



STOKE
DAMEREL

Aspire | Achieve | Thrive

Cycle 4

Art - 10A/At1

Name: _____

Tutor: _____

Year 10 Homework Timetable

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

Tassomai - 50 questions per week

Hegarty - 4 tasks of Hegarty per week

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		

Art Year 10A/A1 Cycle 4 - Homework Plan

Week / Date	Homework task	Details*
Week 1 April 25th	AO1: Artist Research What is collaging?	Read the information on the Art Technique: <i>Collaging</i> . Cornell note taking based on the topic. https://curtisward.com/what-is-lino-printing https://www.paulcatherall.com/process/
Week 2 May 2nd	AO1: Artist Research What is collaging?	Use your Cornell notes on <i>collaging</i> , to write 100-200 words based on the topic. Use the literacy guides to support you if needed.
Week 3 May 9th	AO1: Artist Research Who was Mark Powell?	Read the information on the Artist: <i>Mark Powell</i> . Cornell note taking based on the artist. https://www.markpowellartist.com/pages/faqs/
Week 4 May 16th	AO1: Artist Research Who was Mark Powell?	Use your Cornell notes on <i>Mark Powell</i> , to write 100-200 words based on the artist. Use the literacy guides to support you if needed.
Week 5 May 23rd	AO1: Artist Research: American Tourist by Mark Powell (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 6 June 6th	AO1: Artist Research: American Tourist by Mark Powell (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.
Week 7 and 8 June 13th & June 20th	Self-questioning: Weeks 1 - 6	Revision for your knowledge assessment.
Week 9 June 27th	Self-questioning: Plug the gaps from Week 1 - 6	DIRT Use this time to complete any feedback points from your previous homework tasks not finished.

* 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:

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

Collaging

Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.

The term collage derives from the French term *papiers collés* (or *découpage*), used to describe techniques of pasting paper cut-outs onto various surfaces. It was first used as an artists' technique in the early twentieth century.

Collage can also include other media such as painting and drawing, and contain three-dimensional elements.

Dada artist Hannah Höch used collage as a way to create social commentaries and surrealist worlds. Contemporary artist Wangechi Mutu cuts up magazines in order to reimagine the images that we're accustomed to seeing. And Barbara Kruger combines images with text to reframe language and surprise her audience. These artists, and many others, take advantage of the ripe artistic potential of collage. They meld together stray materials, found objects, and text to create transfixing works of art. Best of all, collage is incredibly accessible for artists of all levels.



WEEK 3 & 4:

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

Mark Powell

Mark Powell was born in Yorkshire and attended Huddersfield University. He takes old maps, playing cards, board games, periodicals, and antique documents, some dating back as far as the 17th century, as his canvas. Mark Powell produces dazzling, intricately detailed pen and ink portraits that evoke a palpable sense of history. Using only a simple Bic biro pen, Mark Powell draws his subjects, nearly always anonymous older characters, with unerring precision, evoking a sense of their ingrained and deeply personal life stories as he captures every line and wrinkle. He creates an



evocative, often eerie dialogue between his subjects and the materials on which they are portrayed.



Though many of his works remain narratively ambiguous, there is an unmistakable undercurrent of social commentary in others, as in *American Tourists* (2020), which superimposes the image of an aged Native American over a map of Manhattan island.

WEEK 5 & 6:**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.**American Tourist** by Mark Powell (2020)

There is an unmistakable undercurrent of social commentary in Mark Powell's work, as in *American Tourists* (2020), which superimposes the image of an aged Native American over a map of Manhattan island.

Why do you think the artist used the materials he 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)



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

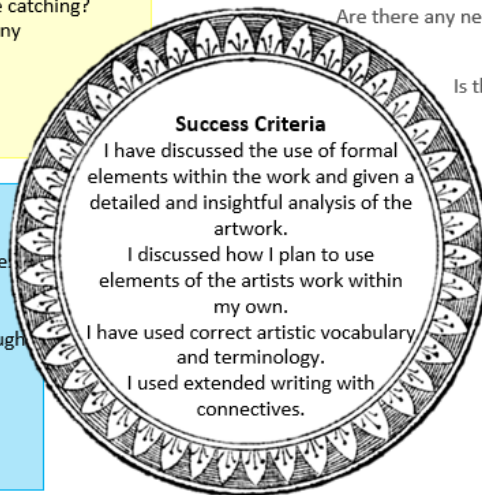
Are there any news articles linked to this work/artist?

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.

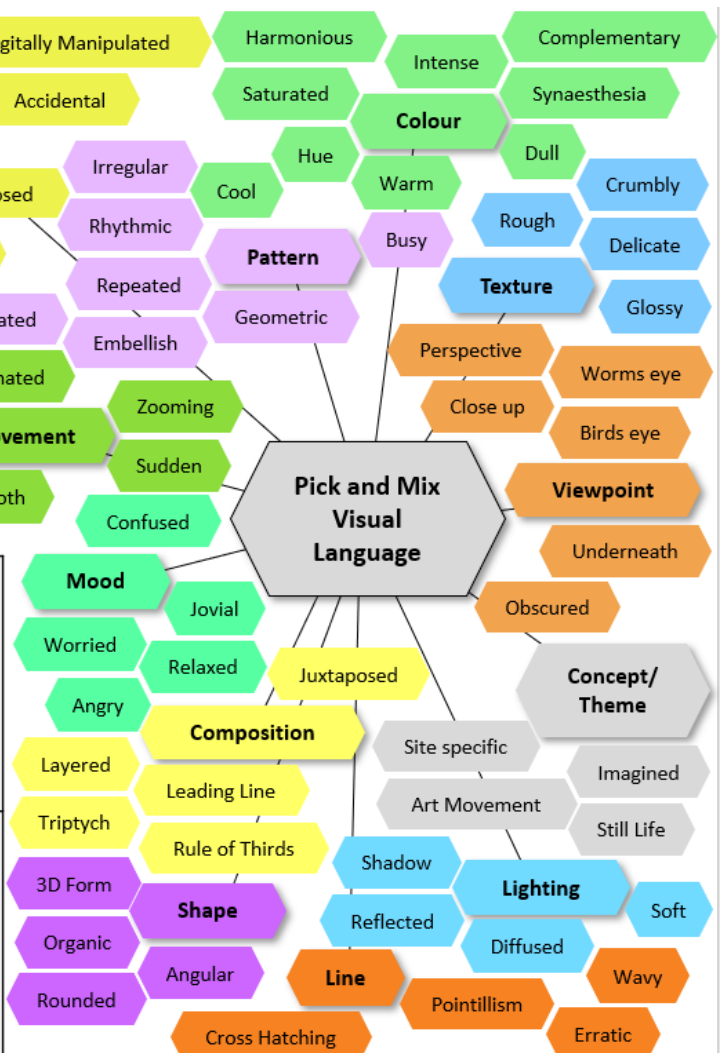


Sentence starters...

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

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



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.

Questions	Notes

Summary

Date.....

What is collaging?

Answer:-

[illegible]

Questions	Notes

Summary

Date.....

Who was Mark Powell?

Answer:-

[illegible]

Writing frame for critical study		WEEK 5
Structure	Useful Starters	Useful vocabulary
Introduction: Describe the work – pretend that you are telling someone who cannot see it was completed by in The work portrays	suggests, conveys, conjures up, recalls, recreates, when looking at closely, from a distance.
Artists intention	I think the artist is trying to The reason I think this is because	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	I think the artist worked from because..... The artist prepared for this work by.....	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	The artist's use ofsuggests..... I think he/she has done this to suggest.....	hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, rough, smooth, broken.
Style	The artist's style is I can tell this by	technique, abstract, realistic, surrealistic
Conclusion	I like this work because	

American Tourist by Mark Powell (2020)

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Why do you think the artist used the colours he did?

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

How has the piece of work been produced?

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

Date.....

American Tourist by Mark Powell (2020)

Answer:-

[illegible]

Revision Page

Week 7

[illegible]

Revision Page

Week 8

[illegible]

[illegible]