



Aspire Achieve Thrive

Autumn Term
Term 1
Art
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Modern Britain Task 1	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Modern Britain Task 2	Science Task 2	English Task 2

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)	Option B	Option C
Computer Science	Business Studies	Art
French	Hospitality and Catering	Business Studies
Geography	Drama	Hospitality and Catering
History	Music	Child Development
	Geography	Computer Science
	Health and Social Care	Drama
	ICT	Photography
	Media Studies	Science (Triple)
	Music	Sport
	Sport	
	Travel and Tourism	

Half Term 1 (8 weeks) - Year 10

Week / Date	Homework task 1	*Details
Week 1 2nd September 2024	AO1: Artist Research The history of Architecture	Read the information on the history of Architecture 
Week 2 9th September 2024	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 3 16th September 2024	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 4 23rd September 2024	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 5 30th September 2024	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 6 7th October 2024	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 7 14th October 2024	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 8 21st October 2024	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**.

Homework task 2

Your second homework each week is to be completed in your sketchbook. This is to help support the work produced in lessons, as well as strengthen your exam preparation. You should be finishing off practical work started in lessons, producing additional drawings/research to support your exam question, taking observational photographs, or completing annotations in your book.

It is of paramount importance that you support your coursework preparation outside of lessons by completing **at least 1 hour** of additional practical work per week in your sketchbook.

Half Term 2 (7 weeks) - Year 10

Week / Date	Homework task 1	*Details
Week 9 4th November 2024	AO1: Artist Research What is monoprinting? 	Read the information on the technique of <i>monoprinting</i> . Cornell note taking based on the topic. Monoprinting - Printing - GCSE Art and Design Revision - BBC Bitesize
Week 10 11th November 2024	AO1: Artist Research What is monoprinting?	Use your Cornell notes on <i>monoprinting</i> , to write 100-200 words based on the topic. Use the literacy guides to support you if needed.
Week 11 18th November 2024	AO1: Artist Research Who is Lucy Jones?	Read the information on the Artist: <i>Lucy Jones</i> . Cornell note taking based on the artist. https://www.lucyjonesart.com/
Week 12 25th November 2024	AO1: Artist Research Who is Lucy Jones?	Use your Cornell notes on <i>Lucy Jones</i> , to write 100-200 words based on the artist. Use the literacy guides to support you if needed.
Week 13 2nd December 2024	AO1: Artist Research: Three doors, New Town Edinburgh by Lucy Jones	Use the <i>Writing frame for a critical study</i> sheet, complete notes to analyse the piece of work by the artist investigated.
Week 14 9th December 2024	AO1: Artist Research: Three doors, New Town Edinburgh by Lucy Jones	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 15 16th December 2024	AO1: Artist Research: Artist comparison	Compare the work of the two artists that you have studied from the <i>Urban Structures</i> theme project. (Ian Murphy and Lucy Jones)

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Art, Craft and Design

WEEK 2, 3 & 4:

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 5 & 6:

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.

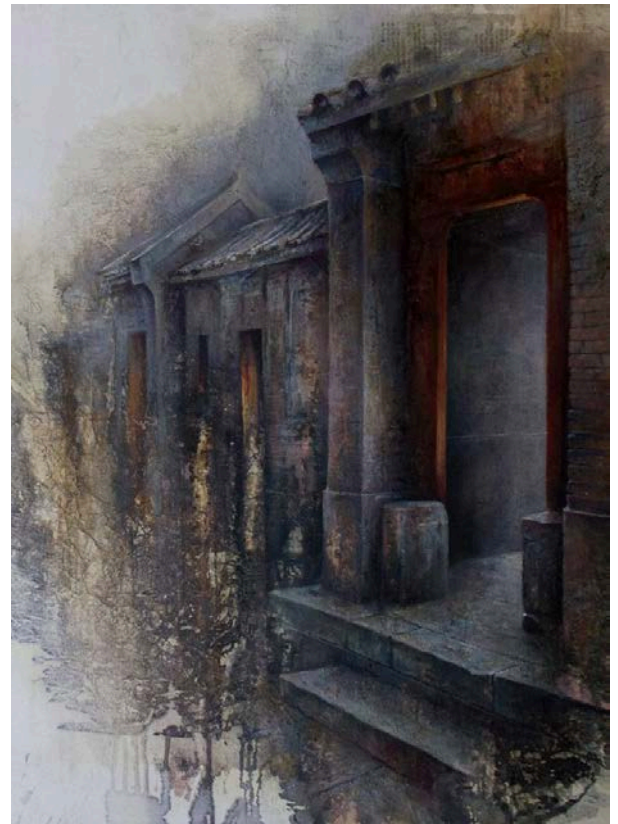
The emotion in his work makes you wonder who, if anybody, lives in the buildings he draws. Look closely to see the different materials and techniques used within the artwork. What would happen if you changed the colours used? Would this change the emotion of the piece of work?



WEEK 7 & 8:**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
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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

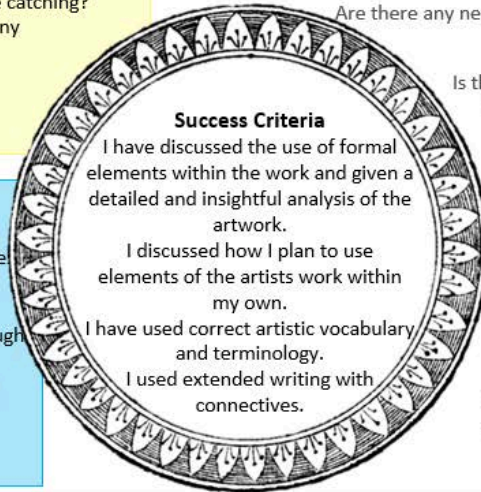
Are there any news articles linked to this work/artist?

Is there work similar to this being shown in current exhibitions?

Imagine you are the artist; write a diary entry or postcard home.

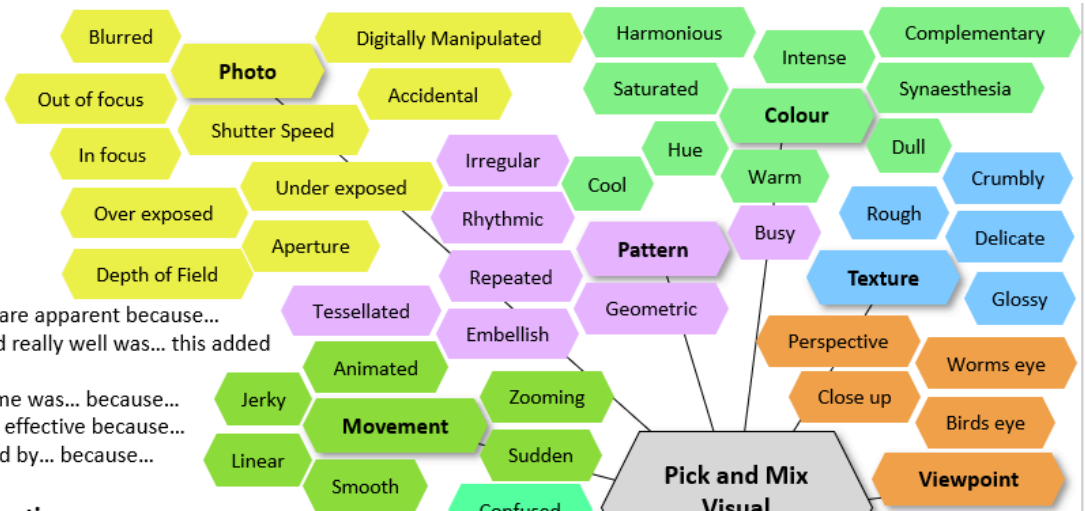
Analyse your own work using these questions.

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.

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, surrealist
Conclusion	I like this work because	

‘Hutong’ Series 2020 by Ian Murphy

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.

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)



Art, Craft and Design

WEEK 9 & 10:

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

Monoprinting

Monoprinting is the process of making a print using 'mark making'.

Mark making is any mark made using any material on any surface, such as:

- pencil on paper
- photoshop brush mark on a screen
- scratch in clay
- paint on a canvas

A mark can be a line, a dot, a scratch, a curve, a thumbprint and so on. Using different tools can help create different thicknesses and types of marks.

The colour used to create monoprints is usually water-based ink. A roller is used to apply the ink evenly over the printing sheet. This is usually an acrylic sheet or other washable flat surfaces.



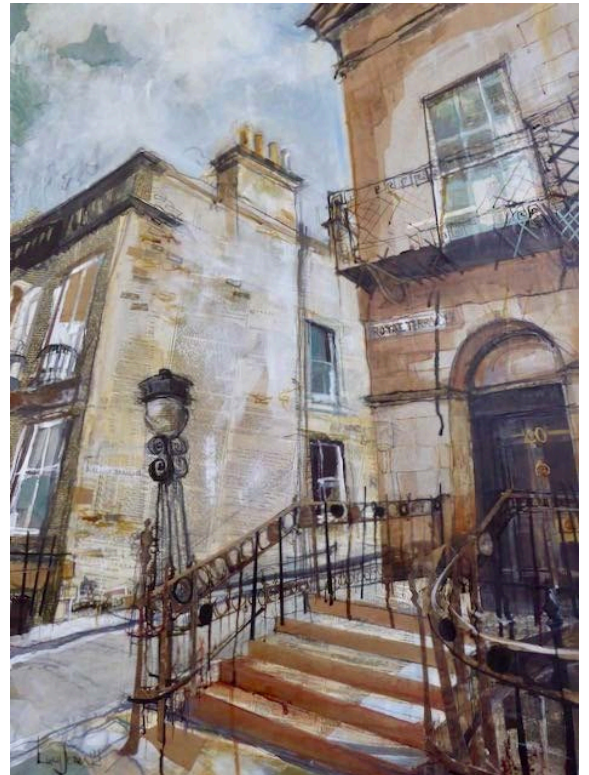
WEEK 11 & 12:

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Lucy Jones

Living and working in Edinburgh's New Town, Lucy Jones' work is mainly inspired by the surrounding Georgian architecture.

"Experimenting with different materials and techniques, I'm always looking for new and surprising effects and combinations. I follow no rules regarding materials or mediums - mixing and layering pastels, acrylics, inks, watercolour, crayon and printing ink - drawing with pencil, stick or brush - whatever the composition needs next. A collector of old books and maps, wherever possible, I use relevant texts and images, to create 'building portraits', which have a literary as well as visual story. Adding a layer of hot wax to give transparency to the finished piece adds a final element of surprise and chance - I never know which layers or details are going to be revealed, which piece is a disappointment or joy."



WEEK 13 & 14:

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

Three doors, New Town Edinburgh by Lucy Jones (2020)

A mixed media and pen scene of a street in Edinburgh produced by Lucy Jones. The artist has focused on the details within the buildings, as well as the decorative doors, railings and window arches.



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

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Aspire
ACHIEVE
Thrive

Develop your character



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