



Year 7 Fish

15 Lessons

<p>Aims:</p> <ol style="list-style-type: none"> To investigate fish as a source of inspiration as you develop your ability to record from observation and inspiration. To work with clay safely and effectively <p>Links to KS4: The project work is assessed with a focus upon the assessment objectives of the New EDEXCEL GCSE specification:</p> <p>AO1: Develop ideas AO2: Refine work/Exploring & Experimenting AO3: Recording thoughts, observations and intentions AO4: Personal response</p>		
<p>Key Skills</p> <ul style="list-style-type: none"> To apply learning, knowledge and skills acquired in the formal elements project. To record what you see from a primary source. (Real Fish) To record what you think. (Fish doing a job) To control and manipulate the formal elements. To combine artist media effectively. To work with clay safely and effectively. To develop ideas and influences by studying the work of Hunderwasser. To consider the context and purpose of artwork. To demonstrate consistent understanding of visual language. To communicate purpose and meaning. To show originality and a personal approach. 	<p>Literacy Links:</p> <p>Keywords: Manipulate, Wedge, Slip, Slab, Stiletto Knife, Rolling Guides, Relief, Hazard, Safety, Risk, Progress, Baseline. Students will provide written annotation, demonstrating their understanding of each formal element.</p>	<p>Numeracy Links:</p> <p>Pace is key as student have clear time frames to ensure that clay work does not dry out. Timings – wedging of clay. Measuring slabs to ensure tile template can be used.</p>
<p>Assessment</p> <p>The project work is assessed with a focus upon the most appropriate assessment objectives of the New EDEXCEL GCSE specification.</p> <p>AO1: Develop ideas AO2: Refine work/Exploring & Experimenting AO3: Recording thoughts, observations and intentions AO4: Personal response</p> <p>The completed project and clay tile outcome is then assessed against all 4 assessment objects which are equally weighted.</p> <p>The Final Outcome is assessed against the 4 bands of Excellence/Secure/Emerging/Developing on the student personal learning checklist.</p>	<p>Cross-Curricular Links</p> <p>Geography, Science, Design – Hunderwasser was painter, architect, ecologist and visionary. To develop contextual understanding, students will analyse work that considers environmental and ethical issues.</p> <p>SMSC opportunities and British Values</p> <p>Students need to conduct themselves professionally in the classroom, showing mutual respect towards their classmates. Context of art and design work is discussed. Students will be required to support each other as they prepare clay.</p>	
<p>Opportunities for further learning</p>		

Students have the opportunity to demonstrate an exemplary level of working throughout the project. Students will develop the skill to work safely and independently with clay. After completing the project it would be possible for students to work with clay independently at art club or in the future as part of their KS4 portfolio.