



School Radio

Secondary – Art & Design

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The date	The subject Art and Design		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated/ target groups:	Plenary:	AFL:	Class list:
<p>Discuss possible topics and ideas. Use table/pair talk to formulate ideas. *Template attached.</p>	<p>Level 4 Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. <u>They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.</u></p> <p>Level 5 Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. <u>They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.</u></p> <p>Level 6 Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. <u>They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.</u></p>	<p>Discuss a topic/artist: For example, Andy Warhol. Share ideas using IWB about this artist. What do we know about them? What influenced their work? What type of style did they use? Were they popular in their own time? Are they popular now? Why? Why not?</p> <p>Each pupil will need to select a painting or design they are going to replicate/interpret.</p>	<p>SEN: Provide support where appropriate.</p>	<p>Which group was successful in portraying a realistic artist? Why? What information did they give? How could we improve?</p>	<p>Whole class learning?</p>	
<p>Table resources: Blank scripts.</p>		<p>Each pupil will create their own copy, but will need to research the background to the artwork chosen. Using questions from above, as a starting point.</p> <p>Either a whole class approach or tables: Roles assigned that need to be circulated to ensure all have an opportunity to explore different aspects of this project.</p> <ol style="list-style-type: none"> 1. An interviewer (asking questions). 2. The artist (original artist – need to research) 3. The Critique (there is always an art critic, whose job is to <u>discuss</u> the artwork: The original and the ‘copy’. <p>These roles can easily be extended to cover 4 or 5 pupils (i.e. a technician to operate the equipment, 2 artists, 2 critics).</p> <p>USING RADIO EQUIPMENT, record the interviews and circulate roles.</p>	<p>Lower ability: As above.</p> <p>Middle ability: Some prompting. Key concepts and research discussed..</p>	<p>Key question:</p>	<p>CROSS REFERENCE: Level 4 Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. They listen carefully in discussions, making contributions and asking questions that are responsive to others’ ideas and views. They adapt their spoken language appropriately and use some of the features of standard English vocabulary and grammar.</p> <p>Level 5 Pupils talk and listen confidently in a wide range of contexts, including some that are formal. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussions, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others’ views. They adapt their spoken language to suit the situation and begin to use standard English in formal situations.</p> <p>SOURCE http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199101/english/ks3/attainment/speaking</p>	
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Resources, useful links:	NOTES/RESOURCES	
Useful links: http://www.tes.co.uk/teaching-resource/Pop-Art-Project-Workbook-6013104/	Further topics:	
Further ideas: http://www.metmuseum.org/metmedia/interactives/start-with-art/cezannes-astonishing-apples		
Further activities: http://kids.tate.org.uk/		