

Unit Overview: Natural Forms							
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:
<p>Key Focus for Unit: <i>What is the key knowledge being delivered?</i> <i>What is the intent of this unit?</i></p>							
Component 1: Portfolio Unit, Natural Forms							
<p>This unit is an exciting and dynamic introduction to GCSE Art, students follow Fine Art practice responding to a theme in this case Natural Forms.</p> <p>‘Natural Forms’ explores the flowing lines within a natural forms that are often more forgiving than a manmade object. A natural form is an object found in nature that has not been changed or altered. It is still in its natural state. For example, flowers, leaves, seedpods, bones, skeletons, feathers, birds, fish, animals etc.</p> <p>As the project develops students expand on their subject and contextual knowledge in response to artists and techniques.</p> <p>As part of Component 1 students are required to work in one or more area(s) of fine art, such as those listed below:</p> <ul style="list-style-type: none"> • drawing • painting • sculpture • installation • lens-/light-based media • photography and the moving image • printmaking • mixed media • land art. <p>• Component 1 provides students with a foundation into skills and techniques in different media via natural forms.</p>							
<p>Key Knowledge and Big Ideas: <i>What Powerful Knowledge and Big Ideas are explored in this Unit?</i> <i>How have these progressed from previous learning? What gaps in knowledge have you identified from baselining and how are they being closed?</i></p>							

Big Ideas: A01-A04

(AO1) Develop ideas through investigations, demonstrating critical understanding of sources.

(AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

(AO3) Record ideas, observations and insights relevant to intentions as work progresses.

(AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Literary Convention Knowledge and Contextual Knowledge:

Knowledge and understanding

- Students will be able to discuss the way sources inspire the development of ideas, relevant to fine art including:
 - how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
 - how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
 - colour
 - line
 - form
 - tone
 - texture
 - shape
 - composition
 - rhythm
 - scale
 - structure
 - surface.

- Students will be able to discuss key elements of Art: they can describe typical features of art, and make links to the mood.
- Can listen and respond to information about the work of others.
- Can ask relevant questions to develop their understanding.
- Can investigate from given information and resources.

Contextual Knowledge:

- Students will be able to start to form their understanding of Artists work and opinions.
- Students can describe the visual language in artists work and describe what they see expanding on the basic terms showing understanding of the visual qualities.
- Students can compare and contrast the work of artists, finding the similarities and differences.
- Students will learn about the context of Botanical Art through historical and contemporary examples and links to Botanical illustration.

- **Knowledge of Skill, Technique and Experimentation in Component 1:**

- **Skills**

- **Within the context of fine art, students must demonstrate the ability to:**

- use fine art techniques and processes, appropriate to students' personal intentions, for example:

- mark-making
- monoprint, collagraph and block printing
- assemblage
- construction

- use media and materials, as appropriate to students' personal intentions, for example:

- charcoal, pastels, pen and ink, crayons and pencil
- watercolour, gouache and acrylic paint
- found materials
- digital imagery
- different papers and surfaces on which to work.

-

- Natural Forms allows students respond to both contemporary and historical artists that use natural forms to inform their art work in very different ways. Building on different media and skills students create different art pieces in response to artists work and primary/secondary observation. This fuses the contextual and practical element together in which students articulate/annotate the main features in the art and the mood and how this connects to their ideas/practical developments.

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives AO1-4. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

Assessment 2: AO2: Experiments with pencil, graphite, coloured pencil, pen, charcoal, bleach, oil pastels, paints and other mixed media/assemblage materials needed. Techniques demonstrated by Artists can be tried throughout.

AO3: Theme of Natural Forms continued. Students will start at a more personal journey into Natural Forms and the path that interests them. They will collect relevant sources to work from including first hand sketches, photographs of what signifies their own identity and appropriate secondary research. Notation is to accompany all sketches and source material to explain ideas and choices.

<u>Key Skills Explored</u>	<u>Vocabulary Selected for Drawing</u>	
Students will be assessed on the following criteria: <ul style="list-style-type: none">• Explore ideas in a range of 2D media/ materials.• Understand how their work of Artists past and present can inform their own ideas and help skills progress.• Analyse the context in which Artists made their work and how historical, social & cultural aspects affected their creation.• Consider & discuss the success of each technique/media tried, refining ideas and techniques and setting future targets.	Tier 2 Narrative Visual language Contextual Representation Theme Depiction Composition Form Shape Line Texture Blending	The art curriculum at St Marks Academy should ensure that our students: <ul style="list-style-type: none">- Are able to think in a creative way as a result of their experiences of the art curriculum.- Can use and apply a range resources, reference material, experiences and information to different artistic contexts- Becoming independent learners, many of whom are high achieving and ambitious young artists.- Have explored and experimented with different ways of drawing.- Can show understanding of both historical and contemporary artistic practice.

<ul style="list-style-type: none"> • Understand that written communication describing thought processes of evaluation is exceptionally important and helpful in developing ideas. • Use resources imaginatively and inventively to create own Art work, demonstrating confident understanding of the formal elements & using technical skills to manipulate materials appropriately. 	Space Primary Secondary	
<p align="center"><u>Links to Careers/Employability</u></p>	<p align="center"><u>How does this unit prepare students for the next year?</u></p>	
<p>This project lays the foundation in thinking and responding to art and learning the different skills and techniques in drawing. These skills will be re-visited during KS4 and beyond. We develop speaking and listening skills which are vital for our students employability. Students will be encouraged to think outside the box and challenge their peers with new ideas and interpretations in connection to Art.</p>	<p>Natural Forms: In this Project students are exposed to different media and materials whilst working from Natural Forms. The skills acquired in KS3 are built on and further explored in depth through year 10. Natural Forms offers more focused sustained studies that develop the theme and skill set with design and creativity where observational studies link together to underpin experimental and media investigations.</p>	