

Assessment Map 2021 2022



Department: Art

EPS	Year 7	Year 8	Year 9	Year 10	Year 11
	<p><b>Project 1 Focus:</b> Hundertwasser- Urban Landscapes.</p> <p><b>Structure:</b> <b>Sketchbook:</b> To research, analyse and evaluate Hundertwasser's work. To evaluate the process of producing a Hundertwasser landscape.</p> <p><b>Final Outcome</b> To produce a 2D urban landscape based on the knowledge gained on Hundertwasser.</p> <p><b>Knowledge and skills assessed:</b></p> <p><b>Knowledge</b> Understanding and interpreting Hundertwasser's work.</p> <p>Why and when did Hundertwasser change his name from Friedrich Stowasser to Friedrich Renentag Dunklebunt Hundertwasser?</p> <p>Understanding and researching why Hundertwasser made the decisions and worked in the way he did.</p> <p>How his past led him to become a pacifist and an Eco Warrior.</p> <p>Inspired by Artists Klimt and Schiele and associated with the</p>	<p><b>Project 1 Focus:</b> <b>Keemo- Inspired Portraits</b></p> <p><b>Structure:</b> <b>Sketchbook</b> To research, analyse and evaluate Keemo's work. To evaluate the process of producing a Keemo inspired portrait.</p> <p><b>Final Outcome</b> To produce a 2D Keemo inspired portrait based on the knowledge gained on the artist.</p> <p><b>Knowledge and skills assessed:</b></p> <p><b>Knowledge</b> A brief biography of the contemporary artist Keemo.</p> <p>Understanding and interpreting Keemo's work and why he does what he does.</p> <p>Why he uses extra lines around the eyes, ears and heart and the significance of these lines.</p> <p>Where he gets his inspiration from.</p>	<p><b>Focus:</b> <b>Karl Blossfeldt</b></p> <p><b>Structure:</b> <b>Sketchbook</b> 2 Research pages illustrating factual visual and written information on his pin hole architectural photographs of plants</p> <p><b>Knowledge and skills assessed:</b></p> <p><b>Knowledge</b> A brief biography of the Photographer Karl Blossfeldt.</p> <p>Understanding and interpreting Blossfeldt's work and understanding the significance of his work at the time it was produced</p> <p>Where he gets his inspiration from</p>	<p><b>Focus:</b> <b>Natural forms- Open Artist</b></p> <p><b>Structure:</b> <b>Sketchbook</b> 2 Research pages illustrating factual visual and written information on the chosen artist 3 analysis and ideas pages showing an understanding and response to the artist's work. 1 page of a written evaluation denoting the process, application and refinement of ideas.</p> <p><b>Final Outcome:</b> Realising intentions as evidenced in sketchbooks, leading 2 final pieces</p>	<p><b>Focus:</b> Independent study work- Pupils choose their own theme and select processes and materials which they excel in 2/3 dimensions Fabric Screen printing</p> <p><b>Structure:</b> Research, analysis and evaluation of individual findings evidenced in sketchbooks, all facilitated by teacher where necessary.</p> <p><b>Knowledge and skills assessed:</b> by the student Time management skills Thinking and decision making skills</p>

	<p>work of Gaudi through his use of bright colours and biomorphic forms.</p> <p>What is Trans automatism?</p> <p>His opposition to tradition and rules, his use of organic lines and his rejection of straight lines in both his paintings and his architecture.</p>				
4	<p><b>Skills</b> Interpreting the artist Hunderwasser's work to formulate their own Landscape design linked to the artist.</p> <p>Composition and proportion of buildings linked clearly to the quirky designs by Hundertwasser.</p> <p>Applying thick to thin lines to create depth and form without the aid of shading.</p> <p>Colour mixing using watercolours.</p> <p><b>Project 2 Focus:</b> Kimmy Cantrell- Low relief Mask project</p>	<p><b>Skills</b> Interpreting the artist Keemo's work to formulate their own portrait design linked to the artist.</p> <p>Composition and proportion of portrait, linked clearly to the unique and quirky designs by Keemo.</p> <p>Applying thick to thin lines to create depth and form without the aid of shading to the structure of the design.</p> <p>Creating surface quality using ink washes.</p> <p>Graduated shading technique to create depth and form using coloured pencils and watercolour.</p>	<p><b>Knowledge and skills assessed:</b></p> <p>Composition, presentation and content of visual, factual and opinionated research. Analysis of Blossfelt's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending through a series of materials and processes.</p> <p>Thinking and decision making skills</p> <p><b>Focus- Project 2:</b> <b>Aboriginal Art</b> <b>Artist Doris Ginggingara</b></p>	<p><b>Knowledge and skills assessed</b></p> <p>Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending on the materials and processes and nature of the project chosen by the student Time management skills Thinking and decision making skills</p> <p><b>Focus Project 2:</b> 10 hour teacher facilitated and structured year 10 mock examination based on the starting point "Culture and Civilisations"</p>	<p><b>Focus</b> Portfolio assessment 2 coursework assessments and 1fabric screen print</p> <p><b>Structure</b> 2 pages of artist/ theme research, 3 pages of analysis and refinement of ideas 1 evaluation pages stating the practical journey and decisions made along the way.</p> <p><b>Knowledge and skills assessed:</b> Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending on the materials and</p>

	<p><b>Structure:</b> <b>Sketchbook:</b> To research, analyse and evaluate Kimmy Cantrell's work. To evaluate the process of producing a Kimmy Cantrell Mask</p> <p><b>Final Outcome</b> To produce a low relief mask inspired by the work of Kimmy Cantrell</p>	<p><b>Project 2 Focus:</b> Jason Scarpace Wire Fish</p> <p><b>Structure</b> To research, analyse and evaluate Scarpace's work. To evaluate the process of producing a wire constructed fish</p> <p><b>Final Outcome</b> To produce and manipulate a wire fish and to stitch in fabric and apply surface pattern decoration.</p>	<p><b>Structure:</b> <b>Sketchbook</b> 2 Research pages illustrating factual visual and written information on Aboriginal Art 3 analysis and ideas pages showing an understanding and response to Doris Ginggingara's work. 1 page of a written evaluation denoting the process, application and refinement of ideas.</p> <p>Final Outcome; Aboriginal composition mixed media composition</p>	<p><b>Structure:</b> Sketchbook 2 pages of Research, 3 analysis/ ideas pages and 1 evaluation page, leading to a 10 hour preparation piece.</p>	<p>processes and nature of the project chosen by the student Time management skills Thinking and decision making skills</p>
6	<p><b>Knowledge and skills assessed</b></p> <p><b>Knowledge</b> Understanding and interpreting Kimmy Cantrell's work.</p> <p>Understanding, valuing and researching African and Primitive art.</p> <p>What are primary and secondary colours?</p> <p>What is good composition?</p> <p>Asymmetrical proportions.</p> <p><b>Skills</b></p>	<p><b>Knowledge and skills assessed:</b></p> <p><b>Knowledge</b> A brief biography of the artist explaining his early influences into art.</p> <p>Understanding and appreciating what Scarpace is trying to convey in his work.</p> <p><b>Skills</b> Interpreting the artist's work to formulate their own fish design.</p> <p>Understanding the artist's use of composition, proportion and layering.</p>	<p><b>Knowledge and skills assessed:</b> Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of Aboriginal Art work. Revisiting and refining the application of the formal elements through a series of the materials and processes learned</p> <p>Thinking and decision making skills</p>	<p>A 10 hour outcome under examination conditions.</p> <p><b>Knowledge and skills assessed:</b> Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending on the materials and processes and nature of the project chosen by the student Time management skills Thinking and decision making skills</p>	

	<p>Interpreting the artist's work to formulate their own asymmetrical design linked to the artist.</p> <p>Balancing composition and proportion.</p> <p>Applying Gum strip to cardboard to create accuracy and strength to replicate rolled out clay.</p> <p>Textured paint effects – dry-brushing and mark making.</p> <p>Colour mixing.</p> <p>Understanding African and Primitive art and creating their own designs inspired by this art form.</p>	<p>Wire manipulation and modelling</p> <p>Sewing and manipulating threads. Using sewn fabrics in wire partitions to represents the artist's use of pattern and colour.</p> <p>Applying surface patterns. Apply Scarpace style patterns used by the artist to create detail and surface pattern qualities in final outcome.</p>			
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