills Development | | |
| Reading/Writing/Oracy Development | Numeracy Development | ICT Development |
| Tasks to be made available on RESOURCE SHARE and TEAMS to accompany P/P Writing is especially relevant as pupils will need to annotate their work in good quality English commenting on their intentions in order for Examiners to see a commentary that accompanies pupils' practical work. Reading is also especially relevant: pupils will need to research Art history references in order to inform annotation. | Tasks to be made available on RESOURCE SHARE and TEAMS to accompany P/P If/when relevant. | Tasks to be developed at each stage through digital photography and Photoshop |

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO