

Art



Year 11 Curriculum Map



Year 11 – Autumn Term

Vegan Cookbook

Prior Learning	<p>All pupils will have completed a number of different workshops to equip them with the skills needed to complete the Vegan Cookbook project such as advanced Modroc sculptural techniques, photography, digital manipulation of photographs using Photoshop and other photo editing programs, additional ceramic techniques (coiling/slab and thumb pots), printmaking techniques, audience research, acrylic painting techniques and processes like wet into wet, dry brushing, impasto, glazes scumbles and building up mixed media painting grounds.</p>
What will I learn?	<p>Pupils will develop their final idea, explore and experiment with a wide range of materials, techniques and design options. Pupils will develop the skills needed to produce and refine an outcome. Pupils will work on each element of the book cover separately, trying alternatives and then test the best of these together.</p> <p>Pupils will need to produce:</p> <ul style="list-style-type: none">• Draft sketches of layout and composition using digital or traditional methods• Sample fonts and experiments with text layout and titling. You can use hand lettering, type or combination for the text elements with variants on colour• Colour palettes testing for type, background and illustration elements• Test prints on different types of paper or card stock for the cover• Original designs testing a range of media of your choice for the cover illustration• An ongoing review log and documentation of your skills and cover development <p>Once the experiments and tested designs are completed pupils should select a style of image, stock, type and design that works together best and refine the final design.</p> <p>As a professional artist or designer would, pupils will need to present their work to the client and publisher. A presentation of the work that has been completed for the project needs to be created to show the development of the final design.</p> <p>The presentation must include:</p> <ul style="list-style-type: none">• text, images and design elements that communicate your points such as headers, notes, lines, backgrounds• initial ideas and explanation of direction you wanted to take• important development stages and work showing your art and design skills• important design decisions you made during the project• final design, front cover, spine and back cover• details of strengths and areas for further development
How will I be assessed?	<p>Formative assessment will take place in the form of verbal and written feedback from regular opportunities of self, peer and teacher assessment. Pupils will also participate in low stakes testing of key subject knowledge and art language. Summative assessment – pupils portfolio projects sketch book and pieces of art will be assessed by the teacher against a shared criterion with feedback provided.</p>
Next Steps	<p>At the start of January pupils will be given their final brief for the final exam tasks for the course. Pupils will start a period of planning research and preparation for their final exam.</p>
Opportunities for Independent Learning	<p>Pitt Rivers Museum https://my.matterport.com/show/?m=ns3yCKpUzSq&help=1</p> <p>National Gallery https://www.nationalgallery.org.uk/media/25566/google-virtual-tour-432.jpg?mode=crop&width=576&height=422&bgcolor=fff&rnid=131732062979270000</p> <p>British Museum https://www.britishmuseum.org/</p>

	<p>Manchester City Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery https://www.whitworth.manchester.ac.uk/</p> <p>Pompidou Centre https://www.centrepompidou.fr/en/</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • ‘How hip-hop went vegan’ by Phillip Mlynar • ‘The New Vegan’ by Meera Sodha for the Guardian • Anna Jones vegetarian cook and writer • ‘Plenty’ by Yotam Ottolenghi • ‘The chef who’s getting young Londoners to love vegan food’ by Clare Considine <p>Additional reading on design:</p> <ul style="list-style-type: none"> • Professional tips for book design • A guide to print bleeds • How to design a contemporary book cover • How to design a book cover in InDesign • Typography in book covers • Photographing food • Textiles food • Fabric food • Ceramic food art
<p>Personal Development and CEIAG</p>	<p>Pupils will experience working both individual and in groups developing communication skills, critical thinking and problem-solving skills. Pupils will also have the opportunity to develop their practical ability, research skills, imaginative skills and creativity. They will also develop their resilience and improve their confidence when increasing their subject knowledge and reflecting on their experiences.</p> <p>Links to colleges courses and potential job opportunities:</p> <p>Arts council https://www.artscouncil.org.uk/news-and-jobs/jobs-and-careers-0</p> <p>Burnley College https://www.burnley.ac.uk/</p> <p>Nelson and Colne College https://www.nelson.ac.uk/</p> <p>Manchester School of Art https://www.art.mmu.ac.uk/</p> <p>Preston School of Art https://www.uclan.ac.uk/schools/arts-and-media</p> <p>Leeds School of Art https://www.leeds-art.ac.uk/</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>National Gallery https://matterport.com/blog/2017/12/14/national-gallery-embrace-matterport-3d-virtual-tour-technology/</p> <p>The Guggenheim https://www.googleadservices.com/pagead/aclk?</p> <p>Pompidou Centre https://www.centrepompidou.fr/en/</p>



Year 11 – Spring Term Vegan Cookbook

Prior Learning	All pupils will have completed a number of different workshops to equip them with the skills needed for the Vegan Cookbook project such as Modroc sculptural techniques, photography, digital manipulation of photographs using Photoshop and other photo editing programs, additional ceramic techniques (coiling/slab and thumb pots), printmaking techniques, audience, research acrylic painting techniques and processes like wet into wet, dry brushing, impasto, glazes scumbles and building up mixed media painting grounds
What will I learn?	<p>From the design brief, pupils will provide evidence for the following tasks:</p> <p>Task 1 – Design Development</p> <p>To develop a final idea, pupils will need to explore and experiment with a wide range of materials, techniques and design options. This will help to develop skills in order to produce and refine an outcome. This should work on each element of the book cover separately, trying alternatives and then test the best of these together. Pupils should produce:</p> <ul style="list-style-type: none">• Draft sketches of layout and composition using digital or traditional methods• Sample fonts and experiments with text layout and titling. You can use hand lettering, type or combination for the text elements with variants on colour• Colour palettes testing for type, background and illustration elements• Test prints on different types of paper or card stock for the cover• Original designs testing a range of media of your choice for the cover illustration• An ongoing review log and documentation of your skills and cover development <p>Task 2 – Presentation</p> <p>As a professional artist or designer pupils will need to present their work to the client and publisher. Pupils will need to produce a presentation of the work completed for the project to show how the final designs were achieved. The presentation must include:</p> <ul style="list-style-type: none">• text, images and design elements that communicate your points such as headers, notes, lines, backgrounds• initial ideas and explanation of direction you wanted to take• important development stages and work showing your art and design skills• important design decisions you made during the project• final design, front cover, spine and back cover• details of strengths and areas for further development
How will I be assessed?	Formative assessment will be given to pupils in the form of verbal and written feedback from regular opportunities of self, peer and teacher assessment. Pupils will also participate in low stakes testing of key subject knowledge and art language. Summative assessment – pupils portfolio projects sketch book and pieces of art will be assessed by the teacher against a shared criterion with feedback provided.
Next Steps	Once the project has been completed the work will be marked verified written formal feedback given to pupils. Pupils will then set targets for improvement. Pupils will then work on a resubmission. At the end of the resubmission the projects will be collected up and remarked. These final grades will then be submitted and logged with the exam board.
Opportunities for Independent Learning	<p>Pitt Rivers Museum https://my.matterport.com/show/?m=ns3yCKpUzSq&help=1</p> <p>National Gallery https://www.nationalgallery.org.uk/media/25566/google-virtual-tour-432.jpg?mode=crop&width=576&height=422&bgcolor=fff&rn_d=131732062979270000</p> <p>British Museum https://www.britishmuseum.org/</p>

	<p>Manchester City Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery https://www.whitworth.manchester.ac.uk/</p> <p>Pompidou Centre https://www.centrepompidou.fr/en/</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • ‘How hip-hop went vegan’ by Phillip Mlynar • ‘The New Vegan’ by Meera Sodha for the Guardian • Anna Jones vegetarian cook and writer • ‘Plenty’ by Yotam Ottolenghi • ‘The chef who’s getting young Londoners to love vegan food’ by Clare Considine <p>Additional reading on design:</p> <ul style="list-style-type: none"> • Professional tips for book design • A guide to print bleeds • How to design a contemporary book cover • How to design a book cover in InDesign • Typography in book covers • Photographing food • Textiles food • Fabric food • Ceramic food art
<p>Personal Development and CEIAG</p>	<p>Pupils will experience working both individual and in groups developing communication skills, critical thinking and problem-solving skills. Pupils will also have the opportunity to develop their practical ability, research skills, imaginative skills and creativity. They will also develop their resilience and improve their confidence when increasing their subject knowledge and reflecting on their experiences.</p> <p>Links to colleges courses and potential job opportunities:</p> <p>Arts council https://www.artscouncil.org.uk/news-and-jobs/jobs-and-careers-0</p> <p>Burnley College https://www.burnley.ac.uk/</p> <p>Nelson and Colne College https://www.nelson.ac.uk/</p> <p>Manchester School of Art https://www.art.mmu.ac.uk/</p> <p>Preston School of Art https://www.uclan.ac.uk/schools/arts-and-media</p> <p>Leeds School of Art https://www.leeds-art.ac.uk/</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>National Gallery https://matterport.com/blog/2017/12/14/national-gallery-embrace-matterport-3d-virtual-tour-technology/</p> <p>The Guggenheim https://www.googleadservices.com/pagead/aclk?</p> <p>Pompidou Centre https://www.centrepompidou.fr/en/</p>