

KS4 Project Scheme of Work

Unit title	Topic	Year Group	Length
Coca-cola	GCSE Graphics Unit one	10	18 lessons

Target Levels A*/C

<u>Explore</u>	<u>Generate</u>	<u>Developing</u>	<u>Planning</u>	<u>Evaluating</u>
<ul style="list-style-type: none"> Research skills— how we can record information, how we can develop ideas, how we can annotate/plan. Advertising literature for Coca-cola— one of the biggest brands in the world. The Coca-cola brand—it’s history and how it has evolved. Typography, Colours, flavours and general influences on design. Cubist (multi layered image). Collage/montage—bringing many elements together. ‘pop’ Art, pop culture and pop artists. 	<ul style="list-style-type: none"> Primary source research. Observational drawings & paintings from the research generated from the coca-cola brand. Contextual studies of the works of artists such as Picasso, Michael English, Robert Rauschenburg, Andy Warhol, Michael Craig Martin, Peter Blake etc. Typographical studies. Multi layered images (accessing processes across a range of different media) A final outcome from their developmental studies. 	<ul style="list-style-type: none"> Skills across a range of different media. Cubist composition, Photomontage/ Collage, ICT skills, and painting skills. Awareness of Art and design Skills and how many styles of art can link together An outcome in relation to their research—brand, artist, colour, media etc. Skills across the formal elements of art and design. 	<ul style="list-style-type: none"> Compositional arrangements Time management to complete work set. Which contextual studies to complete. Where they will need to source their contextual research Development of ideas in to final piece. To cover the assessment objectives appropriately in the development of their ideas. 	<ul style="list-style-type: none"> Advertising literature. The different ways information can be presented.. Own success through tasks Quality of primary source research Success through media Success through design. Examples of work produced by other students, graphic designers, illustrators, typographers and artists. Brand information.

ICT SKILLS

Digital photography, importing and exporting documents from one source to another. Using import and export in photoshop to develop multi layered images. Acetate and photocopiers can also be looked at as a means to develop our ideas.

EXTENSION WORK

Students could go on to design a new label for a bottle of coke or a new can, in relation to their design.

TECHNICAL LANGUAGE

Coca-cola, reflections, .Ellipses, Photoshop, Layering, Filters, Fx. Composition

Making

In the development of their work, students will work through the four assessment objectives to generate ideas for a personal response at each area of focus. By the end of the unit, students will have a minimum of 5 pieces of work: 1—a Cubist inspired painting, 2—A photomontage of images that they have taken 3—Development piece from photomontage 4— Michael Craig Martin inspired piece of work 5—Final outcome

ACTIVITY

- Observational drawing
- Layering of observational drawings,
- Cubist inspired painting.
- Photography—photographing resources to create photomontage.
- Contextual studies of at least four artists/designers.
- Collage
- Drawings
- Planning final outcome.

SKILLS AND KNOWLEDGE

- Developing skills across the formal elements of art and design.
- Colour mixing/colour blending when painting.
- Photography skills,
- Compositional skills,
- Collage skills,
- Drawing.
- Awareness of subject matter would be helpful.

Expected Prior Knowledge

Students should have an understanding of art terms and how they can be applied practically. The ability to use a range of media’s successfully would also be an advantage. Prior knowledge of photoshop would be helpful.

Differentiation All students will produce at least three different pieces of work from the Cocacola resources. Most Students will be able to maintain pace and complete work across all areas presented. Some could go further and include additional work reflecting their skills and understanding of painting and drawing.

HEALTH AND SAFETY

Correct use of equipment and resources.
Safe use of scissors and craft Knives where required.

PLTS

Creative thinkers will be able to generate their own ideas in relation to the brief’s set. **Effective participants** will engage in lessons, being involved in peer mentoring discussions. **Independent enquirers** will generate their own research from both primary and secondary sources. **Self managers** will organise their time appropriately to ensure all work engaged with is completed. **Team workers** will offer an equal contribution to the team based exercise. They will carry their weight and offer practical and verbal support where needed. **Reflective learners** will plan the development of their final ideas in light of experience. They will use their analysis of their own work and that of others including external feedback, to generate their final outcomes/logos.

Lesson	Learning Objectives We are Learning to (WALTs)	Strategy Focus	PLT focus	Teaching Activity	Outcomes Plenary (WILFs) (Assessment)	H & S	Resources
1/2/3	Observational drawing	Creating primary source images of coca-cola resources	IE/SM/CT	Students will work directly from resources available. They will draw the objects from at least four different angles.	At least four simple line drawn, pencil studies that can be assessed on their accuracy, composition, scale etc.	n/a	Coca-cola resources, pencil, paper/sketchbook.
Hwk	Gather information on Cocacola, look for product in supermarkets, and collect any advertisements from newspapers/magazines.	All	SM/EP	Homework activity—looking at the context of the subject matter..	Self and Peer assessment opportunities. Marks Specifically across AO1, and AO3		Camera, ipod/camera phone newspapers/flyers/ads.
4	Observational drawing continued.	Students continue to record from direct observation.	Self Managers/Creative thinkers Independent workers Effective Participants.	Pupils will be encouraged to look at the logos, the label information, the lids and different aspects of the brand. They will be encouraged to look at the homework research generated too.	Pupils will observe the formal elements of art, craft and design. They will seek to develop their studies using a variety of different media. AO1, AO2 and AO3.		A variety of media, different types of paper, graphite sticks, stencils, ICT resources. Frottage materials.
5	Introduction to Picasso and Braque and cubism.	Cultural/Historical context.	SM, EP	Pupils will be introduced to the concept of Cubism. The idea of recording objects from multiple view-points. Teacher will discuss this versus Rene Magritte's 'Ceci n'est pas une pipe'..	Students will begin to layer the images created during the first lesson to create the multi-layered image in the style of Cubism.		Exemplar material of Picasso, Braque, Cubism, Rene Magritte.
Hwk	Contextual/Critical studies	Research/Explore development	EP, CT, IE, SM.	Students will have been provided with at least two cubist images containing a bottle. Whilst encouraged to find an alternative too, students are expected to complete a contextual study for their homework.	Completed cubist study, using appropriate media, exploring colours, shapes and tones. AO1, AO2 and AO3.		Cubist image,s paint, coloured pencils, biros.

Notes. For differentiation purposes, any students who complete tasks early will be encouraged to look at the works of Michael English and complete a contextual study of his coke bottle/head of bottle too—This image shows how to draw glass through reflections and could assist the students as they move through the unit further.

Lesson	Learning Objectives We are Learning to (WALTs)	Strategy Focus	PLT focus	Teaching Activity	Outcomes Plenary (WILFs)(Assessment)	Health and Safety	Resources
6	Cubist designs from observational studies.	Students begin to develop cubist inspired designs	SM, RL, EP	Students work to design a cubist inspired image from the observational studies completed so far.	Students overlap the images created in the first two sessions to generate a cubist inspired design.	n/a	Observational studies, homework research and contextual studies.
7 & 8 & Hwk.	Pupils work to complete their cubist image in the style of cubist art studied.	AO4—outcome	SM, RL, IE, EP, RL, CT.	<p>With design generated from previous drawn images, students will be guided in how to paint—how to mix colours in a monochrome’ pallet, using cubist colours, but also colours that relate to the CocaCola subject matter.</p> <p>Students will initially use watercolours before being encouraged to evaluate their images and refine appropriately using pencil crayons and biros.</p>	Completed outcome of a CocaCola inspired Cubist image, using watercolours and pencil crayons. Students should have a good understanding of the ‘layers’ of observational drawings that have gone in to creating an abstract image. AO1—AO4.		Drawing materials, watercolours, paint brushes, coloured pencils. A4/A3 paper.
9	Development of Cubist inspired image in photography/ photomontage.	AO2	CT, IE, EP, RL, SM	Students will return to the primary source photographs they created in the first couple of lessons. Cutting them up, they will be encouraged to arrange them in to a Juxtaposed composition/photomontage.	This process introduces students to the idea of deconstructing photographs. Students are encouraged to use the photographs they took during the first few lessons instead of their drawings to create a second multi viewpoint image.		Primary source researched photographs of coke bottles, coke cans, lables, coke as a product. Coke related images.
10	Developing ideas using Photoshop.	AO2	CT, IE, EP, SM, RL	Students will be reminded how to import their images in to Photoshop. They will be encouraged to use different layers to develop different aspects of the composition using filters, adjustments and fx.	Students should end up with a very quick ‘outcome’ from this process. Although some may be revisiting skills from last year, most should have increased their experience in Photoshop. Assessment opportunities AO2 and AO3.		Primary source photographs, researched images, Logos and facts about Coke. Scanner and Photoshop.
Hwk	Researching the work of David Hockney, Robert Rauschenburg, and Kurt Schwitters.	AO1	SM, IE.	The three artists provided work in the medium of collage/photomontage. Students are asked to evaluate their outcome from lesson 8 and relate it to one of the three artists given. They will be aware that the next stage of the unit is to assimilate their composition to that studied for this homework task.	A contextual study of the artist that students decide link most to the evolution their work. (Peer, Self and verbal assessment.)		Access to the Internet, printer and basic drawing/ painting/colouring resources.

Notes. Differentiation purposes, all students should work to complete a contextual study relevant to the artist they want to develop their work in the style of.. Some students might decide to explore outcomes with more than one artist and explore the development of their work through more than one artist.

Lesson	Learning Objectives We are Learning to (WALTs)	Strategy Focus	PLT focus	Teaching Activity	Outcomes Plenary (WILFs) (Assessment)	H&S	Resources
11	Create a contextual study using collage/ photomontage from artists researched.	AO1, AO2, AO3	SM, EP, IE, CT TW, RL	Students will be supported in interpreting the works of the researched artists. Depending on chosen artist, Students could work in groups to photograph each other for their interpretation of the contextual studies. (David Hockney)	AO1, AO2 and AO3. Working in small groups, peer and self assessment— successful interpretation of a contextual study.	N/A	Camera, photo studio, Photoshop, related images, Artists work. (homework research)
12	Complete contextual study and refine collage outcome to reflect understanding of artists work.	AO2, AO3 and AO4.	SM, EP, RL.	Pupils will be encouraged to complete their contextual study and apply their learning from this task in to an outcome using CocaCola as their subject. Matter.	AO2, AO3 and AO4—how well , how successfully they apply their learning in to their own outcome for this stage of the unit.		ICT resources, as with last lesson. Again, Coke researched images, coke facts.
Hwk	Michael Craig Martin research and contextual study.	AO1, AO2 and AO3.	IE, SM, EP, CT	Research the work of Michael Craig Martin and produce a drawn copy of one of his pieces of work—make appropriate links to other sources (colouring book graphics etc.)	AO1, AO2 and AO3. A mutli layer drawing to go with the multi layer painting and multilayer collage.		ICT resources. Homework time.
13/14	Create an image in the style of Michael Craig Martin.	AO2, AO3, AO4	IE, RL, SM, CT	Pupils revisit the initial observational drawings created during the first few lessons. Pupils recreate their drawings with a graphic focus to be similar to the style of Michael Craig Martin. Students can choose to draw and then use photoshop or draw and paint.	Drawing (or a painting of a drawing) of CocaCola images in the style of Michael Craig Martin.		All basic painting and drawing resources. ICT resoures including lightboxes.
15	Analysis	AO3	RL	Students will be asked to analyse the success of each of the four mini pieces created to date. Written and drawn analysis will support the research and development work already undertaken.	Verbal feedback, self and peer assessment, AO levels AFL in assessment sheets..		Existing sketchbook work. Assessment objective sheets

Notes: Additional sessions will run for an hour each week. Students will be invited to attend with the specific intent of developing some element of the work relative to the formal elements of art, craft and design., Sketchbook development work will be addressed during these sessions alongside extending the general skill base of those who opt to attend.

Lesson	Learning Objectives We are Learning to (WALTs)	Strategy Focus	PLT focus	Teaching Activity	Outcomes Plenary (WILFs) (Assessment)	H&S	Resources
16	Using all work produced to date, Students begin to plan their final outcome to the unit.	AO2, AO3, AO4	SM, EP, IE, CT TW, RL	Students have looked at several different ways of bringing together lots of different layers of information around a subject matter. Students will have been given sufficient time to plan an outcome from all their research and development work undertaken so far.	Beginning to plan their final outcome.	N/A	Differentiated to student needs.
17—26	Students will have ten lessons from which to plan and execute their final piece. Homework tasks should be self monitored to ensure unique choices are supported in the students sketchbook.	AO2, AO3 and AO4.	SM, EP, RL, CT, TW IE.	Taking all information delivered and developed so far, teacher will discuss 1:1 students ideas for development. Students will be encouraged to ensure that the formal elements of art and design are acknowledged in their work. Teacher's role will be to work to provide sufficient support to the students to enable them to complete their final response during these ten sessions.	AO2, AO3 and AO4—how well, how successfully they apply their learning in to producing their final response for the whole unit. They could choose to develop something already addressed further or, take on a new perspective.		
On-going Hwk	Any adaptations/any unique developments will be considered first during either homework tasks or the additional session times.	AO2, AO3,	IE		Final Outcome will seek to document and promote Coke as a company, as a brand, taking in to account design, history and context. Image could be an advert, poster, or flyer but could also be a painting.		
27/28	Preparing work for display	AO2, AO3.	SM	Teacher will show students how to prepare their work for presentation. Students will make sure all outcomes are mounted in preparation for final assessment.			

Differentiation—Students will work to complete a design based image around Coca Cola. It is intended that the image would have significant information organised in to its design. Students will be given the opportunity to complete the piece however they want, as long as they have supported their ideas in their sketchbook—ideally, producing further contextual studies of other artists work, as appropriate.

Assessment (as based on GCSE Assessment Criteria).

Level	Exploring Ideas and Task	Generating ideas	Developing and modelling	Planning	Evaluating	Making
F/G	Minimal ability to explore ideas through research. Minimal ability to demonstrate basic analytical and cultural understanding (1-4 AO1)	Minimal Ability to develop/generate ideas from research and other sources.	Little evidence of work being developed. Student will have produced the bare minimum.	Little evidence of work being planned in advance. Students might arrive to lessons without appropriate homework tasks completed/insufficient resources.	Minimal ability to record observations and evaluations. Minimal annotations explaining decisions made in relation to the development of their work.	Work might not be fully completed.
E/D	Some Ability to develop ideas through explorations informed by cultural and other sources.	Some ability to refine, ideas through investigations with appropriate resources, media, materials, techniques and processes.	Some ability to apply media and resources successfully.	Some ability to organise and manage their time to be able to complete most of the work set possibly inconsistent standard.	Some ability to analyse the works studied and the media undertaken.	All work should be attempted and most should be completed though to an inconsistent standard.
D/C	A generally consistent ability to explore ideas in relation to the tasks set.	A generally consistent ability to generate and refine ideas.	A generally consistent ability to develop their ideas through experimenting with media, materials, techniques and processes as their work progresses.	Organisation should be better, most deadlines met and work shows consideration for composition, technique and processes.	A generally consistent ability to effectively evaluate their work in relation to the works being studied and the research being explored.	A generally consistent ability to effectively present a personal informed and meaningful response when realising their intentions.
B/A	A consistent ability to effectively develop and explore ideas in relation to the tasks set.	Ideas will be purposefully developed in light of contextual and media development. Evidence of experimentation through resources, media, materials, techniques and processes as their work progresses.	A consistent ability to skilfully develop idea's through most appropriate media's, as explored when generating ideas.	A consistent ability to skilfully plan and develop their ideas in light of their research and development undertaken. All tasks will have been attempted, all tasks will have been completed with possible independent development	Students will be able to record their evaluations of their work and that of others. They will offer valuable contribution to peer assessment .	The outcome should be confidently completed and show direct links to the work of others. Media should have been handled skilfully and successfully.
A*	Highly developed ability to effectively develop ideas creatively, exploring ideas through contextual investigations.	Highly developed ability to generate ideas from the research explored. Expect to see the influence of several artists, illustrators/designers etc	A highly developed ability to thoughtfully refine ideas through purposeful and discriminating development.	Lots of work would have been planned and developed independently to lesson. Student would have clear goals and high expectations of their work. Extension work would be completed.	Highly developed ability to fluently and skilfully record ideas, observations and insights in relation to the development of their work and contextual links that support it.	A highly developed ability to competently present an imaginative, personal and informed response when realising intentions reflecting a highly developed ability to make appropriate connections to the work of others.

Addition all assessment

Students attitude, effort and application to the tasks set will be taken in to account during the assessment process with effort grades being noted. Also, results from the tests will be recorded for the reports. Students will evaluate their time in Graphics, they will provide themselves with a target for their next unit and will receive a target from the teacher at the same time.

Examples of Year 7 Work