



STOKE
DAMEREL

Aspire Achieve Thrive

Half Term 1
Art - Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Modern Britain	
Wednesday	Sparx	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Modern Britain
Friday	Sparx	Science	English	

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Open C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

Art Year 10 Half Term 1 - Homework Plan

Week / Date	Homework task	Details*
Week 1 05/09/22	AO1: Artist Research The history of Architecture	Read the information on the history of Architecture Cornell note taking based on the topic. https://en.wikipedia.org/wiki/History_of_architecture
Week 2 12/09/22	AO1: Artist Research The history of Architecture	Continue to read the information on the history of Architecture Cornell note taking based on the topic.
Week 3 19/09/22	AO1: Artist Research The history of Architecture	Use your Cornell notes on <i>Architecture</i> , to write 100-200 words based on the topic. Use the literacy guides to support you if needed.
Week 4 26/09/22	AO1: Artist Research Who is Ian Murphy?	Read the information on the Artist: <i>Ian Murphy</i> . Cornell note taking based on the artist. https://www.ianmurphyartist.com/about/
Week 5 03/10/22	AO1: Artist Research Who is Ian Murphy?	Use your Cornell notes on <i>Ian Murphy</i> , to write 100-200 words based on the artist. Use the literacy guides to support you if needed.
Week 6 10/10/22	AO1: Artist Research: 'Hutong' Series by Ian Murphy (2020)	Use the <i>Writing frame for a critical study</i> sheet, complete notes to analyse the piece of work by the artist investigated.
Week 7 17/10/22	AO1: Artist Research: 'Hutong' Series by Ian Murphy (2020)	Read and review the notes from your analysis of the artwork. Write up 100 - 200 words based on the piece of work by the artist investigated.

* Make sure you have your homework books each lesson. The work produced here will be used within your coursework books as part of **Assessment Objective 1: Artist Research**.

Art, Craft and Design

WEEK 1, 2 & 3:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Architecture

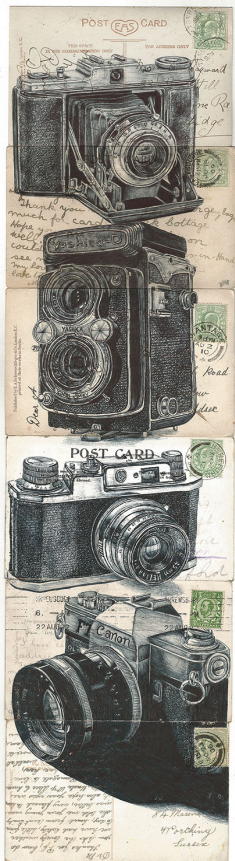
The history of architecture traces the changes in architecture through various traditions, regions, overarching stylistic trends, and dates. The beginnings of all these traditions are thought to be humans satisfying the very basic need of shelter and protection. The term "architecture" generally refers to buildings, but in its essence is much broader, including fields we now consider specialised forms of practice, such as urbanism, civil engineering, naval, military, and landscape architecture.



Trends in architecture were influenced, among other factors, by technological innovations, particularly in the 19th, 20th and 21st centuries. The improvement and/or use of steel, cast iron, tile, reinforced concrete, and glass helped for example Art Nouveau appear and made Beaux Arts more grandiose.

WEEK 4 & 5:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.



Ian Murphy

Ian Murphy works in a variety of drawing, printing and painting techniques to produce large bold canvasses. The character and eroded architecture of Venice has been the inspiration for much of his work. He experiments with collage to create a textured base for his detailed pen and ink work. The colours and mark making used within his work creates a very sad and gloomy effect.

The emotion in his work makes you wonder who, if anybody, lives in the buildings he draws. Look closely to see the different materials and techniques used within the artwork. What would happen if you changed the colours used? Would this change the emotion of the piece of work?

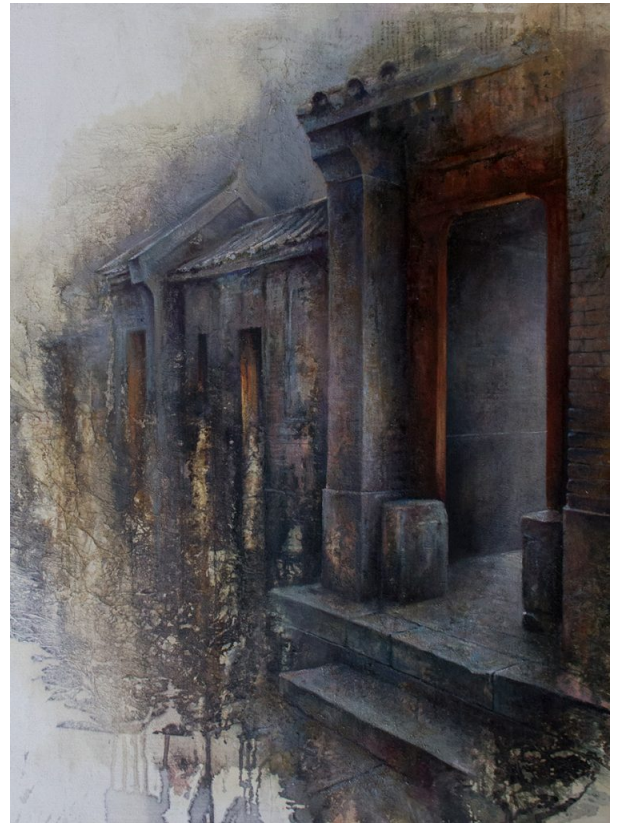


WEEK 6 & 7:**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

Many viewers of Ian Murphy's work often talk about wanting to 'walk in' to the painting, trying to follow an enticing journey through to the inner courtyard or through a partially obscured passageway. This visual connection is usually associated with the presence of a hidden light source, an important ingredient which gently manipulates the audience into engaging, not only with his personal exploration of places far away, but the unique traits of the image itself.

'Hutong' Series 2020

by Ian Murphy



The 'Hutong' series, in particular, encapsulates this quality perfectly. In many of the compositions Ian Murphy presents you with the strong presence of the exterior facades of the Chinese village homes. The walls physically occupy the greater proportion of the canvas surface, they seamlessly appear out of the tactile surface textures, but significantly they are always depicted from an angle that prevents you from seeing too much of the interior space. This almost tantalising approach to the viewing angle, in one sense,

immediately symbolises the protective nature of the exterior facade but, more importantly, it creates intrigue and speculation; what is there to see through the passageway? What will I discover if I walk a bit further?

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions

Versatile - able to adapt or be adapted to many different functions or activities.
Revolution - a forcible overthrow of a government or social order.
Innovative - introducing new ideas; original and creative in thinking.
Aesthetic - the appreciation of beauty.
Analytical - documentary - research based work
Postpone - to wait
Recognition - acknowledgement of something
Societies - a community of people
Transform - to change
Reconstruction - to rebuild
Restoration - to repair
Decay - To deconstruct with age
Alludes - to suggest

TIER 3 Vocabulary and definitions

Artistic - relating to art
Art Movement - a style in art with a common theme or idea within a certain time period
Graphic Designer - a creative profession
Photomontage - a collage with photographs
Photography - capturing images with a camera
Urban landscape - man made environment
Geometric - mathematical shapes
Architecture - the design of buildings
Compositional - the layout or design of an image

Writing about Artwork

CONTENT

What is its subject matter? Is it based on direct observation, remembered, invented or imagined?
 Does the content deal with any social, cultural, religious, moral, economic or political issue?
 Is the meaning and content of the work immediately obvious or is it partly hidden?
 Does the work remind you of something you have seen before or does it link to other art work based on the content?
 List what you see using no more than 12 words.

FORM

How has the work been designed?
 What colours have been used and how have these been arranged? Are they harmonious or do they contrast? Are they used subtly or are they vivid?
 Does any one colour dominate or are two or more equally important and eye catching?
 What shape or shapes have been used in the composition of the work? Are any of these geometric? Do these connect to each other in any way?
 Has the artist used texture in the work?
 How big is the work? Does this affect how it is viewed?

MOOD

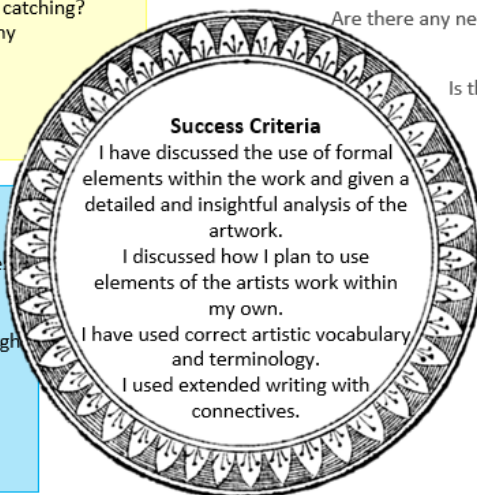
How is the work affecting you and why? Are you able to identify what qualities the work possesses that is causing you to respond in this way?
 Does it capture a particular mood, atmosphere or feeling?
 Does it remind you of something you have experienced, either in life or through another work of art, music, play, poem, story or novel etc.?
 Is the painting quiet or noisy, calming or disturbing, happy or sad, relaxing or jarring?
 What words most effectively describe how you feel about this work?
 Write down 3 questions you would like to ask the artist about the work.

PROCESS

What has this work been made out of? What materials, tools, techniques and processes has the artist used?
 Design a flow chart detailing how the artist might have made the work; from inception to completion.
 Do you think the artist improvised as they went along or do you think a design or some other form of preparatory study provided a guide?
 Do you think the artist relied on supporting studies i.e. sketches, diagrams, moquette or photographs for the overall idea or for details within it?
 What specific skills and techniques do you think were required to create such a work?
 Do you know of any other work which might have been made in a similar way?

Challenge

- Are there any news articles linked to this work/artist?
- Is there work similar to this being shown in current exhibitions?
- Imagine you are the artist; write a diary entry or postcard home.
- Analyse your own work using these questions.
- Create a PowerPoint to present your analysis to your class.



Sentence starters...

- While looking at the work...
- Initially I thought that...
- The artists work reminds me of...
- I particularly like the...
- In my own work I would like to...
- In my opinion I feel that...
- The artist creates work which...
- This type of work is...
- The similarities between... and... are apparent because...
- The skill/technique which worked really well was... this added to my work because...
- The main theme which inspired me was... because...
- I think the colour scheme used is effective because...
- I think the artist has been inspired by... because...

Connectives

<p>ADDING and also as well as moreover too furthermore additionally</p>	<p>SEQUENCING First, second, third..... finally, next meanwhile after then subsequently</p>	<p>ILLUSTRATING for example such as for instance in the case of as revealed by... illustrated by...</p>	<p>CAUSE AND EFFECT because so therefore thus consequently hence</p>
<p>COMPARING similarly likewise as with like equally in the same way...</p>	<p>QUALIFYING but however although unless except apart from as long as if</p>	<p>CONTRASTING whereas instead of alternatively otherwise unlike on the other hand... conversely</p>	<p>EMPHASISING above all in particular especially significantly indeed notably</p>



STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

Date / /

Topic

WEEK 4

Questions	Notes

Summary

Writing frame for critical study

WEEK 6

Structure	Useful Starters	Useful vocabulary
Introduction: Describe the work – pretend that you are telling someone who cannot see it	<p>..... was completed by in</p> <p>The work portrays</p>	suggests, conveys, conjures up, recalls, recreates, when looking at closely, from a distance.
Artists intention	<p>I think the artist is trying to</p> <p>The reason I think this is because</p>	exaggerate, distort, conjure up, recreate, observe, reflect, express mood or ideas, explore material, line, tone, texture, colour, shape, see, feel, think, imagine.
Source of inspiration and influences	<p>I think the artist worked from because.....</p> <p>The artist prepared for this work by.....</p>	observation, memory, imagination, supporting sketches, photographs.
Your reaction	The work makes me feel because	happy, sad, suggests, evokes, conveys, mood, feeling, atmosphere, recalls, reminds me of, inspires me.
Use of form	The work has been composed of.....	balanced, symmetrical, foreground, background, arrangement, composition, design, strong lines, leads the eye, shapes, small, large, angular, curved.
Use of colour, tone and texture	<p>The artist's use ofsuggests.....</p> <p>I think he/she has done this to suggest.....</p>	hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, rough, smooth, broken.
Style	<p>The artist's style is</p> <p>I can tell this by</p>	technique, abstract, realistic, surrealistic
Conclusion	I like this work because	

