Long Term Plan: Surreal Natural Form and Self Identity

	w.c 04.09.23	w.c 11.09.23	w.c 18.09.23	w.c 25.09.23	w.c 02.10.23	w.c 09.10.23	w.c 30.10.23	w.c 06.11.23	w.c 13.11.23	w.c 20.11.23	w.c 27.11.23	w.c 04.12.23	w.c 11.12.23	w.c 18.12.23
Term 1	Learning Aim: AO1	Learning Aim. AO3	Learning Aim AO3	Learning Aim: AO1/AO3	Learning Aim: AO1/AO3	Learning Aim: AO1/ AO3	Learning Aim; AO2/A03	Learning Aim: AO2/A03	Learning Aim: AO2/A03	Learning Aim: AO2/AO3	Learning Aim: AO2/AO3	Learning Aim: A02/A03	Learning Aim: AO1/AO3	Learning Aim: AO1/AO2/A03
	Intro to GCSE Assessment Criteria and 'Surreal Natural Form starting point'	Gridding up or tracing outline of chosen artist copy	Artist copy and media studies	Artist copy and media studies	Artist copy and media studies Moodboard	Artist copy and media studies Research Poster (*Time to Write*)	Surreal Animal Collage, and ransom note collage name	Visual language experiments and descriptive writing	Surreal animal background outlines	**Year 11 PPE Cover:** Surreal animal background adding media	Experimental drawing workshops and presenting in sketchbooks	Abstract artist moodboard and research Page 'Time to Write'	Abstract media exploration Whimsical landscape composition in sketchbooks	*'Stop the Clock'* Completion and refinement of unit so far covering all assessment objectives

	w.c 01.01.24	w.c 08.01.24	w.c 15.01.24	w.c 22.01.24	w.c 29.01.24	w.c 05.02.24	w.c 19.02.24	w.c 26.02.24	w.c 04.03.24	w.c 11.03.24	w.c 18.03.24	w.c 25.03.24		
Term 2	Learning Aim: AO1/AO3	Learning Aim: AO1/AO3	Learning Aim: AO2/AO3	Learning Aim: A04	Learning Aim: A04	Learning Aim: A04/Ao3	Learning Aim: **Self-Identity Unit A01**	Learning Aim: A01/AO3	Learning Aim: A01/AO3	Learning Aim: A01/AO3	Learning Aim: A01/AO3	Learning Aim: A01/AO3		
	Development of ideas, layered compositions in sketchbooks	Final response and conclusion of ideas	Final response and conclusion of ideas	Final response and conclusion of ideas	Final response and conclusion of ideas	Final response and project evaluation All work complete and presented in	Self Identity starting point Moodboards and Initial research	Choosing first Self Identity Artist Artist Copy 1	**Year 11 PPE Cover** Artist Copy 1	Artist Copy 2	Artist Copy 2	Stop the clock Completing outstanding work and refining initial ideas		

Term 3	w.c 15.04.24	w.c 22.04.24	w.c 29.04.24	w.c 06.05.24	w.c 13.05.24	w.c 20.05.24	w.c 03.06.24	w.c 10.06.24	w.c 17.06.24	w.c 24.06.24	w.c 01.07.24	w.c 08.07.24	w.c 15.07.24	w.c 22.07.24
						sketchbooks ready for							■	
	Learning Aim: A01	Learning Aim: A01/A02/A03	Learning Aim: A02/A03	Learning Aim: A02/A03	Learning Aim: A02/A03	Learning Aim: A02/A03	Learning Aim: A01/A02/A03/A04	Learning Aim: A02/A03/A04	Learning Aim: A02/A03/A04	Learning Aim: A03/A04	Learning Aim: A03/A04	Learning Aim: A01	Learning Aim: A02/A03	Learning Aim: A02/A03
	Johanna Goodman and Debroah Roberts introduction Moodboard and initial research	Johanna Goodman / Deborah roberts collage inspired by a chosen culture

Chosen culture postcard (research and intent) | Chosen culture line drawing | **Year 11 exam Cover**

Adobe Photoshop background Inspried by Delita Martin | Adobe Photoshop background Inspried by Delita Martin | Adobe Photoshop background Inspried by Delita Martin | *'Stop the Clock'* Completion and refinement of unit so far covering all assessment objectives | Year 10 PPE's Planning

Merging artist 1 with chosen culture *template creating* | Year 10 PPE's Planning

Merging artist 1 with chosen culture *media experimentation* | Year 10 PPE

Final response of Self Identity artist 1 and chosen culture | *Feed Forward*

Continuation and refinement of PPE outcome | Choosing Self portrait artist 2

moodboards and initial research | Second artist

artist copy 1 | Second artist

artist copy 1 |

Curriculum Overview:

The focus of this unit is the learner's understanding of how to use and control a range of media to produce high quality outcomes whilst achieving all four assessment objectives. Students are given the opportunity to develop their own abilities whilst exploring sources, their imagination and personal artistic style to build confidence and sophistication before commencing their main unit of work.

Students will be given a starting point of 'Surreal Natural Forms' and introduced to artists inspired by this theme such as Erica Il Cane and Vladimir Kush. They will begin researching their selected artist as they learn how to analyse with a critical eye and unpick an artist's deeper narrative. Simultaneously students will produce an artist copy which considers accurate scale, tone and proportion. They will build upon KS3 learning as they use mark-making and media to create

accurate tones and textures to complete their drawing in the artists' style. Students will then learn how to use basic collaging techniques to create their own surreal animal using printed images of animals from around the world. At this point students will begin to explore their imagination and learn about composition as they create a narrative and personality for their creature. Students will then learn about the art of typography using inspiration from artist Teesha Moore as they fill the background space of their original animal collage with a written narrative or chosen descriptive words. Students will develop their ideas using advanced collaging techniques whilst building upon their knowledge of colour theory to produce a detailed collage of a zoomed in section of their animal. Their detailed collage will also build upon previous learning of tone and texture by exploring colour sensitively using magazine papers. Ideas will develop through a series of experimental drawings where students will be encouraged to be resilient outside of their comfort zone. Their final source of research will be an abstract artist such as Kate Shaw and Sarah Boyts Yoder. Students will discuss and form opinions on abstract art alongside their abstract media exploration. Outcomes will be composed to form a whimsical landscape for their surreal animal to call home. The project will conclude with a personal response that brings all their development work together in the form of a digital te

a towel or practical tactile outcome.