



STOKE
DAMEREL

Aspire Achieve Thrive

Half Term 1

Art - 11A/At1

Name: _____

Tutor: _____

Example Year 11 Homework Timetable

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

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Art Year 11A/At1 Half Term 1 - Homework Plan

Week / Date	Homework task	Details*
Week 1 05/09/22	AO1: Artist Research What does identity mean?	Research the theme of <i>identity</i> , making notes based on the theme.
Week 2 12/09/22	AO1: Artist Research Who was Frida Kahlo?	Read the information on the artist: <i>Frida Kahlo</i> . Cornell note taking based on the topic. https://www.fridakahlo.org/
Week 3 19/09/22	AO1: Artist Research Who was Frida Kahlo?	Use your Cornell notes on <i>Frida Kahlo</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: The Two Fridas, 1939 by Frida Kahlo	Use the <i>Writing frame for a critical study</i> sheet, complete notes to analyse the piece of work by the artist investigated. https://www.fridakahlo.org/the-two-fridas.jsp
Week 5 03/10/22	AO1: Artist Research: The Two Fridas, 1939 by Frida Kahlo	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.
Week 6 10/10/22	AO1: Artist Research Who is Yasumasa Morimura?	Read the information on the Artist: <i>Yasumasa Morimura</i> . Cornell note taking based on the artist. https://www.saatchigallery.com/artist/yasumasa_morimura
Week 7 17/10/22	AO1: Artist Research Who is Yasumasa Morimura?	Use your Cornell notes on <i>Yasumasa Morimura</i> , to write 100-200 words based on the artist. Use the literacy guides to support you if needed.

* 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 2 & 3:

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

Frida Kahlo

Mexican artist Frida Kahlo is remembered for her self-portraits, pain and passion, and bold, vibrant colours. She is celebrated in Mexico for her attention to Mexican and indigenous culture and by feminists for her depiction of the female experience and form.



Kahlo, who suffered from polio as a child, nearly died in a bus accident as a teenager. She suffered multiple fractures of her spine, collarbone and ribs, a shattered pelvis, broken foot and a dislocated shoulder. She began to focus heavily on painting while recovering in a body cast. In her lifetime, she had 30 operations.



Life experience is a common theme in Kahlo's approximately 200 paintings, sketches and drawings. Her physical and emotional pain are depicted starkly on canvases, as is her turbulent relationship with her husband, fellow artist Diego Rivera, who she married twice. Of her 143 paintings, 55 are self-portraits.

WEEK 6 & 7:

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

Yasumasa Morimura

Yasumasa Morimura (born 1951, Osaka, Japan) has been working as a conceptual photographer and filmmaker for more than three decades. Through extensive use of props, costumes, makeup, and digital manipulation, the artist masterfully transforms himself into recognizable subjects, often from the Western cultural canon. Morimura has



based works on seminal paintings by Frida Kahlo, Vincent Van Gogh, and Diego Velázquez, as well as images culled from historical materials, mass media, and popular culture. The artist's reinvention of iconic photographs and art historical masterpieces challenges the associations the viewer has with the subjects, while also commenting on Japan's complex absorption of Western culture. Through his depiction of female stars and characters, Morimura subverts the concept of the "male gaze"; within each image he both challenges the authority of identity and overturns the traditional scope of self-portraiture.



The Two Fridas, 1939 by Frida Kahlo

This painting was completed shortly after her divorce with Diego Rivera. This portrait shows Frida's two different personalities. One is the traditional Frida in Tehuana costume, with a broken heart, sitting next to an independent, modern dressed Frida. In Frida's diary, she wrote about this painting and said it originated from her memory of an imaginary childhood friend. Later she admitted it expressed her desperation and loneliness with the separation from Diego.

In this painting, the two Fridas are holding hands. They both have visible hearts and the heart of the traditional Frida is cut and torn open. The main artery, which comes from the torn heart down to the right hand of the traditional Frida, is cut off by the surgical pincers held in the lap of the traditional Frida. The blood keeps dripping on her white dress and she is in danger of bleeding to death. The stormy sky filled with agitated clouds may reflect Frida's inner turmoil.



Why do you think the artist used the materials she did?

Think about the composition (layout) of the piece of work. What is the focal point?

How has the piece of work been produced?

What is the meaning behind the piece of work?

(Use the writing frame for critical study to complete your analysis)

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

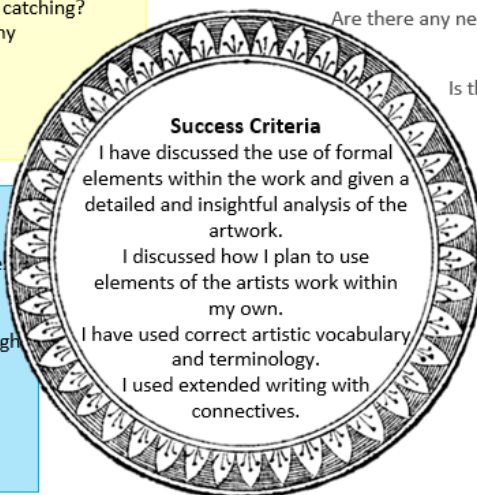
How is the work affecting you and why? Are you able to identify what qualities the work possesses that is causing you to respond in this way?
 Does it capture a particular mood, atmosphere or feeling?
 Does it remind you of something you have experienced, either in life or through another work of art, 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 1 & 2

Questions	Notes
	Identity:

Summary

Writing frame for critical study

WEEK 4

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	

