

PONTEFRACT
ACADEMIES TRUST

OUT OF LESSON WORK
TERM 1
BTEC ART & DESIGN
PRACTICE WORKBOOK
YEAR 11



PONTEFRACT
ACADEMIES TRUST

YEAR 11

BTEC ART AND DESIGN
PRACTICE

BTEC

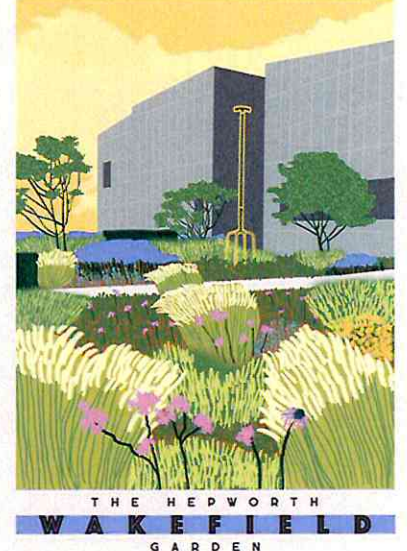
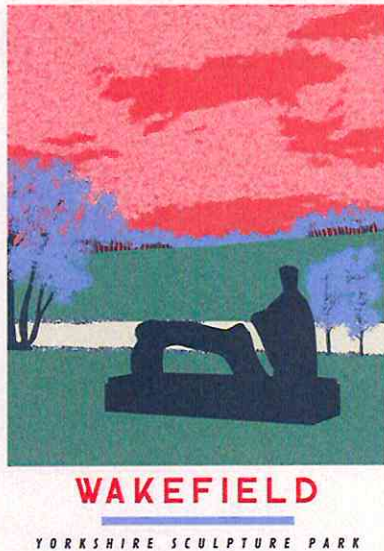
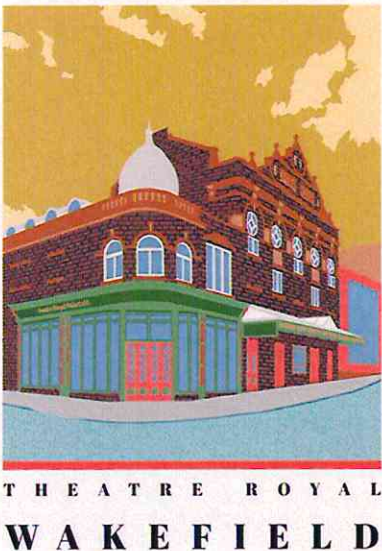
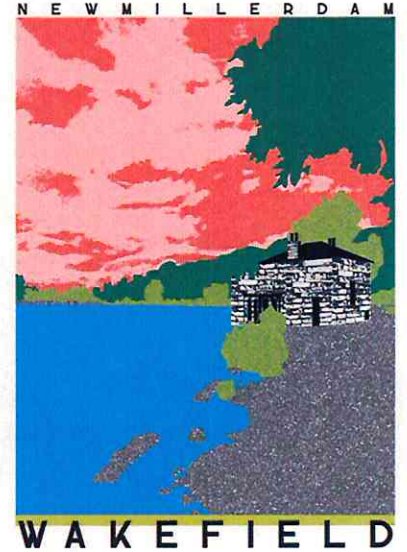
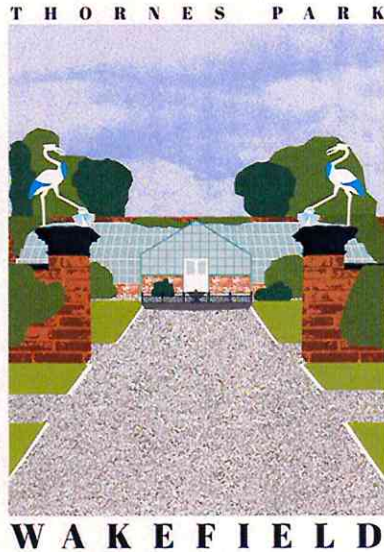
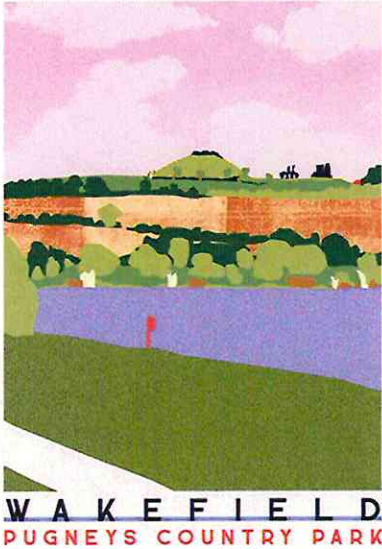
ART & DESIGN PRACTICE

PROJECT FOCUS:

Visit the United Kingdom

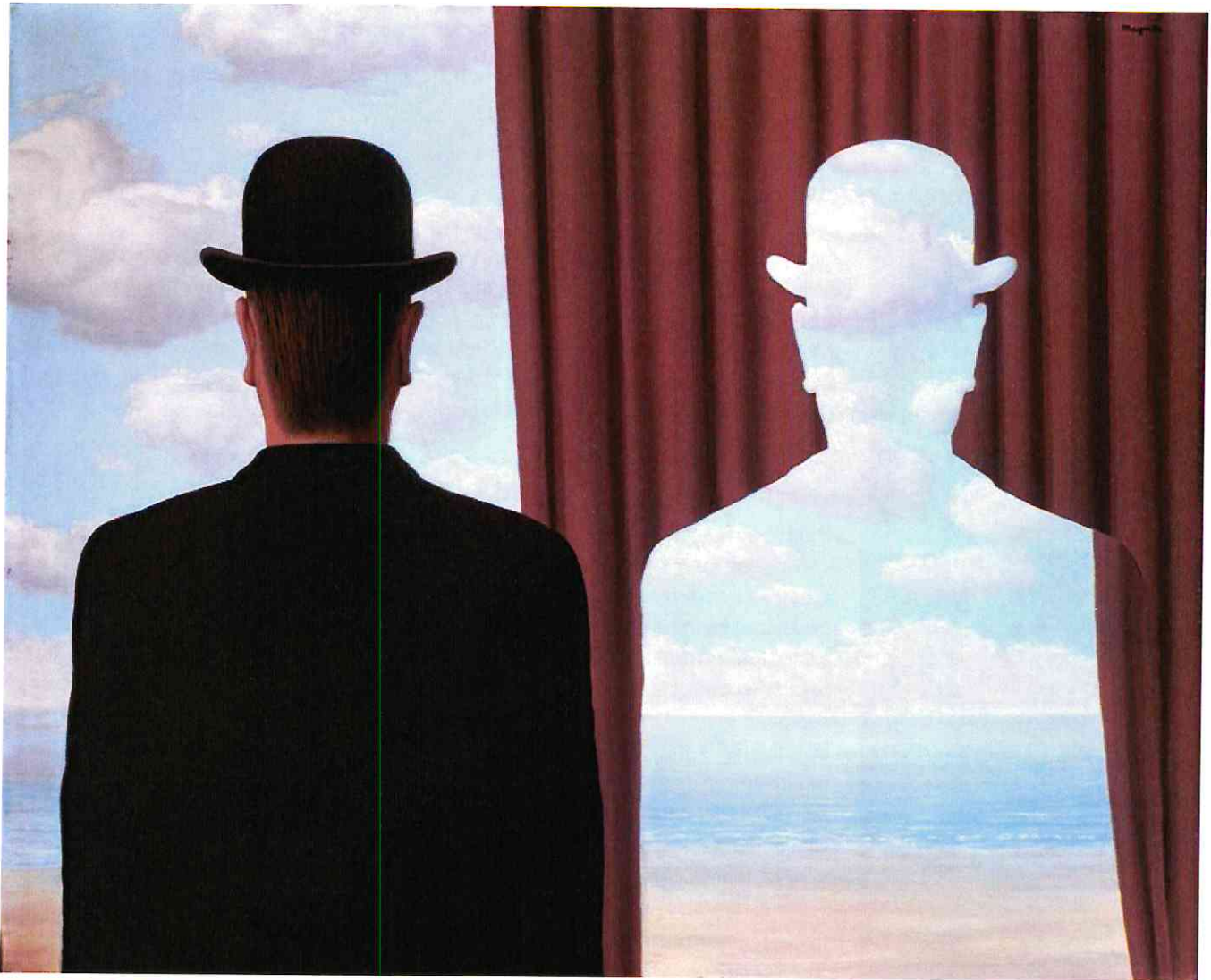
LESSON FOCUS:

Artist Research – Ellie Way



Task: Complete the following drawing and analysis task:

- Draw sections of the work above, in squares which show the following:
 - Use of bold sections of colour
 - Use of textures
 - Use of flat colour (with no shading)
- Answer the questions on the sheet thinking about the artist and their processes



Description:

- What can you see in the image?
- What colour/s are in the image?
- What is the main focus of the image?
- What orientation is the image?
(landscape/portrait)

Techniques:

- How has the image been framed?
- What composition do you think has been used?
- What media do you think has been used?

Context:

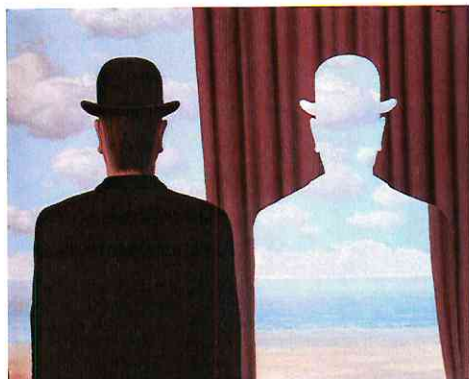
- What do you think is happening in the image?
- What messages do you think are in the image and why?
- What year do you think this was painted?
- How do you think the focus of the image links to the year it was taken?

Opinion: Defend and give reasons for your opinions

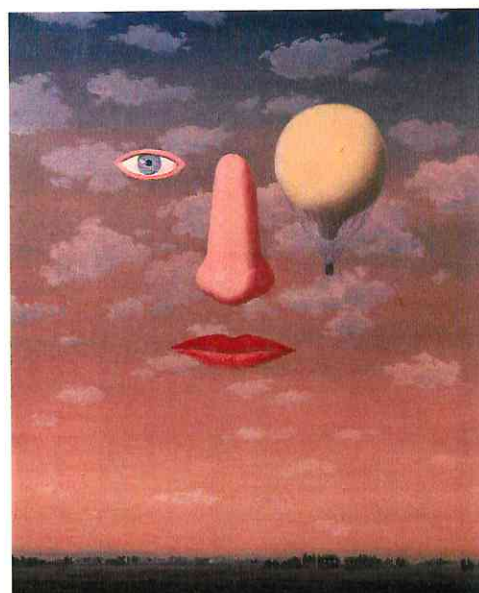
- Do you like the image?
- What do you think about the way the image has been composed?
- What might make the image better or more interesting?
- What do you think about the props or content in the photo?

René Magritte

Belgian, 1898–1967



Clouds, pipes, bowler hats, and green apples: these remain some of the most immediately recognizable icons of René Magritte, the Belgian painter and well-known Surrealist. He produced a body of work that rendered such commonplace things strange, slotting them into unfamiliar or uncanny scenes, or deliberately mislabeling them in order to “make the most everyday objects shriek aloud.”¹ With his pictorial and linguistic puzzles, Magritte made the familiar disturbing and strange, posing questions about the nature of representation and reality.



Magritte began his career as a graphic artist and quasi-abstract painter, but his work underwent a transformation in 1926, when he began to reinvent himself as a figurative artist. A key canvas in this project was *The Menaced Assassin*, his largest and most densely populated painting to date. Completed in 1927 and included in the artist's first solo exhibition, at the Galerie Le Centaure in Brussels, it helped launch his career as a Surrealist painter whose interest in severing the links between surface and essence would remain a constant. Painted in the deadpan style that would become his hallmark, each figure appears as though in a state of suspended animation: a naked female corpse with blood at the mouth lies on a red chaise longue, while a suited man nearby listens to a phonograph. Two men in bowler hats flank the doorway, and three male heads hover outside the rear window. Cinematic in its staging, the scene suggests a menacing narrative, but the specifics remain elusive, the visual details hard to reconcile into a single, coherent storyline.

In September 1927, Magritte moved to Paris to be closer to the French Surrealist group. His three years there would be the most prolific of his life. Surrealism, a movement led by André Breton, sought to liberate the mind by subverting rational thought and giving free rein to the unconscious. Until the late 1920s, Surrealist painting had tended toward a style of biomorphic abstraction, often achieved through automatic techniques supposedly outside the artist's conscious control, as advocated by Breton (and seen, for instance, in André Masson's free application of gesso and sand in *Battle of Fishes*). Magritte, by contrast, pursued a figurative style that, in his words, “challenge[d] the real world”² through a naturalistic and highly detailed depiction of ordinary objects and subjects.



A signal development of Magritte's time in Paris was his word-paintings, in which he sought to investigate the relationship between text and image, often breaking apart well-worn connections between the two. One such work, *The Palace of Curtains, III*, presents viewers with two representations of the sky: on the left, a shard of atmospheric blue; on the right, the corresponding noun, *ciel* (French for sky), written in the artist's neat, firm script. Magritte thus divided a single concept into two, cleaving its visual and verbal signs into discrete, self-contained panels. Image and language interrupt one another, challenging artistic conventions of representation and urging viewers to ask which, if either, is more “real” than the other. With *The False Mirror*, Magritte posed a similar puzzle about observation. Here, an enormous eye fills the canvas, its iris a powder-blue sky dotted with clouds, its pupil a jet-black dot. The eye looks at the viewer, while the viewer looks both at and through the eye, as through a window, becoming both observer *and* observed.



Magritte reimagined painting as a critical tool that could challenge perception and engage the viewer's mind. His was a method of severing objects from their names, revealing language to be an artifice—full of traps and uncertainties.



Title: The Visual Elements - Texture

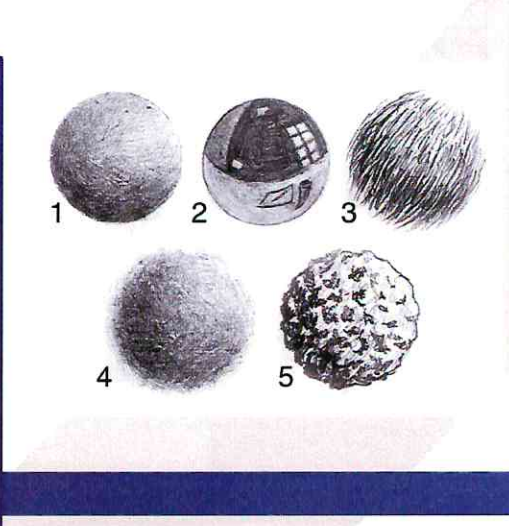
Key Terms: texture, mark making, pattern, variation

List the visual elements of Art

How do you produce different tones?

What is a texture?

Task – Draw the textures on each sphere



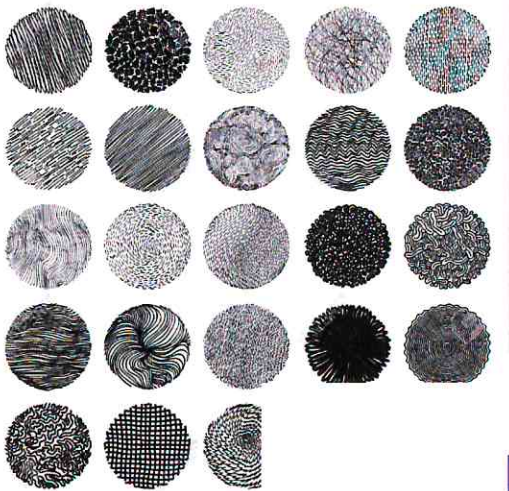
Title: The Visual elements - Texture



Learning Focus: Using line and tone to create texture

Key Terms: texture, mark making, pattern, variation

- Learning Outcomes:
- I can use different marks to describe textures
 - I can vary line thickness to describe tones
 - I can develop textures in a range of different media
 - Recreate the circles and the textures



PONTFRACT


Title: The Visual Elements – Colour

Learning Focus: Mixing and blending colours to create Tints, Tones and Shades

Key Terms: Tint, Tone, Hue, Shade, blending

Learning Outcomes:

- I can mix colours and record a range of tints, tones and shades
- I can mix gradually using small amounts of paint
- I can control my paint to create a neat outcome
- Task – Choose one of the colour palettes and recreate the pattern and the different tones



Please have your planner open on today's date

PONTFRACT

Title: The Visual Elements – Shape and Form

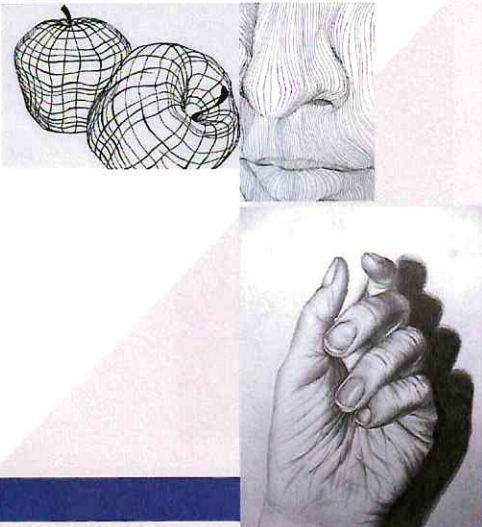
Key Terms: Shape, Form, Structure, Tone, Light

List three visual elements covered so far

What is the difference between shapes and form?

How can we create form?

Task – Draw one of the images



Title: The Visual Elements – Shape and Form

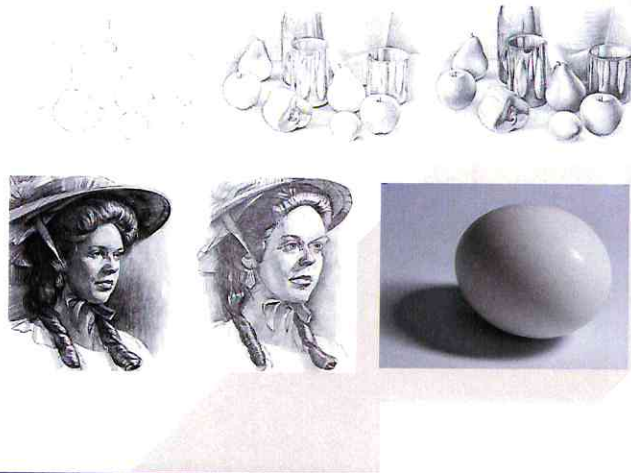
PONTEFRACT

Learning Focus: using tone to describe form

Key Terms: Shape, Form, Structure, Tone, Light

Learning Outcomes:

- I can identify contour lines
- I can sketch Forms using shapes to help
- I can Identify different tones in an image
- I can replicate a range of tones using a pencil
- Task – Draw the still life using a range of tones



Title: Title: The visual Elements

Learning Focus: Demonstrating sound knowledge of the visual elements of art

Key Terms: Composition, Observation, Contour, Form

Learning Outcomes:

- I can demonstrate use of accurate line and contours
- I can apply a range of different tones and texture to describe appearance
- I can develop colour ranges

Develop a still life of your choice which includes the following

- Something with a non smooth texture
- Something which is shiny
- Something which has a colour

Please have your planner open on today's date

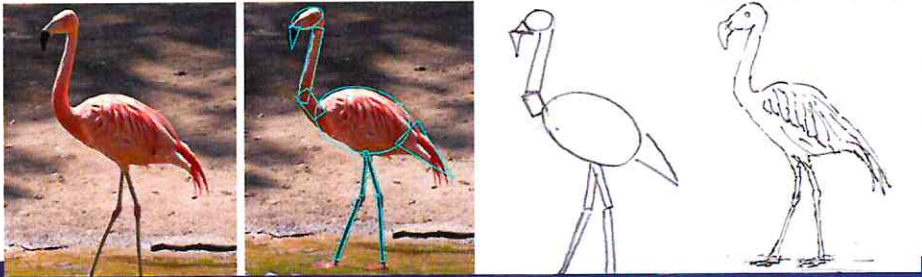
PONTEFRACT

Title: Drawing using basic shapes and lines

Key Terms: Shape, Form, Construction

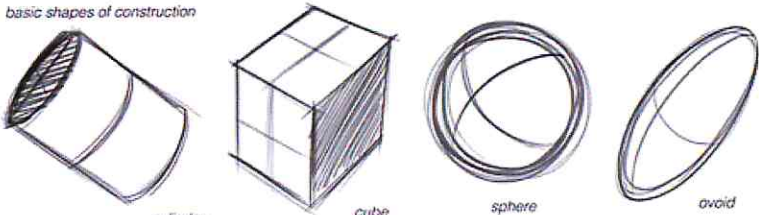
What is a shape?
What makes a shape a form?

What has the artist done to help them draw accurately?



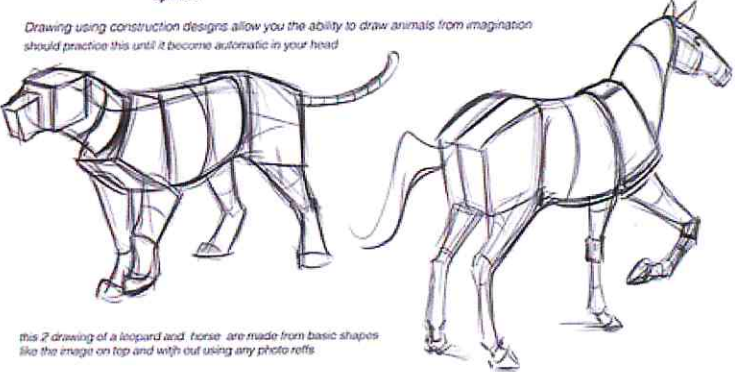
PONTEFRACT

basic shapes of construction



cylinder *cube* *sphere* *oval*

Drawing using construction designs allow you the ability to draw animals from imagination should practice this until it become automatic in your head



this 2 drawing of a leopard and horse are made from basic shapes like the image on top and with out using any photo refs

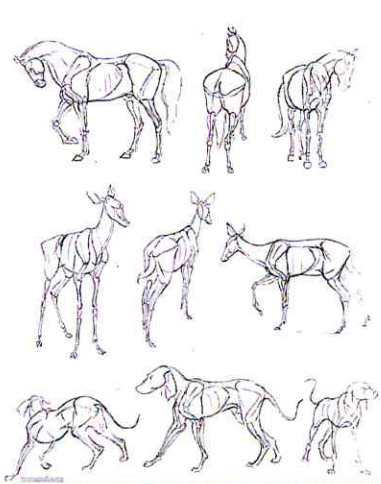
Title: Drawing using basic shapes and lines **24/09/2020**


Learning Focus: Drawing animals using basic shapes

Key Terms: Shape, Form, Construction

Learning Outcomes:

- I can identify and simplify complex forms into basic shapes
- I can use construction lines to adjust shapes
- I can use curved lines to suggest forms



Please have your planner open on today's date 

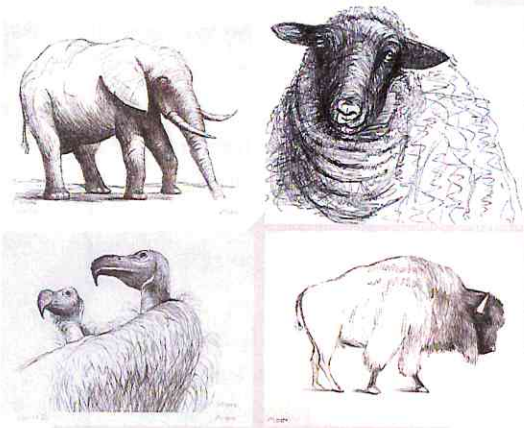
Title: Tones and textures




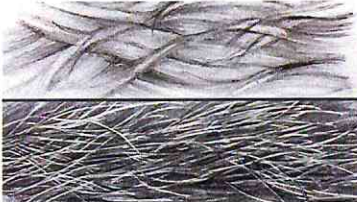


Key Terms: Texture, Line, Layering, Directional



What is a texture?

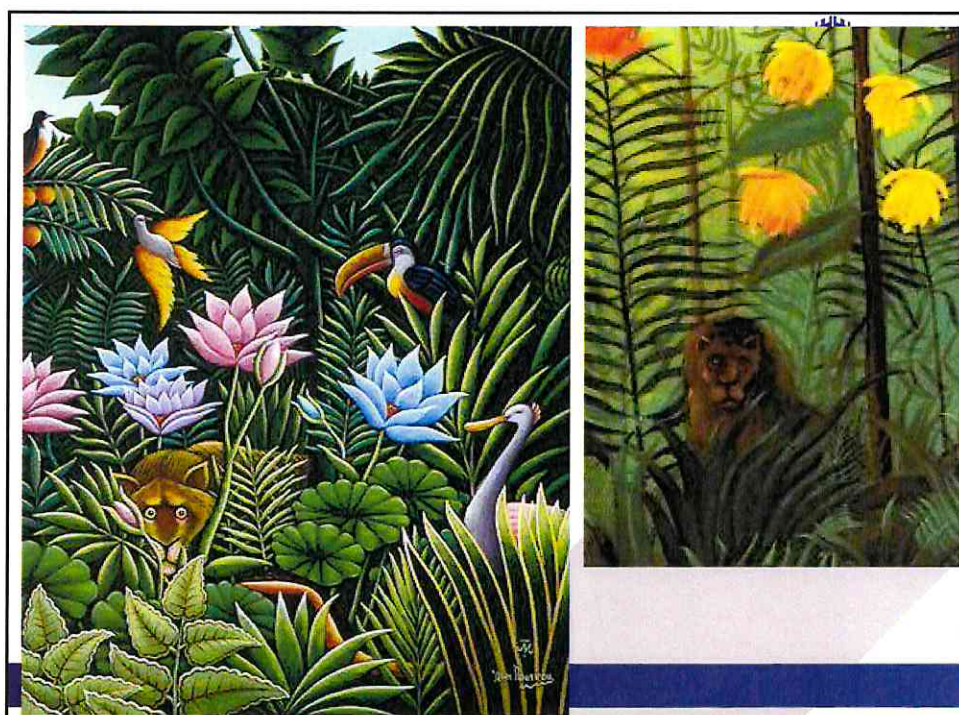
List some descriptive words for textures on animals

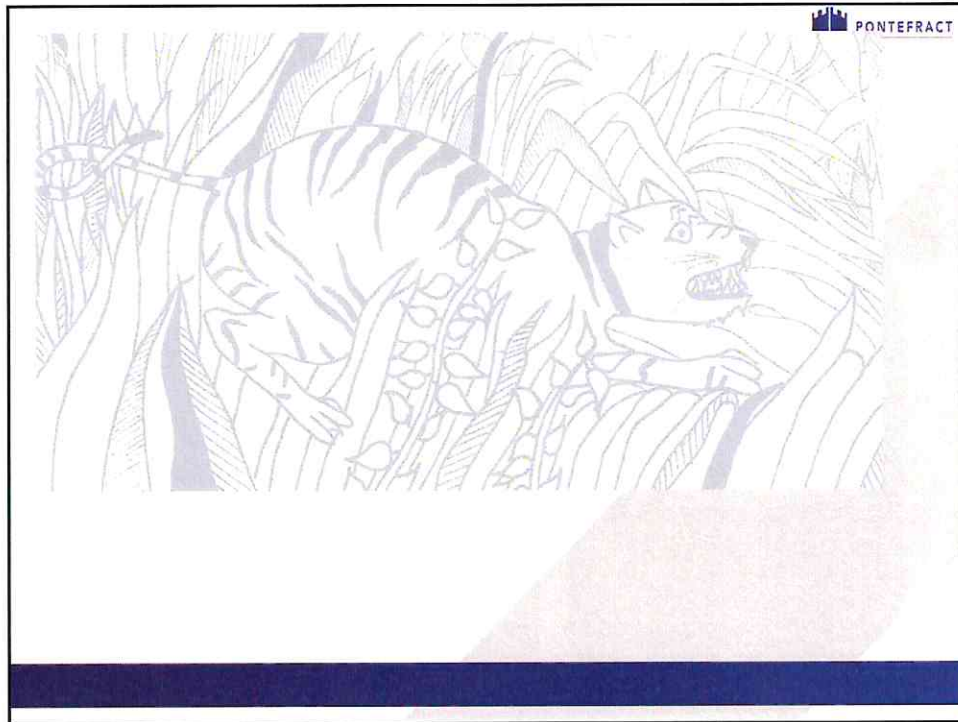
How has artist Henry Moore Captured textures on these animals?



<p>Title: Tones and textures</p>			
<p>Learning Focus: Drawing textures using lines</p>			
<p>Key Terms: Texture, Line, Layering, Directional</p>			
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can use different types of line to demonstrate textures • I can use layers of line to suggest tones • I can use directional line to describe fur accurately • Draw or paint 3 of the textures 			
			

<p>Planner</p>	<p>Please have your planner open on today's date</p>	
		<p>24/09/2020</p>
<p>↓</p>	<p>Title: Artist Study Henri Rousseau</p>	
<p>Copy</p>	<p>Key Terms: Texture, Observation, Composition, colour</p>	
<p>↓</p>		
<p>Do</p>	<p>What can you see in this painting?</p> <p>How is the animal fur texture different to the leaves?</p> <p>Why is texture important in a piece of art?</p>	





Henri Rousseau was born in Laval in Mayenne, France on 21st May 1844.

Henri Rousseau

Henri Rousseau only started painting seriously when he was in his forties.


He was a self-taught painter and, as a result, his work is often described as naive or child-like.



Although some of Rousseau's most well-known paintings are of jungle scenes, he never set foot in a jungle. Instead, he took his inspiration from the Jardin des Plantes (botanical gardens) in Paris and illustrations in books.




Some of Rousseau's most famous paintings include: *Tiger in a Tropical Storm*, *The Hungry Lion Throws Itself on the Antelope*, and *The Sleeping Gypsy*.


PONTFRACT


Hunting tiger

Many animals have patterned coats, so that they can either hide or hunt without being seen. The background of a drawing can emphasise this. Using different shades of the same colours for the animal and its surroundings helps the animal blend in. See page 25 for tips on mixing different shades.

In preparing 'Tiger in a Tropical Storm' (Surgeart?), Henri Rousseau uses shapes and colours to keep the tiger blend in.




Hip



The long oval starts down to the right.

1. Draw a long oval for the tiger's body. Add another two ovals overlapping it for the hip and shoulder.


Add an ear for back on the tiger's head.



Look at the main picture to see where to put the white parts.

4. Draw the tiger's outline. Rub out the extra lines inside the outline, and then draw lines to show the white parts.


Shoulder



2. Add a circle for the head. It should be halfway down the shoulder oval. Add a small oval muzzle.

3. Draw zigzag lines for the legs with circles for paws. Draw a line for the tail from the top of the hip oval.


You can let the green paint overlap the grass stems slightly.



5. Draw a grass shape behind the tiger. Add blades of long grass overlapping the tiger and leaves in the foreground.

6. Mix some green paint and paint the background. Use watery green to paint the area below the tiger. Let it dry.

Discover online
To see lots of pictures of tigers, go to www.sadoma.com/quacklines




7. Mix orange using red and yellow paint. Paint the tiger. Paint its belly and the flashes on its head white.

8. When the tiger is dry, paint its stripes in dark brown. Paint the tiger's eye, nose and mouth in black.

9. Mix a range of different greens and draw on page 25. Paint simple grass and leaf shapes in different shades.

The tiger was painted using acrylic paints.

Details on the leaves and grass were added in brown and green.




Title: Artist Study Henri Rousseau
24/09/2020


Learning Focus: Observing and drawing the work of Henri Rousseau


Key Terms: Texture, Observation, Composition, colour

Learning Outcomes:



- I can observe shapes and line style accurately
- I can use colour media to replicate colour tones
- I can record textures from different areas of the image





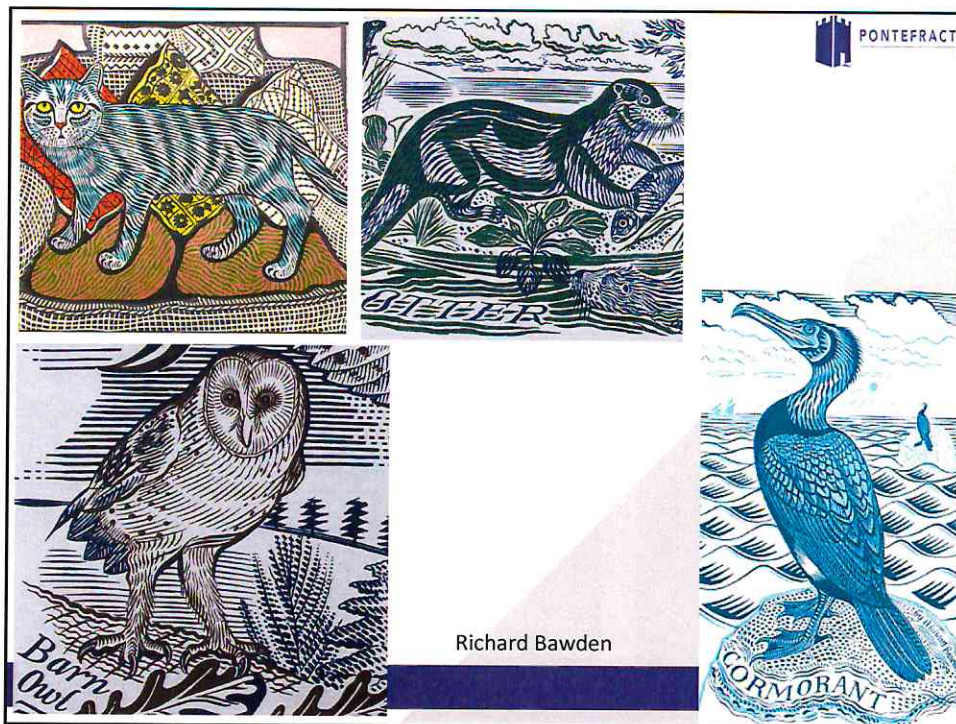
Planner	Please have your planner open on today's date	 PONTEFRACT 24/09/2020
↓	Title: Exploring shape and colour	
Copy	Key Terms: Mixed Media, layering, shades, foliage	
↓	<div style="border: 2px solid #2d3748; padding: 10px; width: fit-content;"> <p style="color: #c00000; margin: 0;">What does Mixed Media mean?</p> <p style="color: #c00000; margin: 0;">What was Henri Rousseau famous for?</p> <p style="color: #c00000; margin: 0;">Where did he go to draw his animals?</p> </div>	

Title: Exploring shape and colour	24/09/2020
Learning Focus: Exploring foliage colours, patterns and textures	
Key Terms: Mixed Media, layering, shades, foliage	
Learning Outcomes: <ul style="list-style-type: none"> Develop 4 foliage studies using different media techniques Look specifically at shape and subtle changes in colour Layer media to create different colour shades and textures Control media neatly 	<div style="display: flex; flex-wrap: wrap;">  <div style="margin-left: 20px;"> <p>Possible Media:</p> <ul style="list-style-type: none"> Collage – magazines or colour paper Oil Pastel Colour Pencil Pens Watercolour Soft Pastel </div> </div>



Planner	Please have your planner open on today's date	 24/09/2020
↓	Title: Richard Bawden - Mark making for texture	
Copy	Key Terms: Line style, Texture, spacing, mark making,	
↓		
Do	<p style="text-align: center;">Which visual element is important in this piece?</p> <p style="text-align: center;">How has the artist shown different textures?</p> <p style="text-align: center;">How has he shown different tones on the cat's fur?</p>	

Title: Richard Bawden - Mark making for texture	24/09/2020
Learning Focus: Drawing texture using marks	
Key Terms: Line style, Texture, spacing, mark making	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Observe the different mark styles • Draw with accuracy • Apply colour if needed • Observe line styles 	 



Richard Bawden Research

On the page you started in lessons,

- Stick on images of his work
- Add a title 'Richard Bawden'

Find out:

1. Where he is from (paragraph 1)
2. What **media** he uses (paragraph 2)
3. what type of subject he makes work of (paragraph 3)

Give an opinion on:

4. What line **styles** he uses (paragraph 4)
5. How he creates **texture**
6. What you think about his work and why

Sentence Starters:

1. Richard Bawden comes from.....
2. In his work he uses.....
3. He likes to make work based on.....
4. In his work he uses lines such as.....
5. He uses.....to create texture in his work.
6. I like/don't like his work because.....

Key words explained:

Texture: How something feels to touch eg fur

Style: the type of something

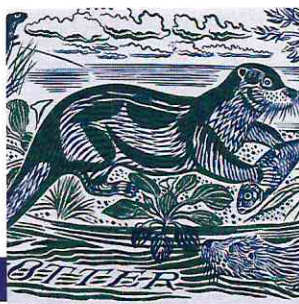
Media: Materials used in art



Line styles:

Thick	
Thin	
Broken	
Curved	
Closely spaced	
Wide	

Richard Bawden Reseach

- 1 Richard Bawden is based in Suffolk and has had over fifty one man exhibitions at home and abroad; including a major retrospective at Gainsborough's House in Suffolk. He has work in Royal, public and private collections, and has taught drawing and printmaking at several London and provincial art schools.
- 2 Richard Bawden is a painter, printmaker and designer working predominantly in lino, etching and watercolour.
- 3 His paintings are drawn from life and often depict scenes of domesticity: his house, sofas, chairs, windows, cats, his garden and its birds. He is attracted by atmosphere, oddity, pattern and the austere. Focussing on these, he draws the viewer into his delightful universe.
- 4 His work has a graphic, linear quality and a strong sense of craftsmanship, which translates naturally into many forms. These have included book illustration, murals for restaurants, etched glass church windows and doors, a poster for London Transport, mosaics and furniture.



Planner	Please have your planner open on today's date	 PONTRFRACT 24/09/2020
↓	Title: Mark making in Press Print	
Copy	Key Terms: Line style, Texture, spacing, mark making	
↓	<div style="border: 2px solid #000; padding: 10px;"> <p>What is texture?</p> <p>Write down different types of texture marks you can see in this image</p> <p>How can you change tone when drawing texture?</p> </div>	
Do		

Title: Mark making in Press Print **24/09/2020**

Learning Focus: Creating an animal print using mark making

Key Terms: Line style, Texture, spacing, mark making

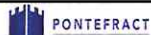
Learning Outcomes:

- Create different size, length and thickness marks to produce tone and texture
- Produce a clean print
- Create a two layer print using different marks

Press Print demo video here

Planner

Please have your planner open on today's date



24/09/2020

↓

Copy

Title: Dry point etching

Key Terms: Dry point, etch, mark making, texture


↓

Do

What do you think etching is?

How do you create light and dark with line?

What am I doing over the image?




Title: Dry point etching **24/09/2020**

Learning Focus: Learn how to etch to make texture studies

Key Terms: Dry point, etch, mark making, texture

Learning Outcomes:

- Use different lines to create light and dark
- Create different depths of marl
- Use hatching and cross hatching
- Make different thickness marks



Dry Point etching annotation.

Write the annotations around your work using pen.

Fill in the gaps to complete annotation for your Dry point etching page.

Dry point etching is done using a _____ on a dry surface to etch _____.

It is a good method for adding _____ to animal etchings.

I used the point to _____ the main outline before adding texture.


I used _____ and _____ to create light and dark textures.

A clean etching print means having a clear image and clean _____.

I printed onto paper using a _____ . I pressed ink into the etching using a _____ . The press forced the _____ onto the paper.

Key Words

Background
Sharp Point
Lines
Roller Press
Dauber
Hatching
Cross Hatching
Textures
Trace
Ink

 **PONTFRACT**

Press Printing annotation.

Write the annotations around your work using pen.

Fill in the gaps to complete annotation for your Press Printing page.

Press printing is done using a soft printing _____ as a plate

You need to use lines to show _____ and _____.

I drew the outlines of my animal using a _____ to press the outlines into the foam. I then used _____ to add texture to my animal.


I used a _____ to roll ink over my plate and printed onto paper.

I made my first prints using one _____ ink. I then changed my image by adding more _____ lines to a different area.

I then added a different colour by _____ up my plate on top of my prints to create two colour images.


Key Words

Lines
Foam
Pencil
Texture
Lining
Roller
Tone
Texture
Colour



Use the questions below to create annotations about your etching and press printing work

What method of printing did you use?	I used dry point etching to..... I used press printing to.....
What did you do to prepare an image for printing?	To make my images I used..... I concentrated on shapes by..... I used.....to create texture I created outlines by.....
What tools did you use to create your printing plate?	To make my dry point etching I used.... To make my press print design I used....
What was the outcome of the prints? Was your print clean? Was the texture clear?	My prints turned out to be..... This was because..... My print was.....
What is the best bit about using these printing methods?	Etching is good for.... When etching you can create.... Press printing is good for..... You can create.....using press printing.....
What were the challenges you faced?	I found.....hard because..... It was hard to..... I found that.....
How did you overcome them?	I decided to..... (repeat, change ink...) I had to.....
What did you do to print your design?	I used a.....Dauber/roller/press to add ink to..... I printed by making paper..... I used a roller press to.....



Planner Please have your planner open on today's date 24/09/2020

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Copy **Title: Species Project - Introduction**

↓


Do **Key Terms: Client, Research, Development**

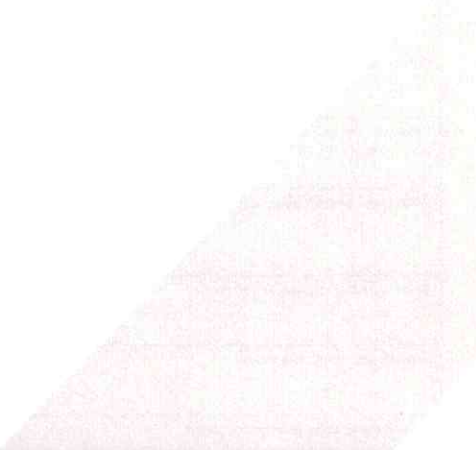
1. What is a Client Brief?



2. When investigating a theme, how might you gather information?

3. Name at least three sources of information you might refer to when researching a theme

NB Sources can be places, people, objects



Title: Species Project - Introduction	24/09/2020
Learning Focus: Learn how to identify key points of a client brief	
Key Terms: Client, Research, Development	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • You can highlight key components of the brief • You can identify key tasks • You can record information neatly 	

		 PONTERFRACT <small>Primary School</small>
Planner	Please have your planner open on today's date	Date: 24 September 2020
↓	Title: Animal Research	
Copy	Key Terms: Exploring: Enquiring into or discuss (a subject) in detail. Endangered, Habitat	
↓	<p>What does endangered mean?</p> <p>Can you name some endangered animals?</p> <p>What are some of the threats to an endangered animal?</p>	


Title: Animal Research 24/09/2020


Learning Focus: Researching endangered animals through drawing

Key Terms: **Exploring:** Enquiring into or discuss (a subject) in detail.
Endangered - (of a species) seriously at risk of extinction.
Habitat - the natural home or environment of an animal, plant, or other organism.

Learning Outcomes:

- Create a page of endangered animal studies
- Describe Shape, Form, Colour and Texture
- Use varied media in your work



 PONTFRACT

Planner Please have your planner open on today's date **Date:** 24 September 2020

Title: Researching client information


Copy **Key Terms: Research:** the systematic investigation into sources in order to establish facts.

Do

What do you think you need to research to help answer your brief?

Where do you think you can find information about your client?

Why should information be specific to your needs?



Learning Focus: Researching client and specific information to develop work

Key Terms: Research: the systematic investigation into sources in order to establish facts.

Learning Outcomes:

- Find out the following for the Yorkshire Wildlife Park website and put onto a document to be printed for your next assessment task
 - What Endangered animals they have at the park
 - What each animals habitat type is
 - What products you could buy at the shops there
- Select three animals (or more if time) and find out about their habitats using google
 - Find out what country they come from
 - Gather images of the animal in their natural habitats
 - Gather images of the habitat make up e.g. plants, flowers
 - Find information about why they are endangered – collect graphs or other information
 - Find information about any conservation being done

Learning Aims:


Aim A1 –
Demonstrate
practical research
skills

Top Tips:


Make research specific.
Gather images, data, copy and paste information


Present only relevant information and save as a PDF to be printed


How to print as a PDF

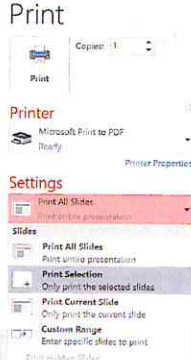


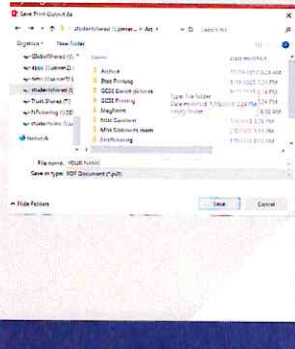
1. Save your work in your files first – title it 'endangered animal research'
2. Select all pages you want to print using the 'ctrl' button and clicking on each slide you want to print
3. Go to File > Print
4. Under printer, select 'Microsoft PDF writer'
5. Under settings, make sure 'print selection' is chosen
6. Press Print. Choose the S Drive > Art > Btec Printing and save as your name











Planner

↓

Copy

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Do

Please have your planner open on today's date

24/09/2020






Title: Gathering image information


Key Terms: Research: the systematic investigation into sources in order to establish facts.

What is Art Media?

What is an art style?

Why is it important to research art styles and media?



Learning Focus: Be able to gather and record a range of image styles

Key Terms: Research: the systematic investigation into sources in order to establish facts.

Learning Outcomes:

- Collect a large range of different animal art images
- Present them to scale on a page
- Collect a range of media styles


Learning Aims:

Aim A1 – Demonstrate practical research skills

Top Tips:

Research the following styles: Realism, Abstract, Greyscale, Drawing, Illustration, Cartoon, Painting, Colourful

Present only relevant information and save as a PDF to be printed

 **PONTERFRACT**

Planner Please have your planner open on today's date **Date:** 24 September 2020

↓


Copy **Title: Assessment Task 1**

↓

Do **Who is your client for this project?**

What would you expect to see on a mood board?

What is the function of a mind map or mood board?



Learning Focus: Completing initial research into the theme and client

Key Terms:
Exploring: enquiring into or discuss (a subject) in detail.
Client: a person or organization using the services of a professional person.

Learning Outcomes:

- Create a visual mind map exploring the task.
- Include information about the brief
- Include research into the park, the animals and products

Top Tips:


- Make it visual – good quality drawings and stuck on images
- Refer to things from your sketchbook
- Make it comprehensive and fill the space

Learning Aims:

Aim A1 –

- identify common themes and approaches
- record through drawing, photography, writing, collecting




PONTERFRACT

Planner

Please have your planner open on today's date

Date: 24 September 2020

↓

Copy

Title: Assessment Task 1


↓

Do

What is annotation?

What can we use annotation for in Art?

How might annotation be helpful to a client looking at work?



Learning Focus: Completing initial research into the theme and client

Key Terms:
Annotation: a note by way of explanation or comment added to a text or diagram.
Client: a person or organization using the services of a professional person.

Learning Outcomes:

- Annotate the different parts of your research
- Explain Research findings clearly and briefly

Top Tips:

Make it visual – good quality drawings and stuck on images

Refer to things from your sketchbook

Make it comprehensive and fill the space

Learning Aims:

Aim A1 –

- identify common themes and approaches
- record through drawing, photography, writing, collecting

Planner

Please have your planner open on today's date

PONTFRACT

24/09/2020

Title: Forming Initial Ideas

Key Terms: Annotation, research, development

What are Pro's and Con's?

When deciding on a task how can looking at Pro's and Con's help?

Learning Focus: Recording initial ideas and research into the client brief

Key Terms: Annotation, research, development

Learning Outcomes:

- Develop a list of task pro's and con's informed by research
- Present information using annotation and imagery
- Make links between the task and client needs

Top Tips:

Make it visual – good quality drawings and stuck on images


Refer to things from your sketchbook



Make it comprehensive and fill the space

Learning Aims:



Aim A1 –

- identify common themes and approaches
- record through drawing, photography, writing, collecting


Planner	Please have your planner open on today's date	 PONTRACRAFT 24/09/2020
↓	Title: Drawing Media Workshop	
Copy	Key Terms: Tone, Texture, Blending, Form	
↓	<p style="color: red; text-align: center;">List any drawing media you know</p> <p style="color: yellow; text-align: center;">How can you create texture with drawing media?</p> <p style="color: green; text-align: center;">What different ways can tone be produced?</p>	
Do		





Title: Drawing Media Workshop	 PONTRACRAFT 24/09/2020
Learning Focus: Using different media to draw with	
Key Terms: Tone, Texture, Blending, Form	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • You can record texture using line direction • You can create tone using layers, line thickness and spacing • You can develop work using different media and compare 	





Planner	Please have your planner open on today's date	 PONTFRACT
		24/09/2020
↓	Title: Exploring Media: Painting workshop	
Copy	Key Terms: Colour, Opacity, Texture, Layer	
↓		
Do	<p>Name any different types of paint you know</p> <p>How can you create different tints, tones and shades?</p>	





Title: Painting workshop Acrylic		24/09/2020
Learning Focus: Using Acrylic paint		
Key Terms: Colour, Opacity, Texture, Layer		
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> You can mix different tints, tones and shades You can control paint using brush tips You can explore texture using different paints 		




Planner	Please have your planner open on today's date	24/09/2020	PONTEFRACT
↓	Title: Exploring collage		
Copy	Key Terms: Shape, Tone, Texture, Layer		
↓	<p>What is collage?</p> <p>How has this artist create tone in his collage?</p> <p>What methods could we use to shape material for collage?</p>		


Title: Exploring collage		24/09/2020
Learning Focus: Creating tone and texture using collage		
Key Terms: Shape, Tone, Texture, Layer		
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> You can explore tearing and cutting as shaping methods You can use layers to create texture You can use shape to help show form You can effectively explore shade using different papers 		
		


Planner	Please have your planner open on today's date	24/09/2020	PONTEFRACT
↓	Title: Exploring Water soluble media		
Copy	Key Terms: Tint, opacity, Layer, Mask		
↓	<p>What does Opaque mean?</p> <p>What does Water Soluble mean?</p> <p>How has this artist used watercolour to create texture?</p>		
Do			

Title: Exploring Water soluble media	24/09/2020
Learning Focus: Exploring water soluble media techniques	
Key Terms: Tint, opacity, Layer, Mask	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • You can identify water soluble media • You can experiment with different levels of opacity • You can understand and work in layers • You can use water to control media • You can work using masks and blends 	

Planner	Please have your planner open on today's date	 PONTFRACT 24/09/2020		
↓	Title: Using soft drawing media			
Copy	Key Terms: Soft, malleable, combine, texture, layer			
↓	<table border="1"> <tr> <td data-bbox="491 1435 774 1870"> <p>What does malleable mean?</p> <p>What do you think a soft drawing media might be?</p> <p>How might the artist have used coloured paper to help her work?</p> </td> <td data-bbox="799 1435 1262 1758">  </td> </tr> </table>		<p>What does malleable mean?</p> <p>What do you think a soft drawing media might be?</p> <p>How might the artist have used coloured paper to help her work?</p>	
<p>What does malleable mean?</p> <p>What do you think a soft drawing media might be?</p> <p>How might the artist have used coloured paper to help her work?</p>				
Do				

Title: Using soft drawing media		24/09/2020
Learning Focus: Explore using charcoal, soft pastel and oil pastel		
Key Terms: Soft, malleable, combine, texture, layer		
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> You can work in layers on colour paper to enhance tones You can use different edges of the media to create different texture You can use different blending techniques to make a range of shades 		
		

Planner	Please have your planner open on today's date	PONTEFRACT 24/09/2020
↓	Title: Idea generation	
Copy	Key Terms: Research, record, development, media	
↓	<p>Name three endangered animals from the park you find interesting</p> <p>What are you designing for the brief overall?</p> <p>What media have you enjoyed working with?</p>	
Do		



Component 1

Learning Focus: Completing initial research into the theme and client

Key Terms: Research, record, development, media

Learning Outcomes:

- Produce a page on one endangered animal species
- Record their habitat, images, textures and endangered species
- Annotate work with your ideas
- Use at least 3 different media

Top Tips:

Make it visual – good quality drawings and stuck on images

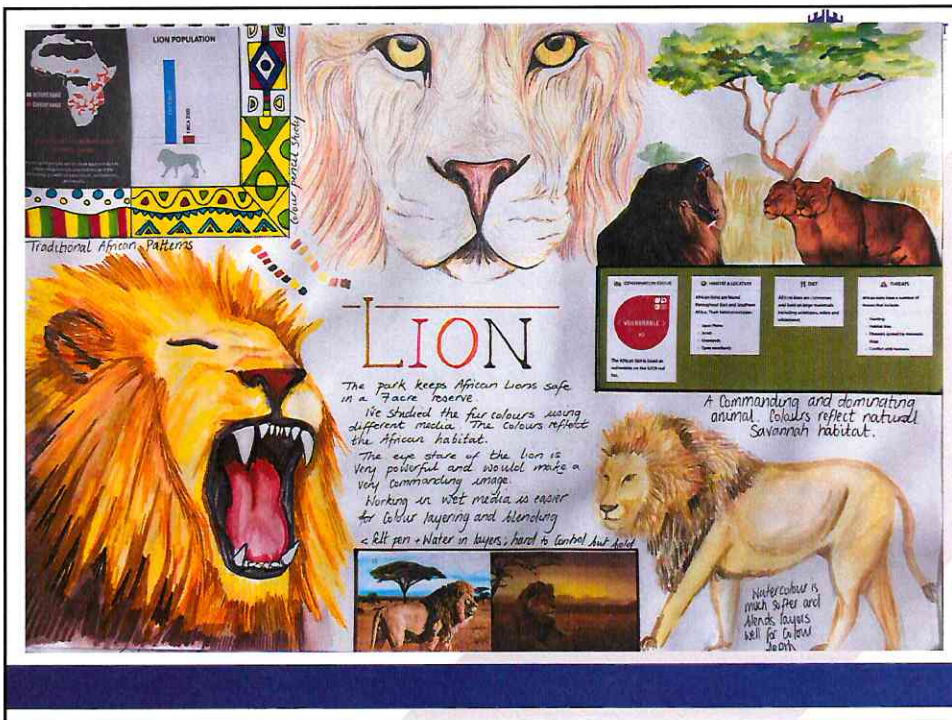
Refer to things from your sketchbook

Make it comprehensive and fill the space

Learning Aims:

Aim A1 –

- identify common themes and approaches
- record through drawing, photography, writing, collecting



Planner

Please have your planner open on today's date


PONTRACFT
 24/09/2020

Title: Idea generation

Key Terms: Research, record, development, media


What went well with your last page?

What could you improve moving forward?

What skills are working well for you?



Component 1


PONTRACFT

Learning Focus: Completing initial research into the theme and client

Key Terms: Research, record, development, media

Learning Outcomes:

- Produce a page on one endangered animal species
- Record their habitat, images, textures and endangered species
- Annotate work with your ideas
- Use at least 3 different media

Top Tips:

Make it visual – good quality drawings and stuck on images

Refer to things from your sketchbook



Make it comprehensive and fill the space


Learning Aims:

Aim A1 –

- identify common themes and approaches
- record through drawing, photography, writing, collecting



Planner	Please have your planner open on today's date	 PONTFRACT 24/09/2020
↓	Title: Idea generation	
Copy	Key Terms: Research, record, development, media	
↓	<div style="border: 2px solid black; padding: 10px;"> <p>What went well with your last page?</p> <p>What could you improve moving forward?</p> <p>What skills are working well for you?</p> </div> <div style="float: right; margin-top: 20px;">  </div>	

Component 1


Learning Focus: Completing initial research into the theme and client

Key Terms: Research, record, development, media

Learning Outcomes:

- Produce a page on one endangered animal species
- Record their habitat, images, textures and endangered species
- Annotate work with your ideas
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Top Tips:

Make it visual – good quality drawings and stuck on images

Refer to things from your sketchbook

Make it comprehensive and fill the space

Learning Aims:

Aim A1 –

- identify common themes and approaches
- record through drawing, photography, writing, collecting



Please have your planner open on today's date

Date: 24 September 2020

Planner

Title: Media Development

Key Terms: development, research, formal elements

Copy

Do

List some of the media you have used so far?

What media have you enjoyed working with?

Why is it important to test media in your work?

Learning Focus: Explore media techniques to develop ideas

Learning Outcomes:


- Create a page exploring different media techniques
- Use reference images for ideas
- Develop the **TECHNIQUE** on your own images
- Explore a range of **DIFFERENT** techniques
- Explain how you have explored the media and techniques
- Included found images of art work you are inspired by

Learning Aims:

Aim A2 –
Exploration of art and design informed by research

- Media you can use:
 - Dry media – Charcoal, Colour Pencil, Drawing pencil, oil pastel, chalk pastel
 - Wet Media – Printmaking, Watercolour, Acrylic, Pen and water
 - Relief work – Collage in newspaper, colour paper, magazines etc
- Techniques – Painting onto surfaces, combining media together, silhouettes
- **trace, draw, copy your images**
- Annotate your ideas and link back to your final product



Planner	Please have your planner open on today's date	 PONTEFRACT
		24/09/2020
↓	Title: Artist Research	
Copy	Key Terms: Research, Understanding, exploration	
↓		
Do	<p>What is research?</p> <p>Why is it important to research other Artists?</p> <p>How can we demonstrate our understanding of their work?</p>	

Task 1: Activity 6



Learning Focus: Producing Artist Research based on the theme

Key Terms: Research: the systematic investigation into sources in order to establish facts.

Learning Outcomes:

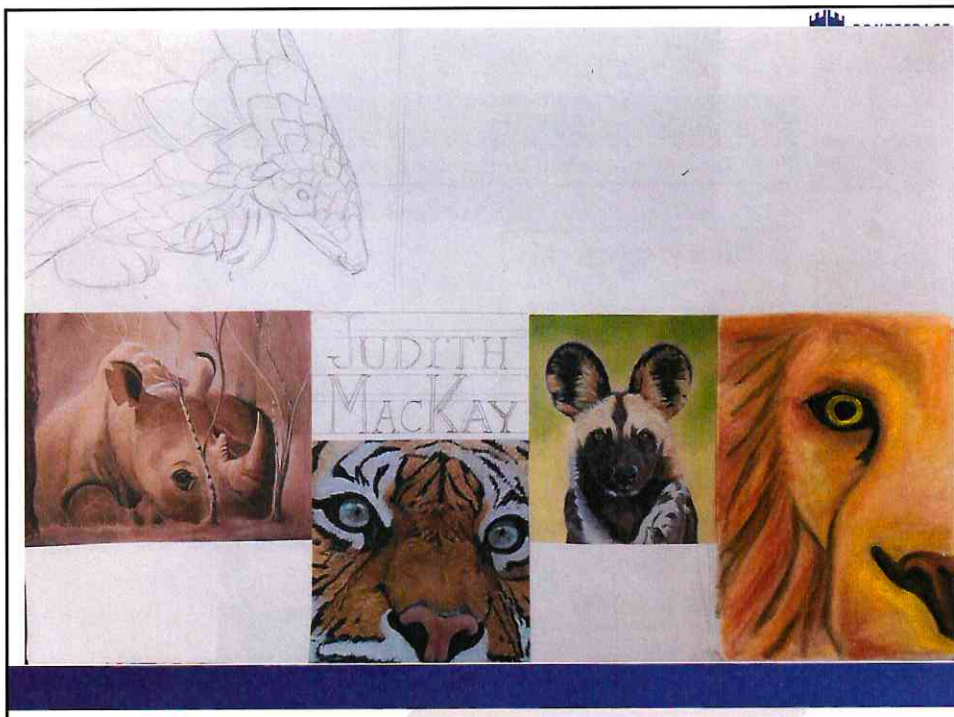
- Explore two artist's who use endangered wildlife in their work
- Copy at least one of their images each
- Stick on images to show the style of their work
- Use relevant media to copy their work
- Annotate – what techniques they do and what media they use
- Compare the styles of both artists
- Say what formal elements they use – Line, Tone, Colour, Texture, Pattern, Shape and Form

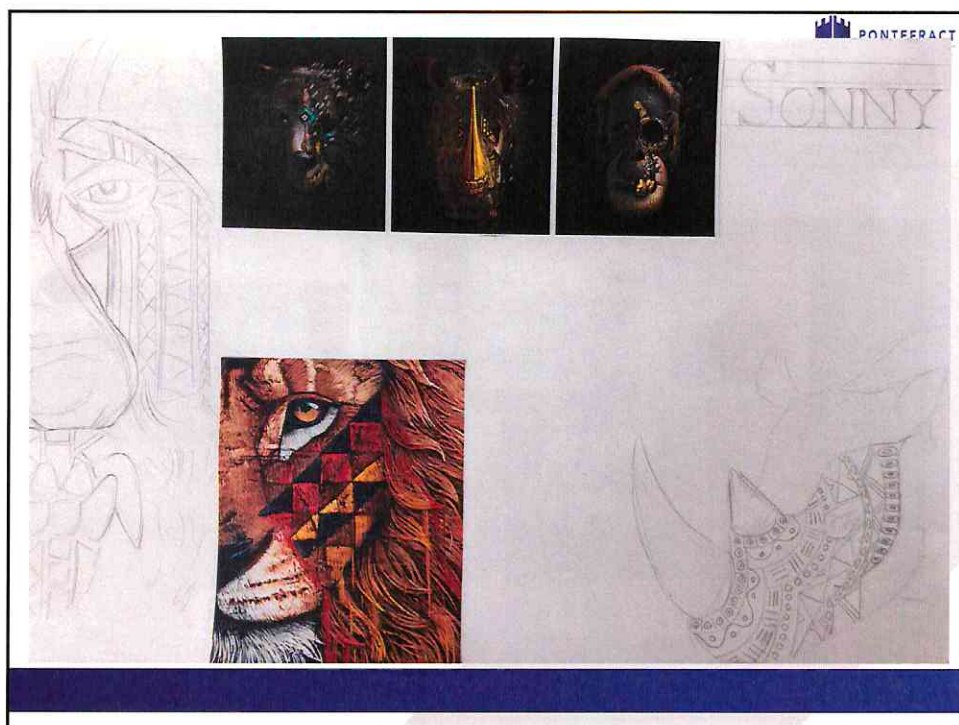
Learning Aims:

Aim A2 –
Exploration of art and design informed by research

Top Tips:

- Use the same or similar media to your artist where possible
- Explain what you think is interesting about their work
- Say what you have learned from looking at their work
- Trace, draw, copy your images
- Annotate your ideas and link back to your final product





Planner	Please have your planner open on today's date	PONTEFRACT
		24/09/2020
↓	Title: Generating Design Ideas	
Copy	Key Terms: Development, Thumbnail, Annotation	
↓		
Do	What do you think a thumbnail sketch is?	
	How can you use research to help give you ideas?	
	Why do you think it's important to develop initial ideas?	

Task 2: Activity 1



Learning Focus: Producing Design ideas to answer the brief

Key Terms: Development, Thumbnail, Annotation

Learning Outcomes:

- Create at least 3 different initial design ideas for your product
- Annotate the media and materials you would use
- Colour the designs fully
- Compare your ideas, say what is unique about them to appeal to customers and how they meet the brief.

Learning Aims:

Aim A2 –
Exploration of art and design informed by research

DESIGN IDEA 1
Lion - drawn from a photo

Shapes simplified from darker tones in fur

Photo from Yorkshire Wildlife Park - Clontarf


Colours extended Natural inspired by fur and African Plains habitat

- Inspired by Judith Mackay - Eyes looking ahead and face cropped to almost nothing
- Inspired by graffiti - simplified shapes and textures for detail
- Media - draw pencil to allow soft blending



Planner

Please have your planner open on today's date



24/09/2020

Title: Design development

Key Terms: Alternative, Composition, Analysis


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Do

What is composition?

Why is it important to develop alternative designs?

List some ways in which a design could be modified?

Task 3:



Learning Focus: Producing Design ideas to answer the brief

Key Terms: Development, Thumbnail, Annotation

Learning Outcomes:

- Create at least 2 alternative design developments for each design
- Annotate the media and materials you would use
- Colour the designs fully
- Compare your ideas, say what is unique about them to appeal to customers and how they meet the brief.

Learning Aims:
Aim A2 –
Exploration of art and design informed by research


Top Tips:

Trace your original design to make simple changes quickly

Test different colours on the designs

Explore different sizes in your design



Planner	Please have your planner open on today's date	 PONTRACFT 24/09/2020
↓ Copy	Title: Design Analysis Key Terms: Analysis, Client, comparison	
↓ Do	<p style="text-align: center;"> Why is it important to analyse the good and bad points about your designs? </p> <p style="text-align: center;"> Why do we need to make sure designs meet the brief? </p>	

Task 3: PONTFRACT

Learning Focus: Evaluate your designs for development

Key Terms: Analysis, Client, comparison

Learning Outcomes:

- Choose your top three designs
- Make a list of pros and cons for the designs relating to the client brief
- Make any changes to your designs
- Be able to make comments about how the designs are the most suitable for your client

Learning Aims:
Aim A2 –
Exploration of art and design informed by research

Top Tips:
Trace your original design to make simple changes quickly

Test different colours on the designs

Explore different sizes in your design

Planner

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Do

Please have your planner open on today's date PONTFRACT

24/09/2020

Title: Layout Development

Key Terms: Composition, Layout, scale

What is composition?

How does composition affect an image?

How might scale affect composition?

PONTFRACT

Task 3:

Learning Focus: Explore changes in Layout and scale

Key Terms: Composition, Layout, scale

Learning Outcomes:

- Produce thumbnail sketches of your chosen design, exploring at least 3 different layouts
- Add annotation about how the changes have affected your design
- Produce a scaled up piece of work and evaluate it's effectiveness.
- Photograph your finished page

Learning Aims:
Aim A2 –
Exploration of art and design informed by research

Top Tips:

- Use quick light sketches and annotation
- Use media which you can complete quickly with

PONTFRACT

LAYOUT DEVELOPMENT

All designs to have black background with Northern lights

background of ice to go into bear

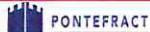
Here I have added more detail to better fill the space. However this still looks very empty.


< I made a larger the head so there is less of a gap between the head and page edge. I have explored filling the empty space with the Northern lights to add interest

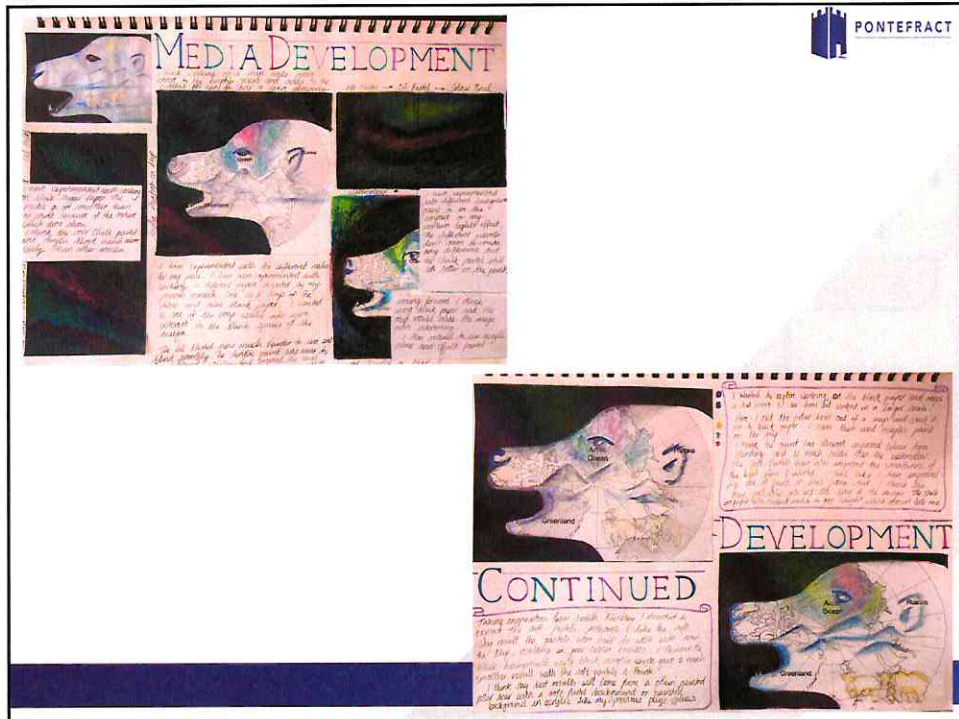
< Here I have kept the size, but explored filling the space more effectively with larger ice / mountains etc. This will also allow me to show more habitat links to make the design more interesting

I have experimented with different layouts to see which might be the better use of space and scale. I prefer the Polar Bear head to be the main part of all the designs

^ In this design I have scaled it up to see how it might look larger. At this size I feel that it best to use the larger mountains and icebergs to fill the space. I am not sure whether the design may look too simple if enlarged bigger.

Planner	Please have your planner open on today's date	 24/09/2020
↓	Title: Media Development	
Copy	Key Terms: Media, combination, layer, suitable	
↓	<p style="text-align: center; color: #c00000; font-weight: bold;">What different media have you used in your project?</p> <p style="text-align: center; color: #c00000; font-weight: bold;">Why is it important to explore different media?</p> <p style="text-align: center; color: #006400; font-weight: bold;">What do you think the most suitable media for your work might be?</p>	
Do		

Task 3:	
Learning Focus: Explore changes in Layout and scale	
Key Terms: Composition, Layout, scale	
Learning Outcomes: <ul style="list-style-type: none"> Test different materials for your main piece and background Test combining materials together Test working on different types of paper Say what you have done and what the results are 	Learning Aims: Aim A2 – Exploration of art and design informed by research
	Top Tips: Create swatches rather than full drawings Test one media on different surfaces at a time Trace your drawings where possible to speed up the process



Planner	Please have your planner open on today's date	24/09/2020	
↓	Title: Colour Development		
Copy	Key Terms: Shade, Blending, contrast, hue		
↓	<p>What might affect colours you use in your work?</p> <p>Where might you get your colour influences from?</p> <p>Why might media choice affect colour?</p>		

Task 3: PONTFRACT

Learning Focus: Explore changes colour for your design

Key Terms: Shade, Blending, contrast, hue

Learning Outcomes:

- Develop at least 3 alternative colour testers for your design
- Include reference images you have used to influence your colour choices
- Photograph each stage of your work
- Annotate the results

Learning Aims:
Aim A2 –
Exploration of art and design informed by research

Top Tips:

Trace your drawings where possible to speed up the process

Use the same media on each colour test to avoid time wasting

PONTFRACT


COLOUR DEVELOPMENT


I used some reference images to help develop my colour choices. I have looked at using different background colours. Two shades of blue and a mix of purple and blue reflected from the Northern Lights.

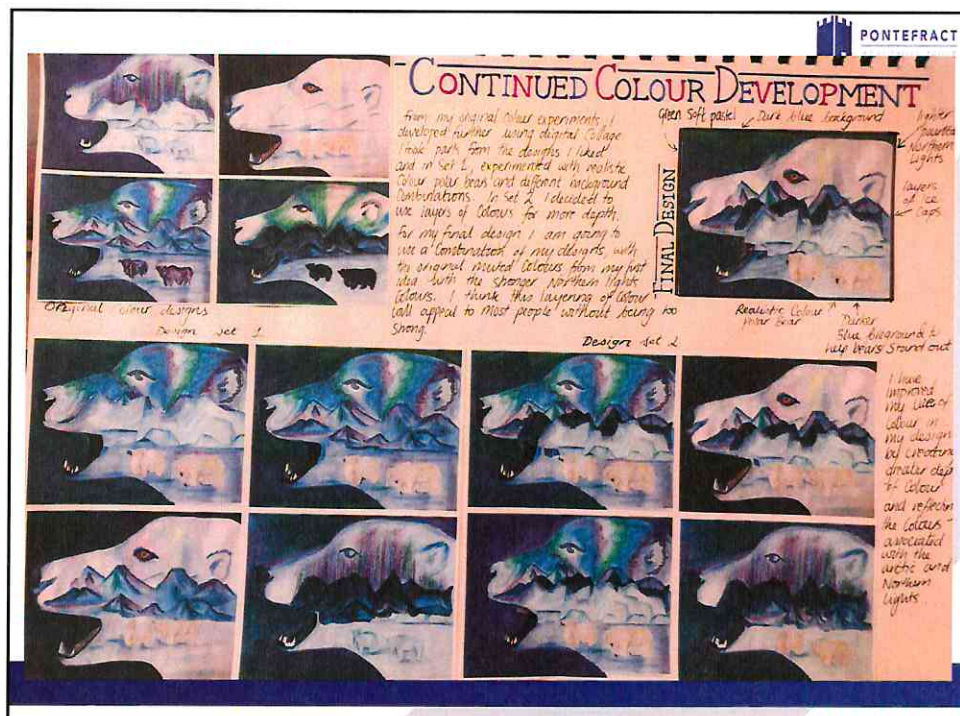
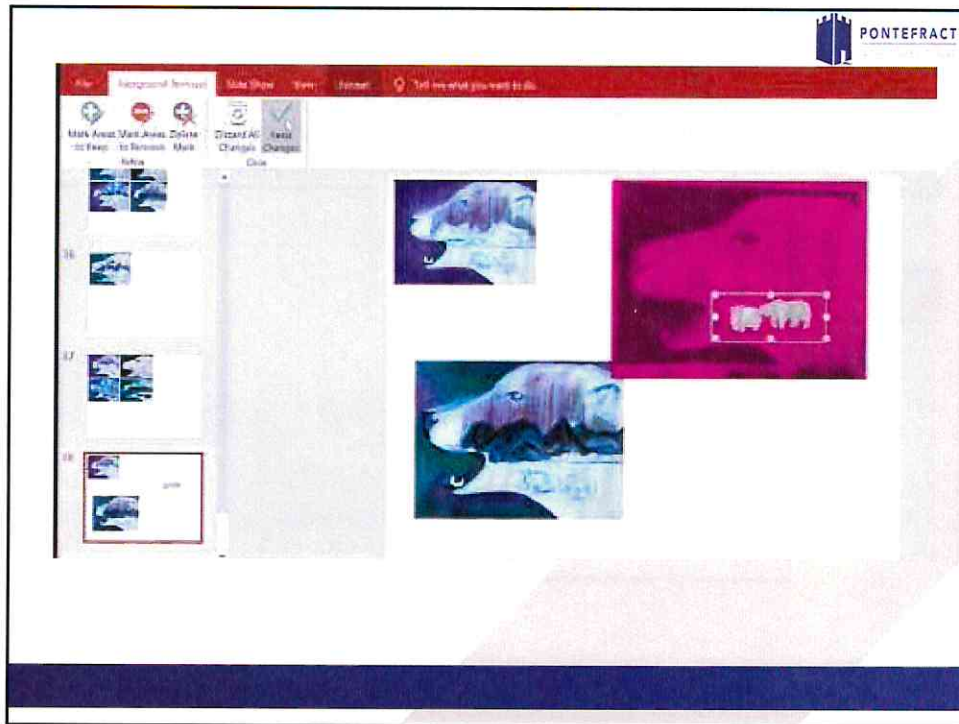
I also experimented using mixed colors influenced by some of my previous experiments. I made the colors appear like the Northern Lights.

I like the use of colors on the final design but also prefer the green on blue background.

I need to develop a feel of consistency of all images because I can also adjust if the jobs need should be most realistic.


Planner	Please have your planner open on today's date	 PONTEFRACT
		24/09/2020
↓	Title: Final colour and layout choice	
Copy	Key Terms: Composition, collage, layout	
↓		
Do	<div style="border: 2px solid black; padding: 10px;"> <p>What colours have you chosen in your piece?</p> <p>How have you linked these to your research?</p> <p>What media would you prefer to work in?</p> </div>	

Task 3:	 PONTEFRACT
Learning Focus: Using digital collage to create alternative design layouts	
Key Terms: Composition, collage, layout	
Learning Outcomes: <ul style="list-style-type: none"> • Use photographs of your work from previous experiments • Use PowerPoint to collate images in a digital collage • Explain your alternatives with annotations • Record one final image as your chosen design idea and explain why it's most suitable 	Learning Aims: Aim A2 – Exploration of art and design informed by research
	<p><u>Top Tips:</u></p> <p>Use layers to create the work</p> <p>Use copy and past to avoid pulling out multiple images</p>



Planner

Please have your planner open on today's date


PONTRACRAFT

24/09/2020

Title: Final piece

Key Terms: Development, Accuracy, control, recording

↓

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Do

What will be in your final piece?

What colours have you chosen?

What media will you work in?

Task 3:


PONTRACRAFT

Learning Focus: Make your final piece following your development

Key Terms: Development, Accuracy, control, recording

Learning Outcomes:

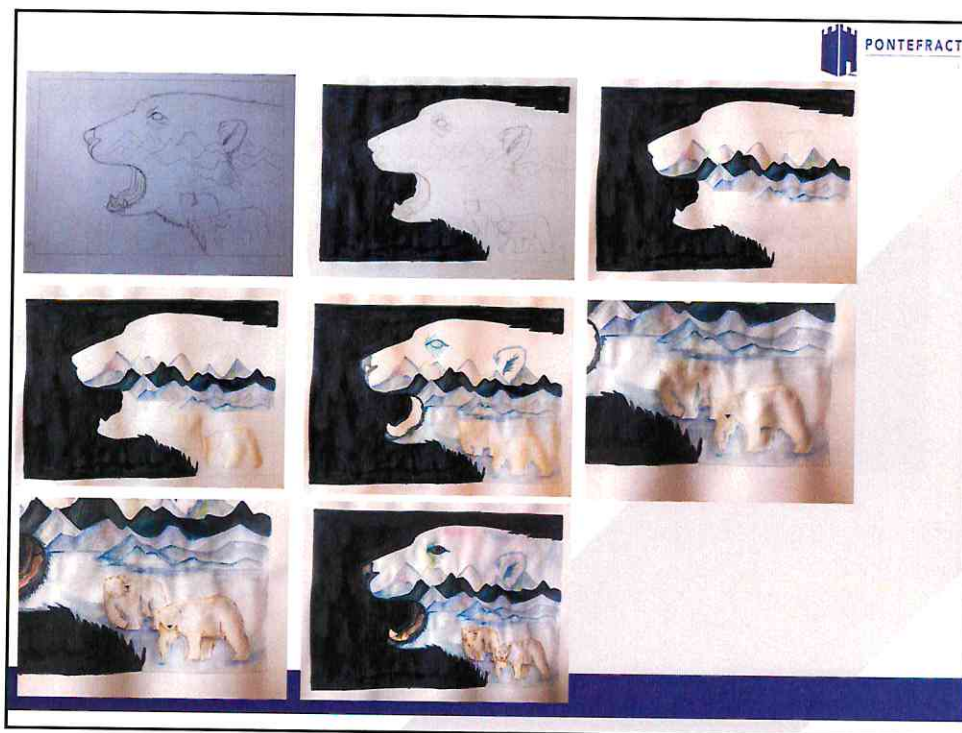
- Use all of your development stages to draw out your final piece
- Take photographs of each stage of work as it progresses

Learning Aims:
Aim A2 –
Exploration of art and design informed by research

Top Tips:

Refer back to your sketchbook notes

Work in layers



Planner Please have your planner open on today's date 24/09/2020

Title: Final piece


Copy Key Terms: Development, Accuracy, control, recording

Do

What is going well so far?

What could you improve as you work now?

PONTEFRACT

Task 3: 

Learning Focus: Make your final piece following your development

Key Terms: Development, Accuracy, control, recording

Learning Outcomes:

- Use all of your development stages to draw out your final piece
- Take photographs of each stage of work as it progresses

Learning Aims:
Aim A2 –
Exploration of art and design informed by research

Top Tips:

Refer back to your sketchbook notes

Work in layers

