



SALENDINE NOOK
HIGH SCHOOL ACADEMY

SCHEME OF LEARNING

DEPARTMENT OF ART

Topic/Unit/Module: Textiles:
Architecture

Year Group: 11

SNHS

Date Created:
Wednesday, June 10, 2020

Key Components of the Learning Sequence

The Big Picture (where does it fit into the wider learning?):

Students will produce a sketchbook, exploring the theme of 'Architecture'. They will then make a final outcome based around Interior Textiles. They will use drawing, collage, textile techniques, photography and CAD processes throughout to explore buildings, cityscapes and architecture within their own environment.

Prior Learning (what should they know?)

Students will have used basic drawing tools in Adobe Illustrator in Yr8 and throughout Yr9/10 projects. They may have adapted their own imagery in CAD packages. They will have created a simple cushion cover in Yr8 and developed their skills in more challenging construction techniques through Yr9/10/11 projects.

Learning aims:

Develop their knowledge of practicing artists. To build on existing skills in CAD drawing and print. To use drawing packages (Adobe Illustrator) to create patterns, silhouettes and layered imagery. To produce a final outcome suitable for an interior space.

Key Concepts Taught:

Research techniques: Exploring practicing artists work to inspire their own ideas. Developing their own skills in CAD textiles and printing techniques. Using Primary and Secondary research to inform ideas. Development of skills in more challenging decorative and construction techniques.

To be followed by (what will they learn after this?)

Students will complete their GCSE exam. This will involve receiving a brief from AQA and preparing a response over a number of weeks. They will then produce their final piece in a controlled 10 hour exam.

Assessment focus:

Responding to a brief. Developing ideas through investigations informed by contextual and other sources. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Record ideas, insights and observations relevant to intentions in visual and other forms. Present a personal, informed and meaningful response demonstrating analytical understanding, realising intentions and where appropriate, making connections between visual and written elements.

Careers focus:

Students will gain an insight into creative careers through researching artists. They will also be gaining knowledge of industrial processes by using industry-standard software in the experimentation and development of their final response.

Literacy Links/wider reading/ vocab:

Context, understanding, themes, connection, inquire, period, style, research, investigate, symbolic, historical, contemporary, abstract, still-life, realism, Illustrator, layers, layout, boards, nodes,

Cultural Capital

Students will develop their knowledge and skills of industry-standard practices through using professional drawing packages such as Adobe Illustrator. Students will broaden their use of technical vocabulary and their knowledge of industrial processes through the use of these.

Numeracy Links:

Timings/measurements/weights in textile techniques, CAD designing and print. Pattern measurements, seam allowances, production order in construction activities.

What do you anticipate the misconceptions to be?

The majority of misconceptions in this project will be based around the use of Adobe Illustrator. Students will be learning about importing, layers, drawing tools, creating repeated and adapted patterns. Students may find difficulties in layering, printing techniques.

Resources/PPT (location)

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Planning Prompts Checklist:

- Examples and Models
- What excellence looks like?
- Questioning
- Scaffolding Resources
- SEND/EAL
- Equipment
- Homework
- Oracy Opportunities

Have you planned for all phases of instruction?

- Explanatory input - Modelling
- Questioning - Check for Understanding
- Guided Practice - Feedback
- Independent Practice
- Review - Retrieval Practice

Lesson Sequence

<p>Activity 1. .</p>	<p>Learning Intention: To understand the concepts of the project</p> <p>Learning Activities: Students will create a mind map outlining the aspects of the theme such as types of buildings, historical styles, materials, architecture in cultures, famous architects etc.</p> <p>Homework: Students are to create an image board of a particular area of 'Architecture' which interests them. Image board should contain images of buildings, artists work, textures, colours etc.</p> <p>Resources: Powerpoint, sketchbooks, Mind map resource sheet, image board resources sheet</p>
<p>Activity 2.</p>	<p>Learning Intention: To produce a series of sketches which communicate your preferred theme of architecture</p> <p>Learning Activities: Students will use a range of media to produce sketches of buildings, historical styles, materials, architecture in cultures etc.</p> <p>Homework: Completion of sketches page</p> <p>Resources: Powerpoint, sketchbooks, Mind map resource sheet, image board resources sheet</p>
<p>Activity 3</p>	<p>Learning Intention: To commence communicating your findings of an artist. To produce a number of samples in the style of your chosen artist</p> <p>Learning Activities: The students will have previously been asked to research one of two different artists who have produced work on the theme of 'Architecture'. The students will use this information to create a 'report' on the artist. The report should include detailed commentary on the artist, the work they have produced, the techniques they use in their work and evaluations of the artists' work which justify why they have been chosen. The report will include a number of images of the artists' work. The students will also produce samples of the artists' work to show their understanding of the processes each artist uses to produce emotion, texture, style, composition in their work. This is a highly important part of their research which will shape the students' further progress. Students may use a variety of tools to communicate their findings (mind maps, essays, annotation, reverse engineering, sample production)</p> <p>Students will be completing a range of work so will need focussed writing, mounting and sample production lessons. They will be given 2 weeks (5 lessons) to complete looking at the artist.</p> <p>Homework: Students should work on the production of the artist research pages/samples. They may need to mount work or continue to produce samples at home. They will be able to do finishing techniques such as hand-embroidery and embellishments.</p> <p>Resources: Sketchbooks, watercolours, paper for display purposes, pencils, pens, sewing machines, fabric paints, hand embroidery threads/needles/scissors, fabric scissors, dissolvable fabric, paper, fabric offcuts (from scrap boxes), embellishments</p>
<p>Activity 4. Careers Lesson (CAD Designing)</p>	<p>Learning Intention: Primary and Secondary Research (Observations)</p> <p>Learning Activities: Students will draw, take photographs and develop their working knowledge of Adobe Illustrator. They will use their artist research sample and take their own photographs of buildings and structures and use these in the CAD package to experiment with the drawing tools. Students may also experiment with other media to communicate their research. Dependant on their CAD developments students will independently choose other textile techniques to develop ideas. Students will be encouraged to use the projector to transfer their designs onto a basic garment. Images will be included in their folder</p> <p>Homework: Students are to research three artists who have produced work on the theme of 'Architecture'. Students should find detailed information about the artists and gather images of their work.</p> <p>Resources: sketchbooks, pencils, white pencils, watercolour pencils, biro, fine liner, wire, paper for collage, watercolours, sketching resource sheets, watercolour techniques resource sheet, pastels, white markers, Illustrator resource sheets, ICT access</p>

Activity 5	<p>Learning Intention: To further explore techniques in the development of a final outcome</p> <p>Learning Activities: Students will be encouraged to use a range of decorative techniques to communicate line, form and pattern. They will focus on mark making, shape, line, form and pattern through card printing, block printing, FME, polyprinting. Through this, students will develop ideas which they can build on in the exploration of a final outcome</p> <p>Homework: Students will need to mount work in their sketchbooks and annotate with their thoughts.</p> <p>Resources: Sketchbooks, watercolours, paper for display purposes, pencils, pens, sewing machines, fabric paints, hand embroidery threads/needles/scissors, fabric scissors, dissolvable fabric, paper, fabric offcuts (from scrap boxes), embellishments</p>
Activity 6.	<p>Learning Intention: Research and explore fabric manipulation – pintucks and smocking</p> <p>Learning Activities: Students will incorporate their CAD experiments with the production of pintucks and smocking. Students will use these techniques to communicate the qualities and features of architecture.</p> <p>Resources: : Sketchbooks, polycotton fabric, rulers, pencils, computers, sewing machines, scissors), assessment criteria</p>
Activity 7	<p>Learning Intention: To further explore techniques in the development of a final outcome</p> <p>Learning Activities: In this self-directed task students will further develop their ideas towards a final outcome. Students will use the techniques and processes they have practiced to inform their ideas in the development of their final outcome. Students will continue to develop their final idea through a series of experiments. They will explore appropriate textile techniques alongside their CAD developments. Students will annotate their experimentations in detail justifying the reasons behind the developments. They will also communicate the processes and materials they use</p> <p>Homework: Students will need to mount work in their sketchbooks and annotate with their thoughts.</p> <p>Resources: All resources need to be planned and organised by the students in collaboration with teachers/technicians</p>
Activity 8	<p>Learning Intention: Preparation for the mock exam</p> <p>Learning Activities: students are required to produce their final outcome in a timed, controlled assessment (5hrs). Students will produce this as wall art or a garment (tunic dress/shirt) Students will prepare prints, fabrics, reverse engineer garments in order to print in order to use in the timed assessment</p> <p>Homework: Students will need to mount work in their sketchbooks and annotate with their thoughts.</p> <p>Resources: Sketchbooks, fabrics, sublimation printing, heat press, sewing machines, printing methods</p>

Lesson Sequence

Activity 9.	<p>Learning Intention: To create your final piece</p> <p>Learning Activities: Students will be given 5 hrs to create their final piece.</p> <p>Homework: As this is independently led by the students they will need to organise the making of their final outcomes. Students will use homework to catch up on finishing techniques in their sketchbooks</p> <p>Resources: All resources need to be planned and organised by the students in collaboration with teachers/technicians</p>
Lesson 10.	<p>Learning Intention: To evaluate the success of your final piece</p> <p>Learning Activities: Students will be given assessment criteria to aid their judgement of a final score for their project. From this they will gain an understanding of areas of improvement. They will also use their sketchbooks and final piece to inform their final evaluation</p> <p>Homework: Complete the evaluation</p> <p>Resources: assessment criteria sheets, sketchbooks, final piece, pens</p>