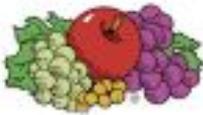


TERM 2.1	A0	Main Skill & Learning Outcome	Physical Outcome
BIGGER PICTURE			
Week 2 13/1/20	A01	Introduction and research Precept and brand awareness	Research page or powerpoint
Week 4 27/1/20	A01	Brand Awareness Select Font, Palette, format	Create and develop own digital portfolio for a personal project
Week 6 10/2/20	A01	Adjectives - Brand Awareness of an Artist	Brand Deck select 5 Key adjectives MindMap Artist Research Page
Week 2 2/3/20	A03	Inspiration Idea 1	Response to Artist 1 focus on 1 Adjective as message or theme to artwork? Eg does viewer feel (insert chosen adjective) ?
Week 4 16/3/20	A03	Inspiration Idea 2	Response to Artist 1 focus on 1 Adjective as message or theme to artwork? Eg does viewer feel (insert different chosen adjective) ?
Week 6 30/3/20	A04	Celebration Event	HWK :Design Open Studio Flyer Tweet artwork Present Inspiration boards and Digital Portfolio



**GUESS
THE
BRAND ?**



DIN

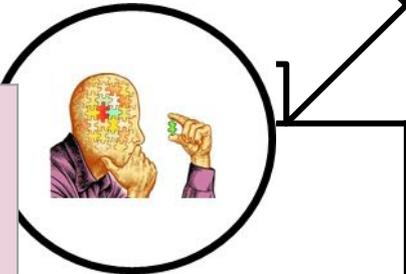
Learning Objective Know about the Creative Career Industry

Create Mind Map based on creative Careers industry or pinterest board

Powerpoint on Creative Careers Industry Focusing on Graphic Designer

Prezi presentation on Brand Awareness using resources material from Precept

Create using free online software for webpage or blog. Use principles of Brand Awareness and make interactive site for Creative Careers with Precept profile



Literacy



ART SKILL/AO

AO1 EXPLORE
 BEGIN TO LINK A THEME IMAGES
 TO OUR CHOSEN ARTISTS WORK
 WRITTEN ANALYSIS
 LINK ARTISTS WORK TO IDEAS AND ARTWORK RESEARCH

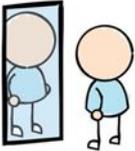
SKILLED

CONSISTENCY

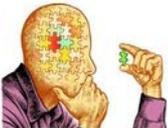
HIGHLY DEVELOPED

EXCEPTIONAL

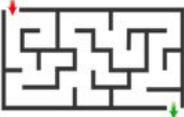
RETRIEVE...



- **SUMMARISE** what you have learnt this lesson
- Which **VISUAL ELEMENT** have you used this lesson? How?
- Which **DNA** have you used this lesson? Why/how?



- **LINK** the topic this lesson to another topic we have learnt
- **LIST** the key vocabulary for this topic
- Based on what you have learnt today, what **might** you need to learn **next**? Why?



- If you were planning the next lesson, what would you **plan**? **Why**?
- **EXPLAIN** how your learning this lesson will **help** you in future lessons
- Draw a **VISUAL representation** of what you have learnt this lesson/half term

Resource for MindMaps

Sketchnote Tips Carol Anne McGuire

Lettering • Print (easy to read)

High Low

SKINNY FAT

ALL CAPS
SMALL CAPS

Kinder

FANCY

≡ Fast

Reverse

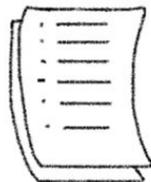
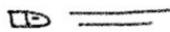
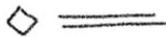
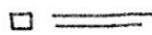
BLOCK

3D

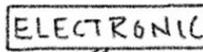
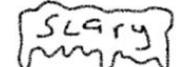
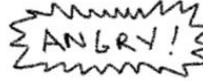
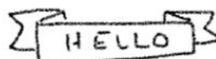
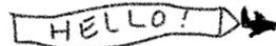
DASH

Scripts

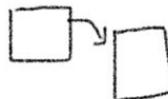
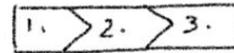
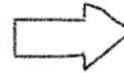
Bullets



Frames



Connectors



Shadows



People



Resource for MindMaps

Visual Note-taking: "THREE" THINGS TO REMEMBER

THE BASICS

NOT MERELY WRITING THE USUAL WAY:

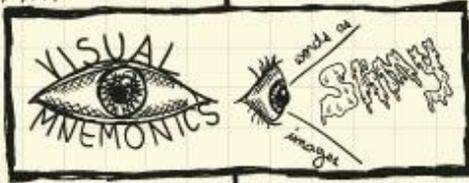
TEXT

DISTINCTION



IMPORTANT

DETAILS, DESCRIPTIONS, ETC.



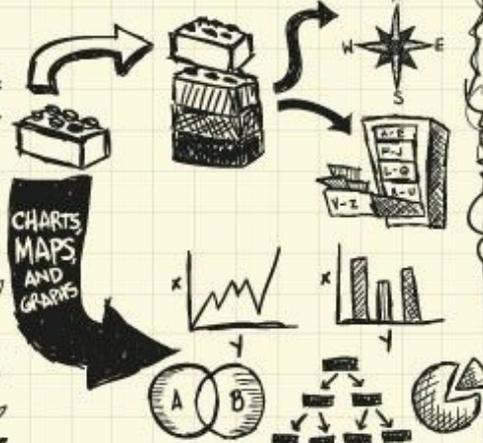
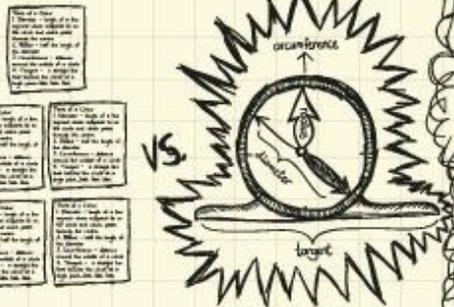
EMPHASIS

YOU CALL

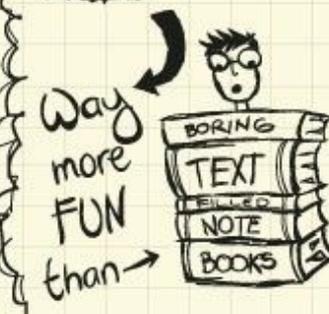
THE SHOTS



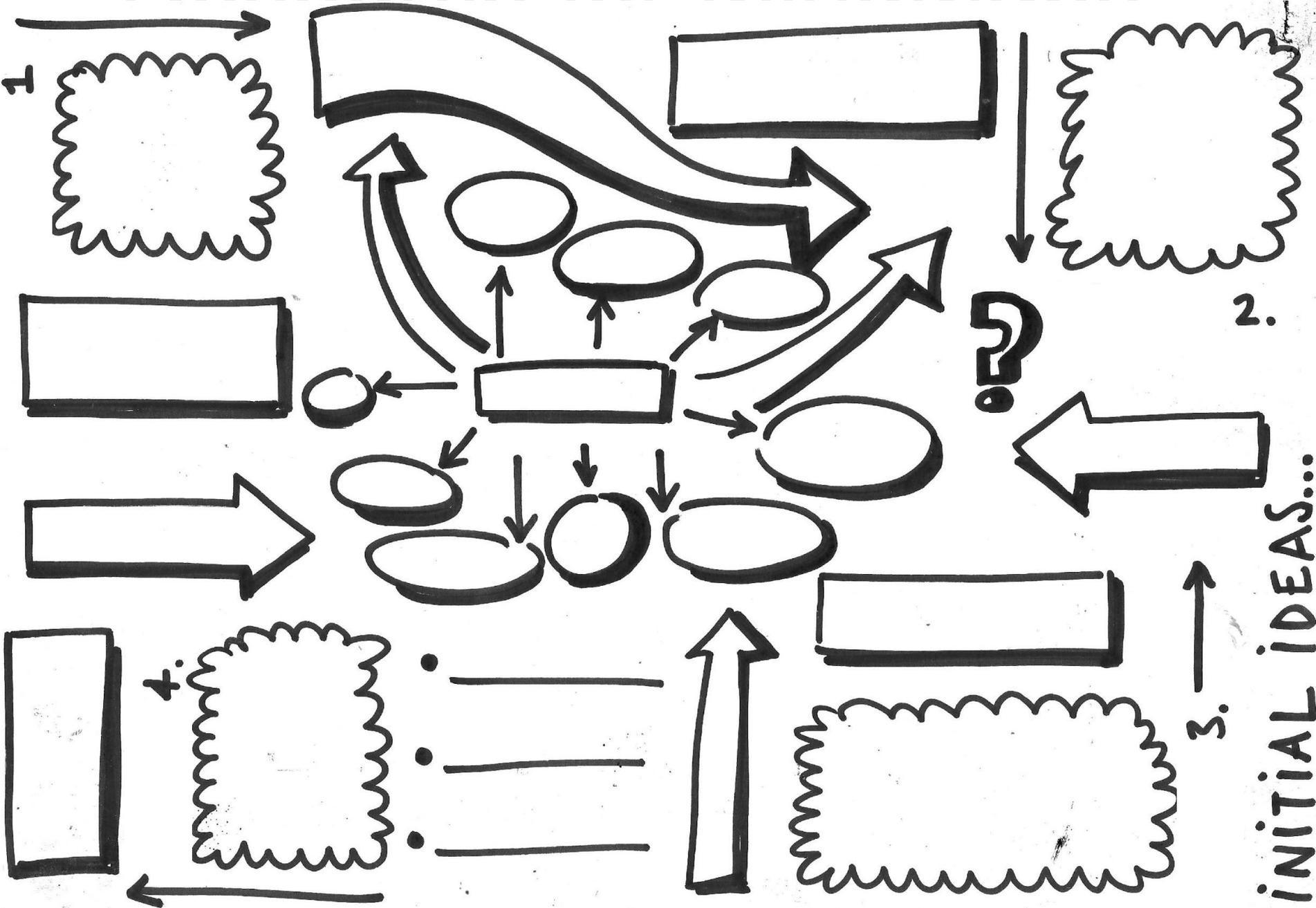
A PICTURE IS WORTH A THOUSAND WORDS:



WHY VISUAL NOTE-TAKING?



Resource for MindMaps



Resource - How to Prezi

<https://www.youtube.com/watch?v=vCkvy4Gvqw8>



Search



THE PURSUIT OF POWER IS THE ORIGIN OF EVIL

- The ring represents power / selfishness not evil, but it is a temptation to fall for the evil of pursuit of power
- Industry was another source of evil
 - Tolkien's evil characters are very industrialized
 - making weapons / armor
 - reproducing themselves
 - cutting down trees
 - burning the ground

ZOHo One

One software suite
to run your entire business

START YOUR FREE TRIAL



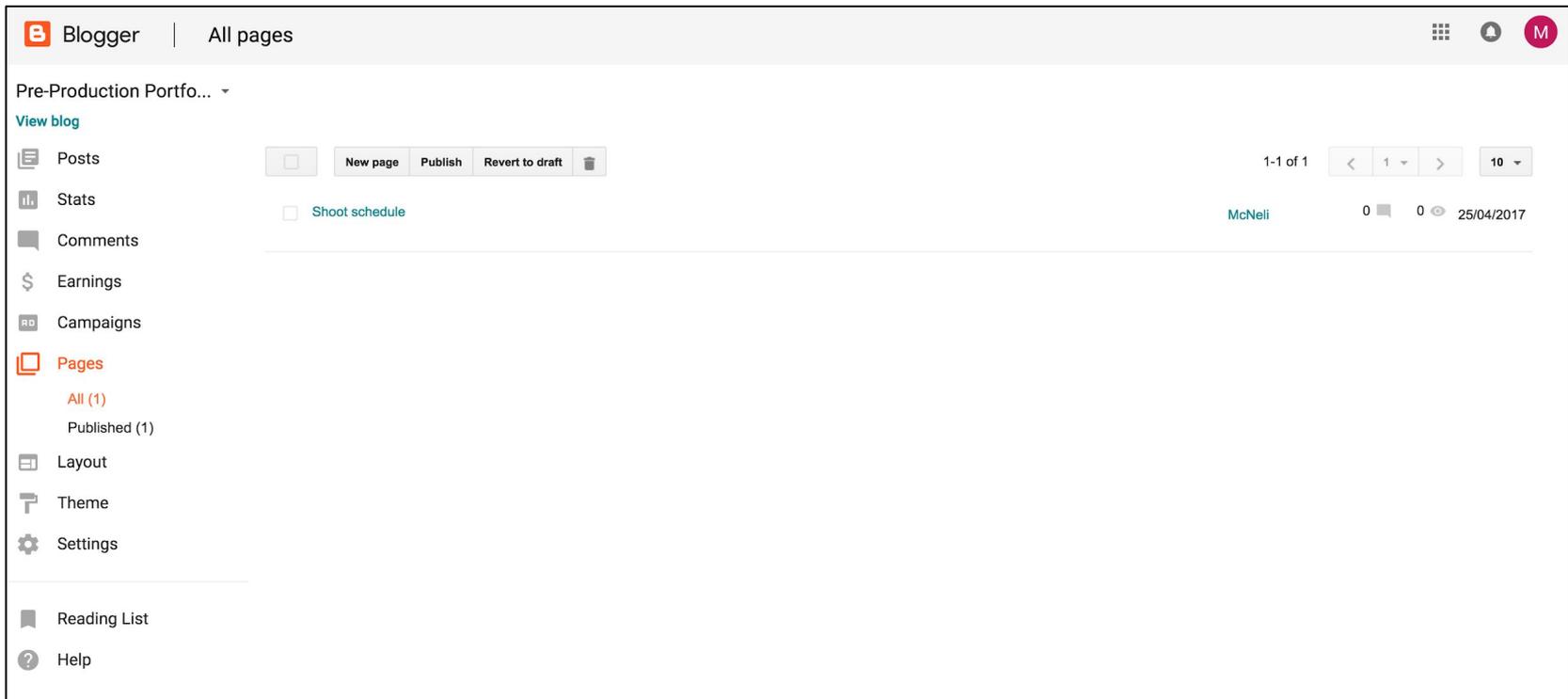
Resources

BLOGGER

https://www.blogger.com/about/?r=1-null_user

Formats for documenting Contents of Blogger.

How to set up a blog for use as an electronic pre-production portfolio...



The screenshot displays the Blogger dashboard interface. At the top, the Blogger logo and 'All pages' are visible. The main content area is titled 'Pre-Production Portfo...' and includes a 'View blog' link. Below this, there are navigation buttons: 'New page', 'Publish', 'Revert to draft', and a trash icon. A pagination control shows '1-1 of 1' with navigation arrows and a '10' dropdown. A single page entry is listed with the title 'Shoot schedule', the author 'McNeli', and the date '25/04/2017'. On the left sidebar, the 'Pages' section is highlighted in red, showing 'All (1)' and 'Published (1)'. Other sidebar items include 'Posts', 'Stats', 'Comments', 'Earnings', 'Campaigns', 'Layout', 'Theme', 'Settings', 'Reading List', and 'Help'.

Formats for documenting Contents of Blogger.

How to add pages to the blog and how to allocate posts to specific pages...

Pre-Production Portfo... ▾

[View blog](#)

- Posts [New page](#) [Publish](#) [Revert to draft](#)
- Stats [Shoot schedule](#)
- Comments
- Earnings
- Campaigns
- Pages**
 - [All \(1\)](#)
 - [Published \(1\)](#)
- Layout
- Theme
- Settings

- Reading List
- Help

[New page](#) [Publish](#) [Revert to draft](#)

[Shoot schedule](#)
[Edit](#) | [View](#) | [Share](#) | [Delete](#)

Pre-Production Portfo...

[View blog](#)

- Posts
- Stats
- Comments
- Earnings
- Campaigns
- Pages
- Layout**
- Theme
- Settings
- Reading List
- Help

Some of the gadget settings might not affect the appearance of your current theme.
Add, remove and edit gadgets on your blog. Click and drag to rearrange gadgets. To change columns and widths, use the [Theme Designer](#).

Save arrangement

1.

The screenshot shows the Blogger layout designer interface. At the top, there's a 'Favicon' gadget. Below it are two columns of gadgets. The left column contains a 'Sidebar (top)' with an 'Add a Gadget' button and an 'About Me' profile gadget, and a 'Sidebar (bottom)' with an 'Add a Gadget' button and a 'Blog Archive' gadget. The right column contains a 'Search (Top)' with a 'Search This Blog' gadget, a 'Header' with a 'Pre-Production Portfolio (H...)' page header gadget, and a 'Subscription' with a 'Follow by Email' gadget. A 'Save arrangement' button is visible in the top right corner.

1.

2.

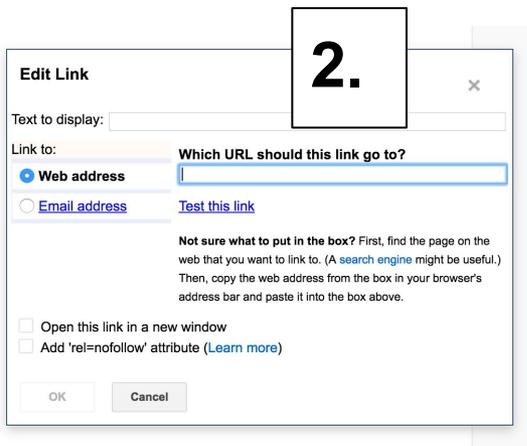
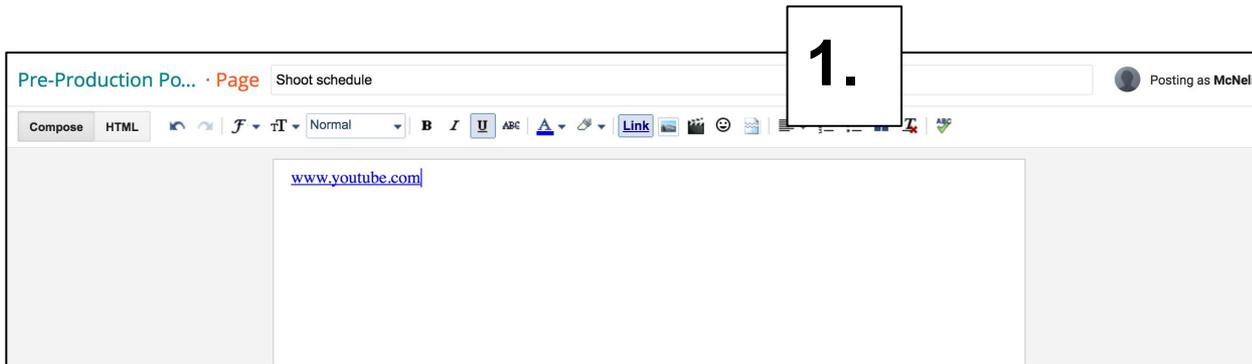
The screenshot shows a 'Page list (top)' gadget. It contains a single entry: 'Camera Crew Logistics' with a page icon and an edit pencil icon.

The screenshot shows the 'Configure Page List' dialog box. It has a title bar 'Blogger - Configure Page List'. The 'Visible' section has a checked 'Show Pages' checkbox. The 'Title (optional)' field contains 'Camera Crew Logistics'. The 'Pages to show' section has 'Home' and 'Shoot schedule' checked. The 'List Order' section shows 'Home' and 'Shoot schedule' in a list with drag handles. A tip at the bottom says: 'Tip: In Design, reposition the gadget to change its appearance. Tabs — move gadget under header. List of links — move gadget to side column.' A 'Help' button is at the bottom left.

3.

Formats for documenting Contents of Blogger.

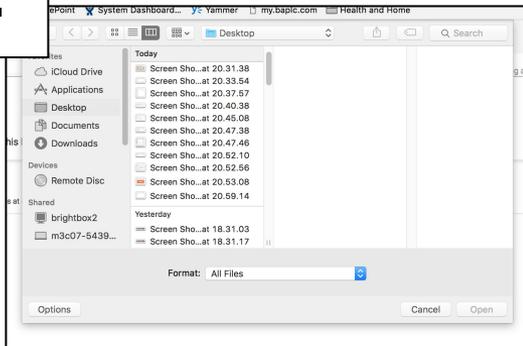
How to add hyperlinks on the blog...



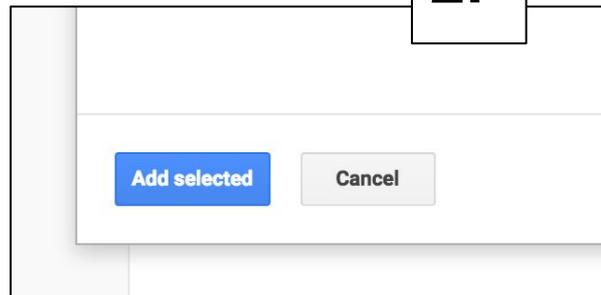
C1: Formats for documenting.
C2: Contents

and how to insert/position/resize/annotate images ...

1.



2.



3.





Brand Guidelines Example

The following outlines a general structure of a typical brand guidelines document.

Please note: This can change from client to client depending on the project.

02 — Brand Strategy	15 — Typography
03 — What we stand for	16 — Font family
04 — What makes us different	17 — Photography
07 — How we got here	18 — Lifestyle imagery
08 — Brand Identity	19 — Product imagery
09 — Logo	20 — Photography misuse
10 — Logo usage	21 — Verbal Identity
11 — Colourways	22 — Tagline
12 — Logo Misuse	23 — Tone of voice overview
13 — Colour	24 — How we sound
14 — References	

Our Approach

- 1. Discovery
- 2. Brand Performance Strategy
- 3. Brand Development
- 4. Implementation
- 5. Ongoing Support



Log On!
Open email
& plan this
quiz!

JUST FOR FUN QUIZ / CHEESE OR FONT?

RANDOM JUST FOR FUN OR COM

Can you name the cheeses and fonts?

by chair [FOLLOW](#)

13,447 Plays [Quiz not verified by Sporcle](#)

4.5 71 | 25

HOW TO PLAY FORCED ORDER WRONG ANSWERS

Also try: [Cheese or font? II](#)

POPULAR QUIZZES TODAY

- Impeached US Presidents
 - Letter Pyramid - US States
 - Mini Paint-By-Numbers XXI
 - Finish the Famous Star Wars Qu...
 - Find the US States - No Outlines...
- [More Quizzes](#)

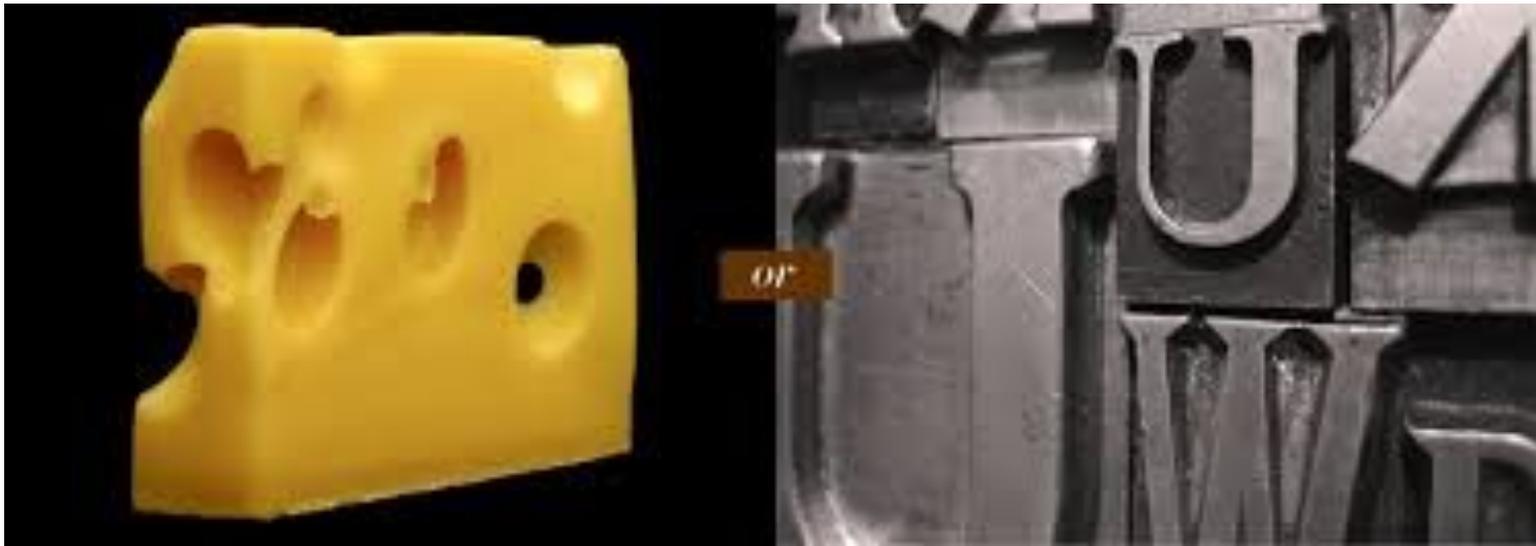
PLAY QUIZ

SCORE ▾

0/50 05

Cheese or font?	Enter C or F	Cheese or font?	Enter C or F
Charme		Crescenza	
Sardo		Baylough	
Barmeno		Verdana	
Mascareo		Ambert	
Guerbigny		Cretino	
Raumsonde		Taleggio	
Margotin		Roule	
Rudelsberg		Laban	

<https://www.sporcle.com/games/chair/cheese-or-font>



DIN

Learning Objective

Develop your own HOUSE STYLE for a Digital Portfolio

Create a Basic Brand Template, to help with Consistency in your Digital Portfolio

From Powerpoint package

Create a personal Brand Template, to help with Consistency in your Digital Portfolio

Using font generator and specific colour number

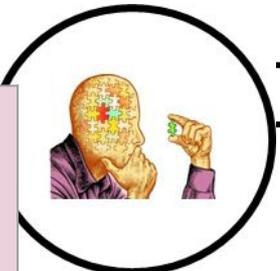
Create a high developed and creative Brand template using Canva account.

<https://www.canva.com/>

Create meaningful brand template that reflects your own unique art style and your personal theme.

Create your own font style /digital Typography?

Example create own primary photography alphabet



Literacy



ART SKILL/AO

VENNGAGE STYLE GUIDE CHEATSHEET

TYPOGRAPHY COLOR GUIDE LOGO VARIATIONS

FONT SPECIMEN

Oxygen
 abcdefghijklm
 nopqrstuvwxyz
 12345678910

HEADER TEXT WEIGHT
Aa

SUB HEADER TEXT WEIGHT
Aa

BODY TEXT WEIGHT
Aa

#2D95EC #666666

HEX #FF5733 RGB 255, 87, 51 HSL 11, 80%, 60%

Color picker interface showing a gradient bar and color selection tools.

HEX #FF5733 RGB 255, 87, 51 HSL 11, 80%, 60%

HELPFUL TIPS: Picking, Saving, Exporting



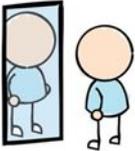
SKILLED

CONSISTENCY

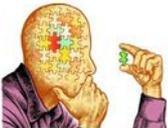
HIGHLY DEVELOPED

EXCEPTIONAL

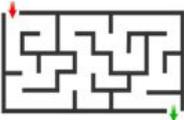
RETRIEVE...



- **SUMMARISE** what you have learnt this lesson
- Which **VISUAL ELEMENT** have you used this lesson? How?
- Which **DNA** have you used this lesson? Why/how?



- **LINK** the topic this lesson to another topic we have learnt
- **LIST** the key vocabulary for this topic
- Based on what you have learnt today, what **might** you need to learn **next**? Why?



- If you were planning the next lesson, what would you **plan**? **Why**?
- **EXPLAIN** how your learning this lesson will **help** you in future lessons
- Draw a **VISUAL representation** of what you have learnt this lesson/half term

Helpful Links

<https://venngage.com/blog/brand-guidelines-templates/>

<https://htmlcolorcodes.com/>

<https://www.canva.com/>

<https://igfonts.io/>

<https://www.makeuseof.com/tag/ransom-note-generator-write-a-ransom-note/>



Version 1.0: Created on 30/06/17

Section 1.0

Music Festival Brand development

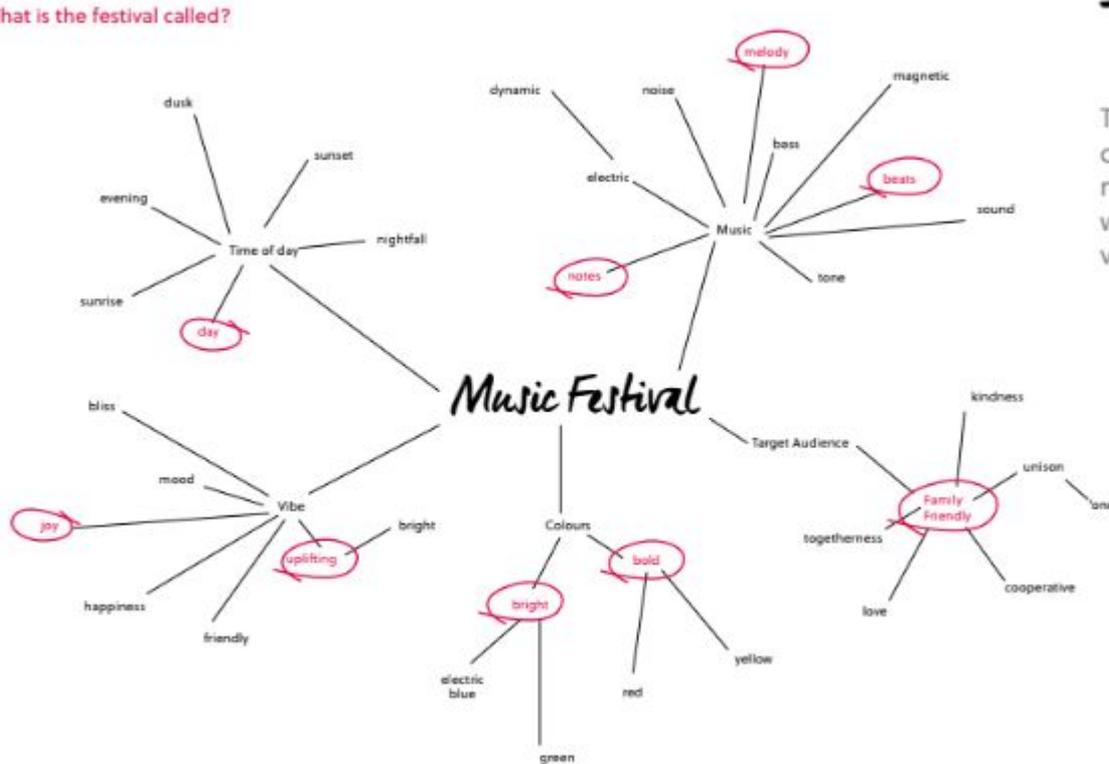
Naming Process What is the festival called?

What is the festival called?

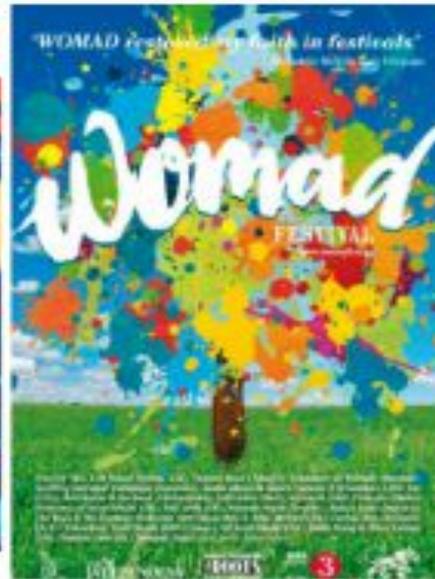
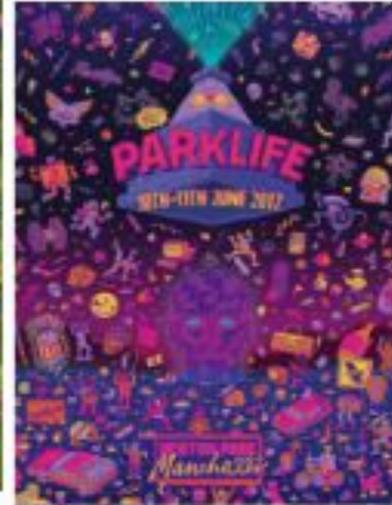
The Brightside Festival

The festival is called 'Brightside Music Festival'. I have chosen this name as I wanted to centre the festival around making people's lives 'brighter'. It is a family friendly festival with music with an uplifting feel bringing a happy and joyful vibe to the event.

The Brand How does the festival look?



Section Title: Style Reference





Brand Overview



Colour Palette



Typography - Primary Font

**AW CONQUEROR
CARVE**

ABCDEFGHI
JKLMNOPQRS
TUVWXYZ

0123456789
!@#\$%+&()

Typography - Secondary Font

MUSEO SLAB

ABCDEFGHI
JKLMNOPQRS
TUVWXYZ

0123456789
!@#\$%+&()

Brand Style Template for Digital Portfolio

Typography	Colour Guide	Optional Logo variation
Font Specimen/Alpha	#??? (Tone to Tint)	
Header Text weight		
Subheading weight		
Body text weight		

Artist 2

Iris Van Herpen

I like Iris' work as she expressed the elements using fashion and different types of show water, ice.

What Assessment Objective is this student evidencing?



Image
Material
Fashion
Shadows
Highlight

colour
monochrome
limited
cool

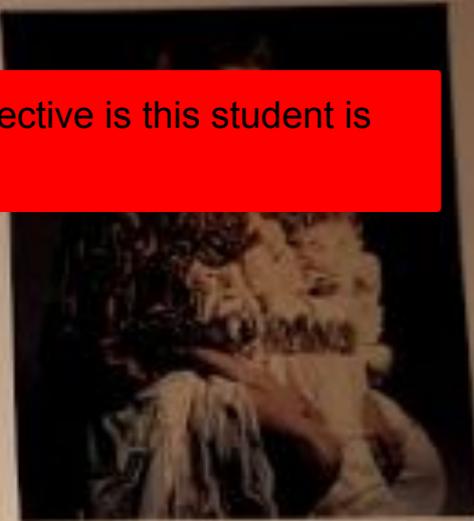
line
Abstract
Solid
Pattern
Curves
straight

shape
line
symmetrical



Shape
Abstract
symmetrical
wave like
line
solid
curve
colour
white
Monochrome

Emotion
warm
exciting



DIN

Learning Objective Adjectives - Brand Awareness of an Artist

Select artwork from the provided list and link to Visual Element.

Develop if with mindmap adjective

Select more than one artist/artwork select visual top 3 adjectives linked to visual elements of these artists.

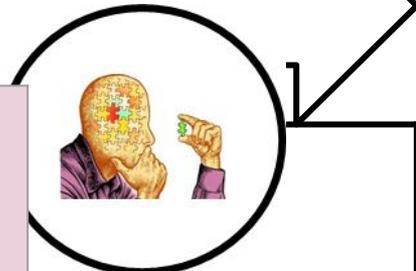
Annotate images
Double bubble comparison

Select more than one artist/artwork select visual top 3 adjectives linked to Meaning of these artists/artworks

Annotate images
Double bubble comparison

Select more than one artist/artwork select visual top 3 adjectives linked to Meaning of these artists/artworks and how visual elements depict this

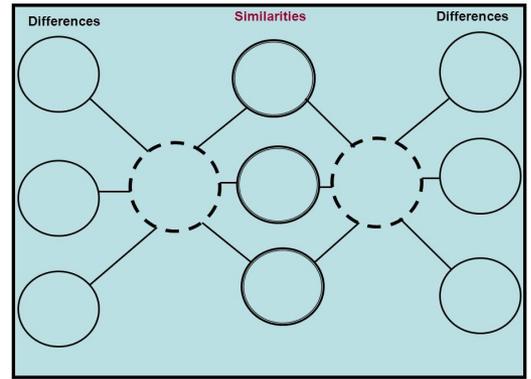
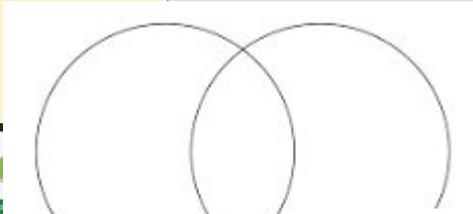
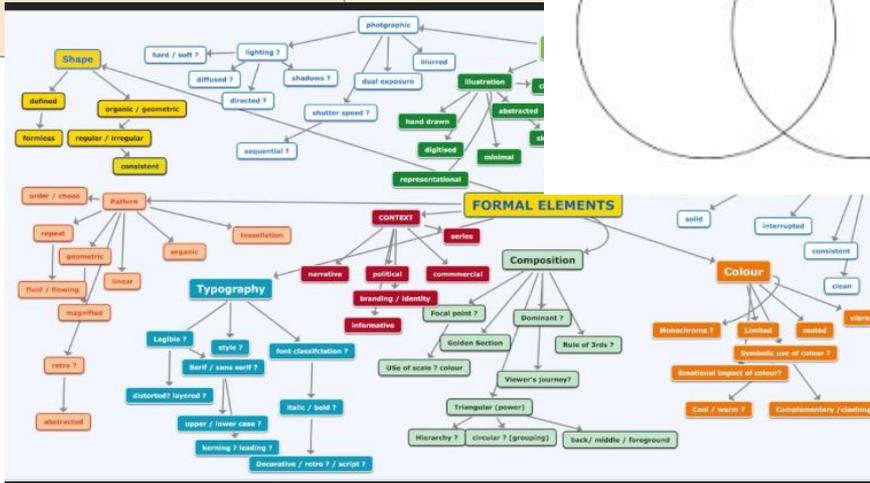
Annotate images
Double bubble comparison
In creative way



Literacy



ART SKILL/AO



SKILLED

CONSISTENCY

HIGHLY DEVELOPED

EXCEPTIONAL

A01 EXPLORE
ANNOTATE
BEGIN TO LINK A
THEME IMAGES
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK **RESEARCH**

Collate – Link information together

Gathering information together that is connected in some way.

You could:

- Make lists (mental/written/visual)
- Grouping task
- Categorising – Classifying
- Graphic organiser

Name: _____
Date: _____

Word Chart: Context and Connection

What is it?

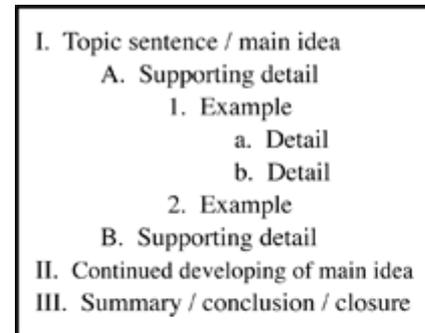
Definition: _____

Examples

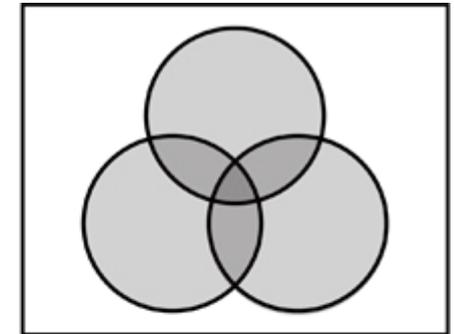
Word: _____

I will find this word: _____

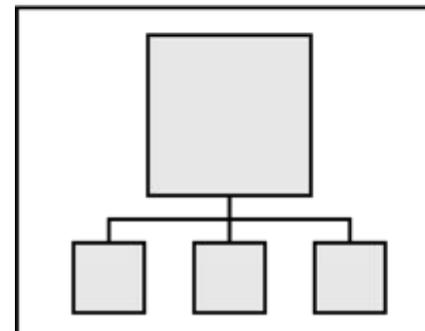
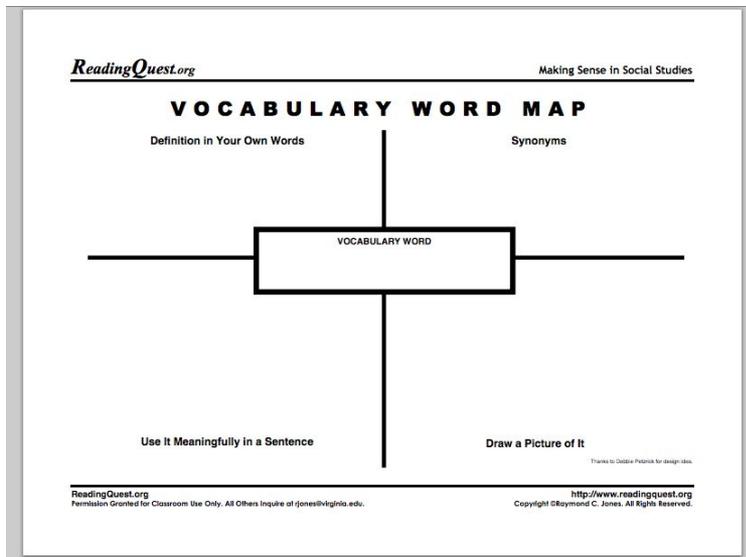
I will remember this word by connecting it with: _____



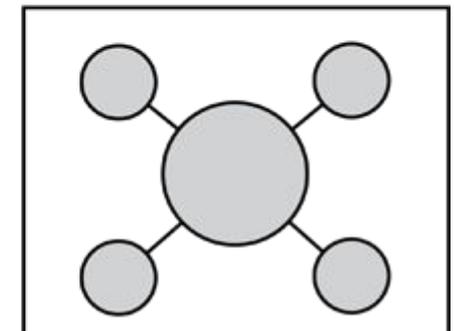
Basic outline



Venn diagram



Hierarchical topical organizer



Bubble topical organizer

Useful websites: <http://www.myeasybee.com/blog/the-best-free-vocabulary-graphic-organizers/>
<http://www.readingquest.org/pdf/wordmap.pdf>

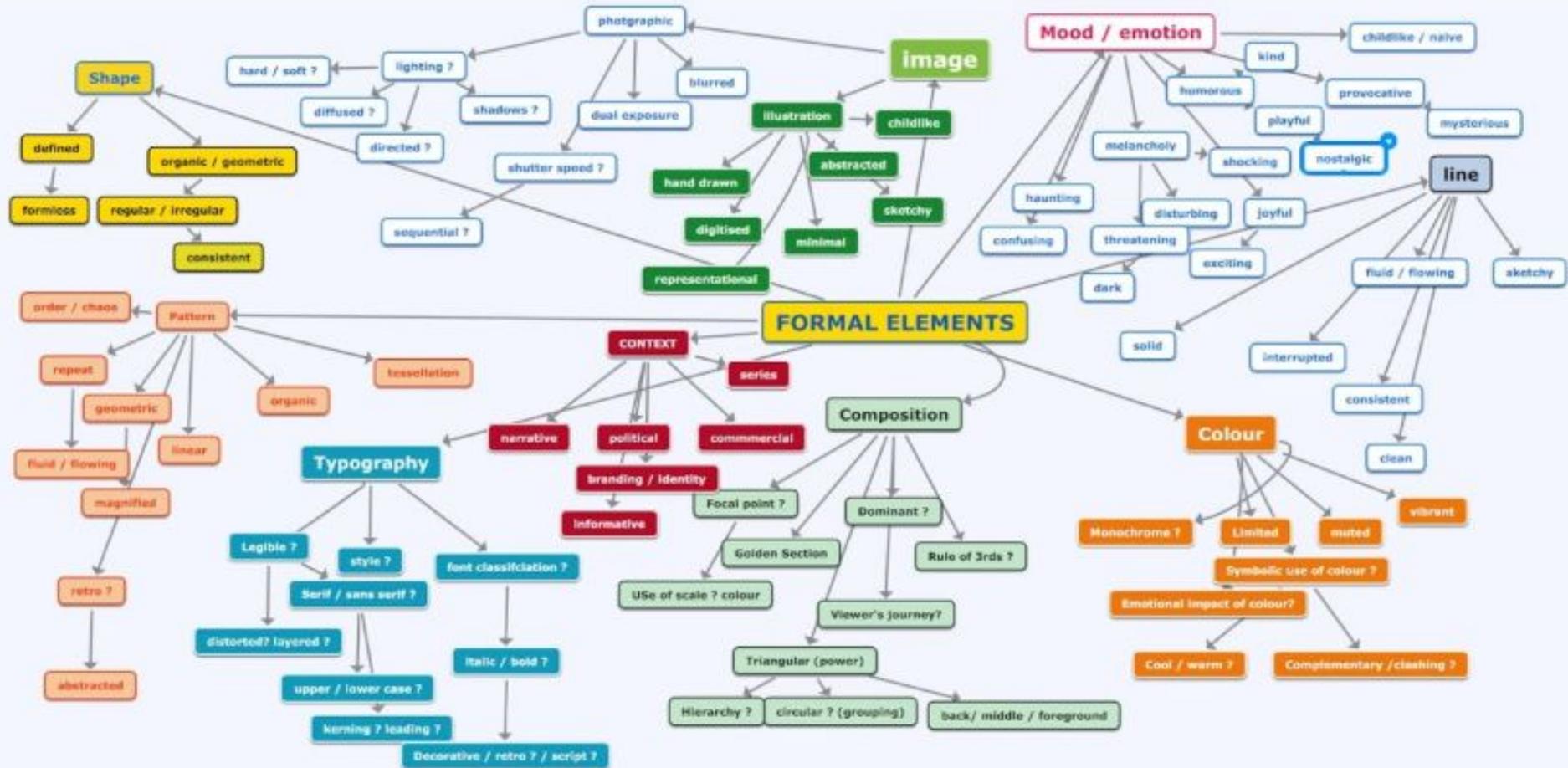
X

✓

?

N/A

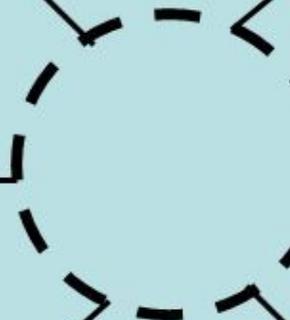
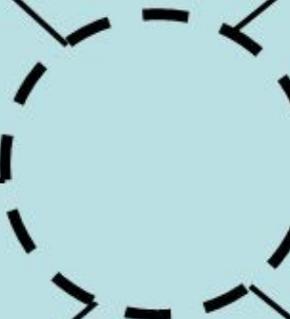
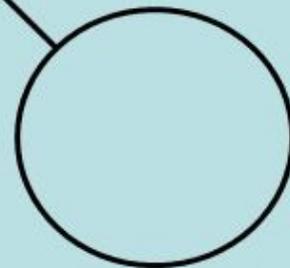
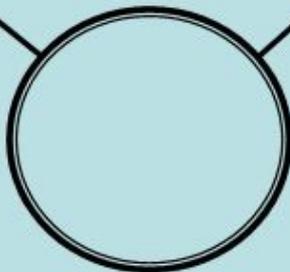
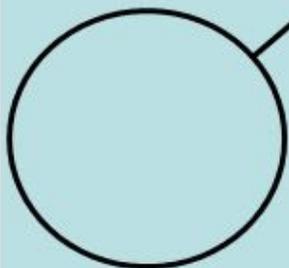
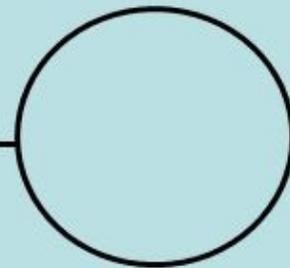
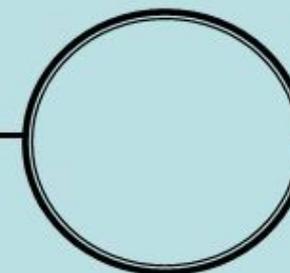
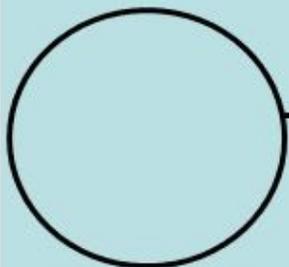
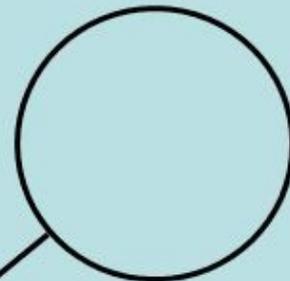
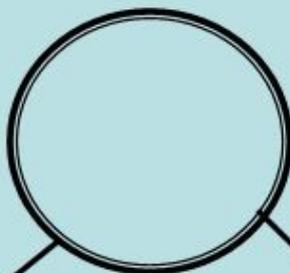
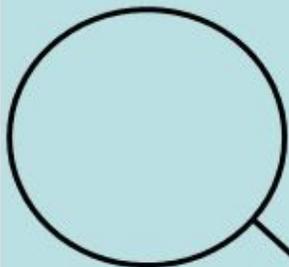
white	pearl	alabaster	snow	red	cherry	rose	jam	brown	coffee	mocha	peanut
ivory	cream	egg shell	cotton	merlot	garnet	crimson	ruby	carob	hickory	wood	pecan
chiffon	salt	lace	coconut	scarlet	wine	brick	apple	walnut	caramel	gingerbread	syrup
linen	bone	daisy	powder	mahogany	blood	sangria	berry	chocolate	tortilla	umber	tawny
frost	porcelain	parchment	rice	currant	blush	candy	lipstick	brunette	cinnamon	penny	cedar
				pink	rose	fuchsia	punch				
				blush	watermelon	flamingo	rouge	grey	shadow	graphite	iron
tan	beige	macaroon	hazel wood	salmon	coral	peach	strawberry	pewter	cloud	silver	smoke
granola	oat	egg nog	fawn	rosewood	lemonade	taffy	bubblegum	slate	anchor	ash	porpoise
sugar cookie	sand	sepia	latte	ballet slipper	crepe	magenta	hot pink	dove	fog	flint	charcoal
oyster	biscotti	parmesan	hazelnut	purple	mauve	violet	boysenberry	pebble	lead	coin	fossil
sandcastle	buttermilk	sand dollar	shortbread	lavender	plum	magenta	lilac	blue	slate	sky	navy
				grape	periwinkle	sangria	eggplant	indigo	cobalt	teal	ocean
yellow	canary	gold	daffodil	jam	iris	heather	amethyst	peacock	azure	cerulean	lapis
flaxen	butter	lemon	mustard	raisin	orchid	mulberry	wine	spruce	stone	aegean	berry
corn	medallion	dandelion	fire	green	chartreuse	juniper	sage	denim	admiral	sapphire	arctic
bumblebee	banana	butterscotch	dijon	lime	fern	olive	emerald				
honey	blonde	pineapple	tuscan sun	pear	moss	shamrock	seafoam				
				pine	parakeet	mint	seaweed				
				pickle	pistachio	basil	crocodile				



Differences

Similarities

Differences



ARTIST 1 NAME

WHAT? (what materials does he/she use/what does he/she make?)

WHY? (what are the ideas/themes behind her work?)

Critical Analysis

critically state what you like and do not like about the artist or artwork

- explain your ideas with specific examples from the artwork
- assess whether the artist has achieved their intended goal

• the analysis may look at whether the work is
§ focused original concept, exciting, interesting, Visual elements used

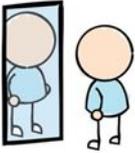
(Line/Tone/colour/Pattern/texture/form/shape)

REMEMBER use the mindmaps of keywords to explain your vocab!!

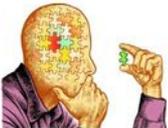
- Does the work successful represent the Exam question?

1 IMAGE OF THE ARTISTS WORK HERE

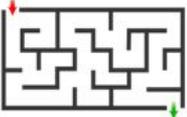
RETRIEVE...



- **SUMMARISE** what you have learnt this lesson
- Which **VISUAL ELEMENT** have you used this lesson? How?
- Which **DNA** have you used this lesson? Why/how?



- **LINK** the topic this lesson to another topic we have learnt
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- If you were planning the next lesson, what would you **plan**? **Why**?
- **EXPLAIN** how your learning this lesson will **help** you in future lessons
- Draw a **VISUAL representation** of what you have learnt this lesson/half term

Experiments of key elements of Iris Van Herpen

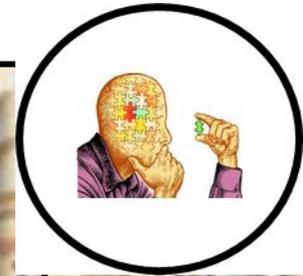
What Assessment Objective is this student evidencing?



I created a dress using different coloured paper and folded it into a fan like shape as an experiment for Iris Van Herpen's pieces. I also created a headpiece out of cocktail umbrellas as the umbrellas represent what can be used against the element of water as protection.



Learning Objective
First Interpretation



- ★ Using 3 adjectives on your chosen artist develop a response/interpretation
- ★ Focus on 1 adjective out of your 3 to communicate in your artwork
- ★ Composition
- ★ Visual element
- ★ Annotate your thoughts

The artist has inspired me to....

This artwork meaningful to me by...

This artwork adjective is visual demonstratingwith the visual element/materials/technique.....

..

T O

An exceptional ability to explore and select appropriate resources, media, material, techniques and processes.

Reviews and refines ideas in a confident and purposeful manner as work develops.

Literacy

Analyse



ART SKILL/AO



Artist 2 Iris Van Herpen: Formal Elements used

I like Iris' work as she expresses the elements using fashion and different types of material to show water, ice, wind, earth and fire.

Artist 2 Iris Van Herpen

Image 1 (Left): A dark, textured garment with circular patterns.

- colour: monochrome, limited, cool
- shape: curves, line, symmetrical
- line: abstract, solid, pattern, curves, straight
- image: material, fashion, shadow, highlight

Image 2 (Center): A white, ruffled, layered garment.

- shape: abstract, symmetrical, wave like, line, solid, curves
- color: white, monochrome
- Emotion: calm, exciting

Image 3 (Right): A long, flowing, light blue garment with a wide, wing-like collar.

- color: white, monochrome

Experiments of key elements of Iris Van Herpen



I created a dress using different coloured paper and folded it into a fan like shape as an experiment for Iris Van Herpen's pieces. I also created a headpiece out of cocktail umbrellas as the umbrellas represent what can be used against the element of water as protection.

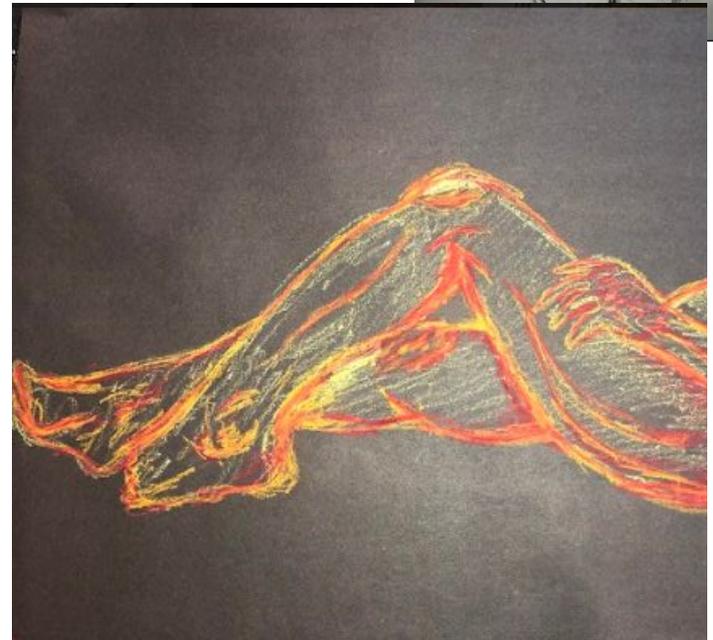
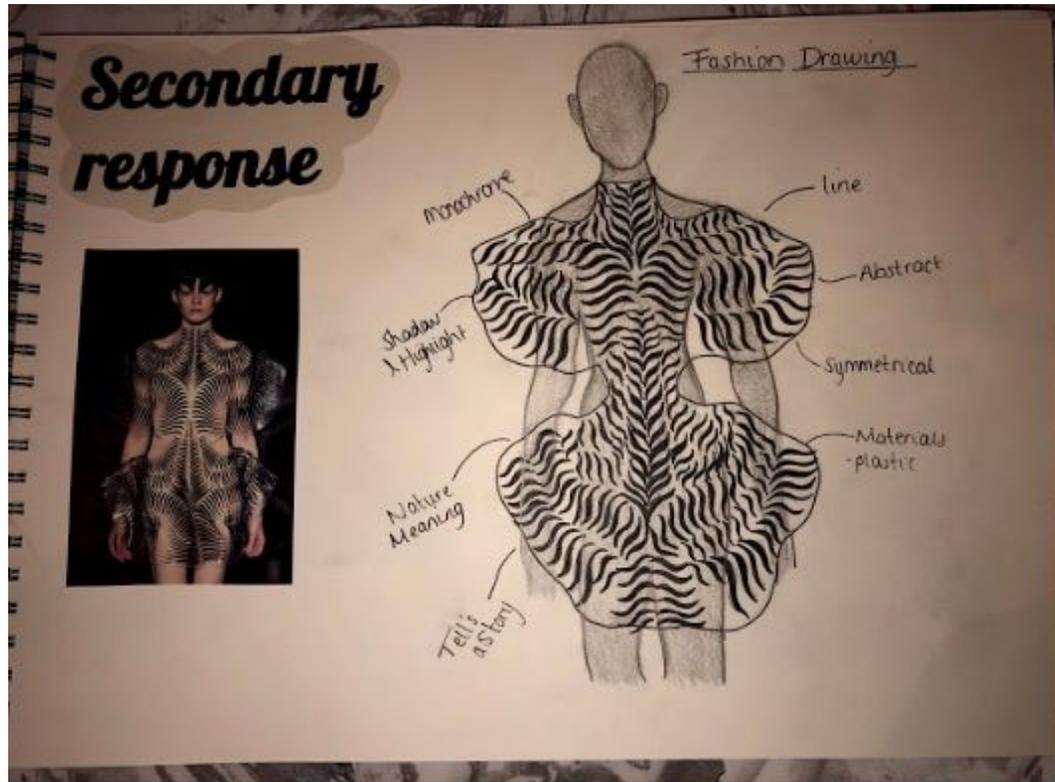


Experiments of key elements of Iris Van Herpen

Paper Folds



Secondary response Iris Van Herpen



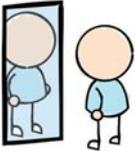
Primary Response Iris Van Herpen



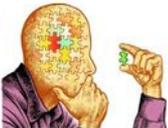
This is primary response to Iris Van Herpen. I have used cocktail umbrellas to create this dress as umbrellas are a ways to respond to the four elements, particularly water. The colours of the umbrellas used relate to the four elements also as the red, orange and yellow link to fire. Blue and green links to the earth, water and air.



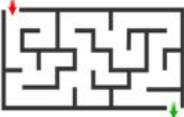
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- **LIST** the key vocabulary for this topic
- Based on what you have learnt today, what **might** you need to learn **next**? Why?



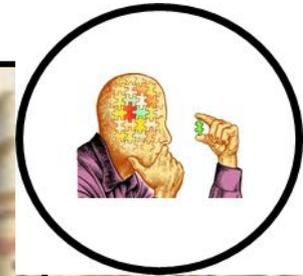
- If you were planning the next lesson, what would you **plan**? **Why**?
- **EXPLAIN** how your learning this lesson will **help** you in future lessons
- Draw a **VISUAL representation** of what you have learnt this lesson/half term

What Assessment Objective is this student evidencing?



DIN

Learning Objective
SECOND Interpretation



Literacy

- ★ Focus on DIFFERENT adjective out of your 3 to communicate in your artwork
- ★ Composition
- ★ Visual element
- ★ Annotate your thoughts
- ★ Try new art material

The artist has inspired me to...

This artwork meaningful to me by...

This artwork adjective is visual demonstratingwith the visual element/materials/technique.....

..

Analyse



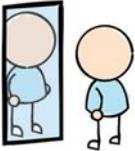
ART SKILL/AO

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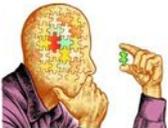
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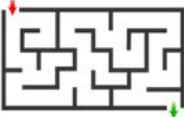
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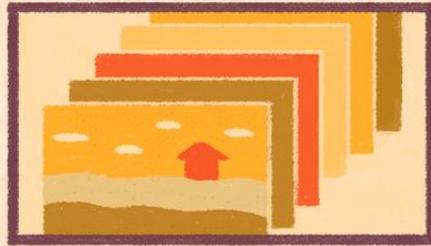


- **LINK** the topic this lesson to another topic we have learnt
- **LIST** the key vocabulary for this topic
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A Day in the Life of a Art Curator



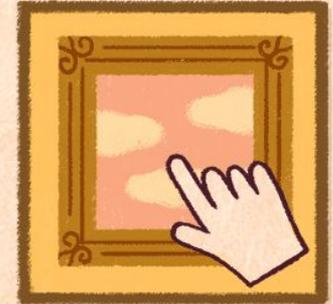
Oversee Museum's Collection



Organize Exhibitions



Research Artists



Select Artworks



Description

The Bowes Museum is seeking a capable and creative individual with a passion for exciting audiences about fine art. They will have a proven record in connecting with diverse communities, young people and be able to generate their interest in a 15th century masterpiece in The Bowes Museum, through a series of events and activities within and outside the Museum. The Project Co-ordinator: Engaging Audiences will develop links with young people through community organisations and education centres and plan a series of events aimed at increasing knowledge, self-esteem, skills development and encouraging greater confidence in interacting with art and culture.

It presents an opportunity to create bespoke ideas for engagement based on an outstanding painting and develop long term relationships with young people, local communities and The Bowes Museum.

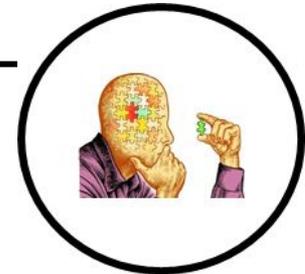
The post is funded by the National Heritage Lottery Fund which is a full time (37hrs) fixed term, from March 2020 until 31st March 2021, with a competitive annual salary of £24,000.

The closing date for applications is Monday 27th January 2020 at 9am. Interviews will be held within ten working days following the closing date.

For an application form, job description and equal opportunities form please visit <https://www.thebowesmuseum.org.uk/About-Us/Jobs-Volunteering/Job-Opportunities>



Learning Objective
Celebration

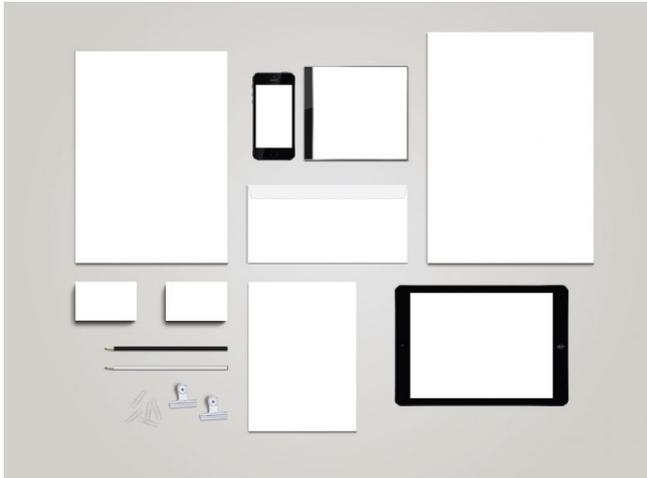


Literacy

Evaluating



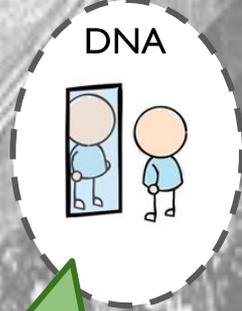
ART SKILL/AO



Plan, organise, budget, curate and design promotional material for your own open studio evening celebrating Y12 so far!



Collaborative Critiques



Sentence Starters



Artist Analysis

My first impressions of this piece are

The piece of work is about

In this piece I can see

I think the artist has made this piece by

This piece reminds me of

The part that I find the most interesting is

I think this piece is about

The colours the artist has used are

This piece of work makes me feel

The areas I like/dont like about this piece are

I could use the artists ideas in my work by.....



Why is this our DNA?

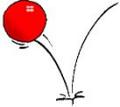
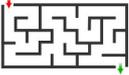
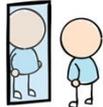
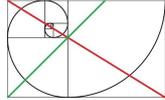
If you had this project in front of you, what would you do?

Can you explain your project without your sketchbook?



Why is this our DNA?

A04 FINAL
MEANINGFUL PIECE OF WORK
INFORMED RESPONSE LINKS
LINK BETWEEN VISUALS AND ARTISTS PRESENTATION
SHOW UNDERSTANDING
RELEVANT

<p>Experimenting</p> 	<p>A01 EXPLORE <small>BEGIN TO LINK A THEME TO ARTISTS</small> THEME IMAGES <small>EXPLORE ARTISTS WRITTEN ANALYSIS LINK ARTISTS WORK TO IDEAS AND ARTWORK</small> ARTISTS RESEARCH</p>	<p>resilience</p> 	<p>questioning</p> 	<p>OBSERVATION</p> <p>THE 80 20 RULE</p>
<p>Final piece</p> 	<p>A02 EXPERIMENT <small>LINKING TECHNIQUES TO ARTISTS AND THEMES</small> WITH A RANGE OF MEDIA <small>TEXTILES WATER COLOUR CLAY PEN AND INK</small></p>	<p>stretch and challenge</p> 	<p>reflection</p> 	<p>GRADED TONE</p> 
<p>SKILLS</p> <p>If you click on the icon you can copy and paste onto the BIGGER PICTURE Slide</p>	<p>A03 IDEAS <small>IDEAS LINKING TO ARTISTS WORK ALL ARTWORK LINKING TOGETHER PLANS, DESIGNS IN A RANGE OF EXPLANATIONS</small> DRAWINGS PLANS <small>DIFFERENT MEDIA ANNOTATION</small></p>	<p>critical thinking</p> 	<p>PRIMARY Observation</p> 	<p>COLOUR</p> 
	<p>A04 FINAL <small>MEANINGFUL PIECE OF WORK INFORMED RESPONSE LINK BETWEEN VISUALS AND ARTISTS PRESENTATION</small> SHOW UNDERSTANDING LINKS TO ARTISTS WORK RELEVANT</p>	<p>independence</p> 	<p>SECONDARY Observation</p> 	<p>LINE</p> 
	<p>Art History</p> 	<p>collaboration</p> 	<p>SHAPE</p> 	<p>COMPOSITION</p> 
	<p>Design Ideas</p> 	<p>creativity</p> 	<p>PATTERN</p> 	<p>TEXTURE</p> 

read

read

read

read

Retrieval
read

Evaluating
read

Analyse
read

Deducing
read

What
the