



Aspire Achieve Thrive

Spring Term
Term 2
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	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	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)
Computer Science
French
Geography
History

Option B
Business Studies
Hospitality and Catering
Drama
Music
Geography
Health and Social Care
ICT
Media Studies
Music
Sport
Travel and Tourism

Option C
Art
Business Studies
Hospitality and Catering
Child Development
Computer Science
Drama
Photography
Science (Triple)
Sport

Half Term 3 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 6th January 2025	AO1: Artist Research Who was The Boyle Family?	Revision Read the information on the Artist: <i>The Boyle Family</i> . Cornell note taking based on the artist. https://www.boylefamily.co.uk/boyle/about/
Week 2 13th January 2025	AO1: Artist Research Who was The Boyle Family?	Use your Cornell notes on <i>The Boyle Family</i> , to write 100-200 words based on the artist. Use the literacy guides to support you if needed.
Week 3 20th January 2025	Self-questioning:	Revision for your knowledge assessment.
Week 4 27th January 2025	Self-questioning: Plug the gaps	DIRT Use this time to complete any feedback points from your previous homework tasks not finished.
Week 5 3rd February 2025	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 6 10th February 2025	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.

* 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 4 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 7 24th February 2025	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 8 3rd March 2025	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 9 10th March 2025	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 10 17th March 2025	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 11 24th March 2025	AO4: Personal Response Evaluation of the whole unit of work..	Use the <i>Exam Evaluation</i> writing frame sheet to evaluate your project.
Week 12 31st March 2025	AO4: Personal Response Evaluation of the whole unit of work.	Write up your evaluation, displaying it in your coursework book.

* 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**.

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Art, Craft and Design

WEEK 1 & 2:

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

The Boyle Family

Boyle Family was originally a group of artists who produced work together, in the 1960's. The main artist, Mark Powell, continued this collaboration with his wife and grown up children, producing work under the name of the Boyle Family. Mark Powell died in 2005, but his family still produce and exhibit art work now.

Boyle Family is best known for the earth studies: three dimensional casts of the surface of the earth which record and document random sites with great accuracy. These works combine real material from the site (stones, dust, twigs etc) with paint and resins, preserving the form of the ground to make unique one-off pieces that suggest and offer new interpretations of the environment, combining a powerful

conceptual framework with strong and haunting physical and visual presence.

The pieces of work look like they have been cut away from the environment. The artist has found beauty in the patterns and textures we can discover, but often walk right past. The work is very realistic, like a three-dimensional photograph.



Sand, Wind and Tide series (1969)

WEEK 5 & 6:

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 7 & 8:

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 9 & 10:

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)



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

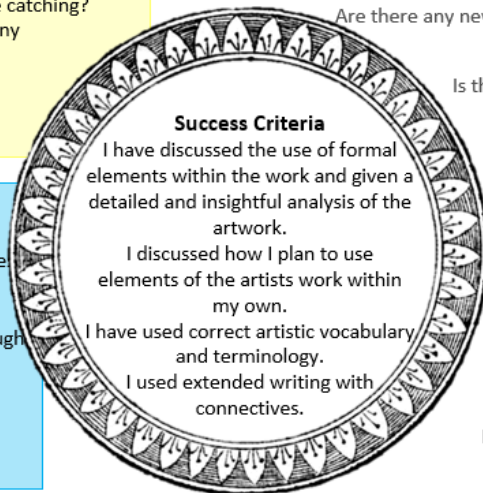
Are there any news articles linked to this work/artist?

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.

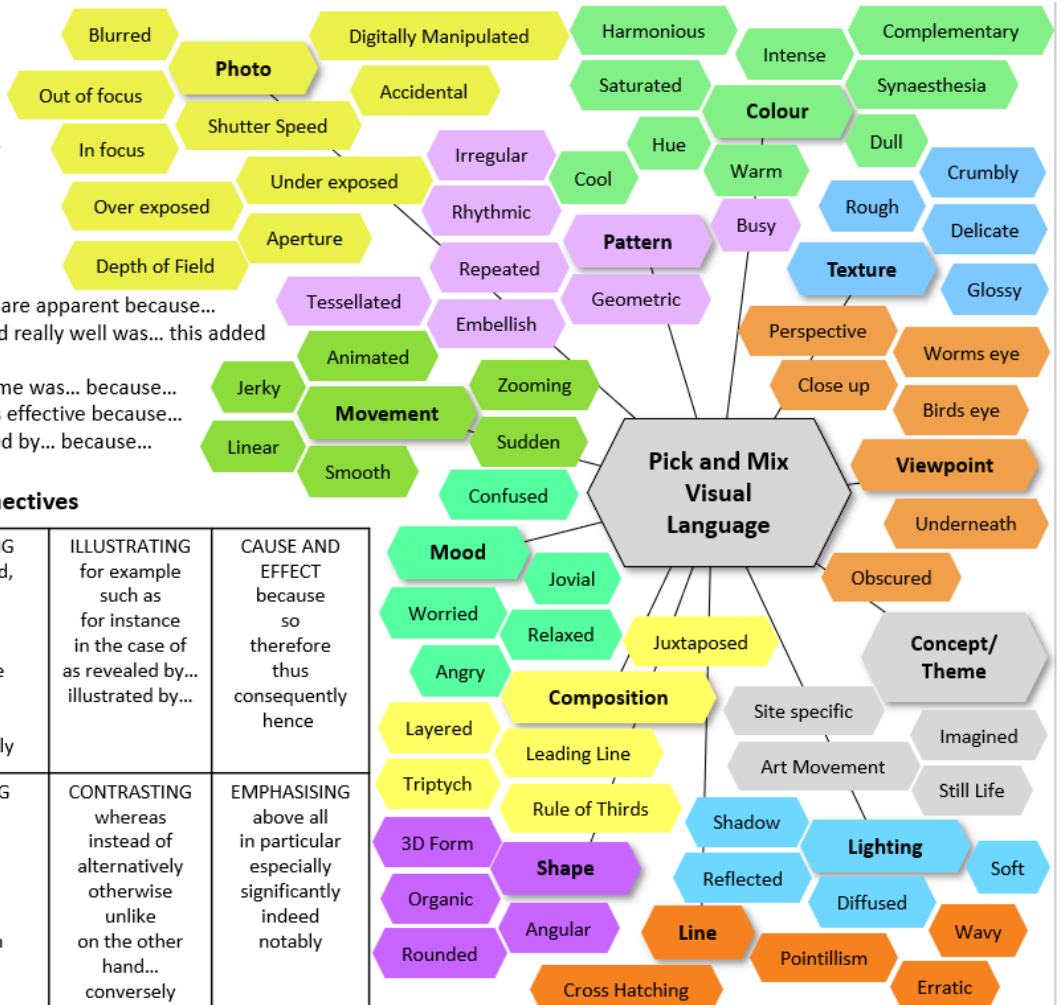


Sentence starters...

- 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.

WEEK 1: Cornell Notes (Homework task 1)

Topic: Who was The Boyle Family?

Links	Notes
Questions	

Summary

WEEK 5: Cornell Notes (Homework task 1)

Topic: What is collaging?

Links	Notes
Questions	

Summary

WEEK 7: Cornell Notes (Homework task 1)

Topic: Mark Powell	
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Links	Notes
Questions	

Summary

Writing frame for critical study

WEEK 9

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>	<p>suggests, conveys, conjures up, recalls, recreates, when looking at closely, from a distance.</p>
Artists intention	<p>I think the artist is trying to</p> <p>The reason I think this is because</p>	<p>exaggerate, distort, conjure up, recreate, observe, reflect, express mood or ideas, explore material, line, tone, texture, colour, shape, see, feel, think, imagine.</p>
Source of inspiration and influences	<p>I think the artist worked from because.....</p> <p>The artist prepared for this work by.....</p>	<p>observation, memory, imagination, supporting sketches, photographs.</p>
Your reaction	<p>The work makes me feel because</p>	<p>happy, sad, suggests, evokes, conveys, mood, feeling, atmosphere, recalls, reminds me of, inspires me.</p>
Use of form	<p>The work has been composed of.....</p>	<p>balanced, symmetrical, foreground, background, arrangement, composition, design, strong lines, leads the eye, shapes, small, large, angular, curved.</p>
Use of colour, tone and texture	<p>The artist's use ofsuggests.....</p> <p>I think he/she has done this to suggest.....</p>	<p>hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, rough, smooth, broken.</p>
Style	<p>The artist's style is</p> <p>I can tell this by</p>	<p>technique, abstract, realistic, surrealistic</p>
Conclusion	<p>I like this work because</p>	

Evaluation

An evaluation is a chance to show the examiner your thoughts and creative processes discovered during the projects.

You need to write what research you have undertaken, about your creative experimentations and the development of your designs towards a final piece. On the way, discuss the artists you have researched and any problems you had. Finally you write an opinion of your work and how you could improve if you had more time/were to investigate the topic again.

Below is a writing frame to help you; use the bullet points to structure an evaluation answering all the assessment objectives.

Assessment Objectives		Possible sentence starters
<p>A01 – Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</p>		
<ul style="list-style-type: none"> Chosen theme Artists, designers and cultures investigated Why I investigated the artists etc. How they inspired me and my work What I wanted to achieve 	<ul style="list-style-type: none"> I have studied the theme... I research the work by... What attracted me to the artist was... I was inspired by... My research was useful because it helped me... 	
<p>A02 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</p> <p>A03 Record ideas, observations and insights relevant to their intentions in visual and/or other forms</p>		
<ul style="list-style-type: none"> Observational studies (Drawings, paintings etc) Photographs taken Experimentation with different materials, what worked well and why? Experimentation in the style of the artists, what worked well and why? Development of ideas (After experimentation) Final design/piece – Why did you choose those materials and techniques, how does it reflect the artists you have investigated and why? 	<ul style="list-style-type: none"> I recorded from direct observation... I used...to show... I photographed... I experimented with... This worked well because... My experimentations connect to the artist because... It worked well because... After experimenting with... I decided to develop my ideas by... I adapted my work because... The different media I used lent me to decide to use...for my final piece. 	
<p>A04 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p>		
<ul style="list-style-type: none"> Did you produce your own imaginative ideas and outcomes? Is your work similar to the artists and designers you have investigated? Are you happy with your final design and piece? How could you improve your work? 	<ul style="list-style-type: none"> I developed my ideas by... My work connects to the artist(s) because... Looking back over my project, I think... I could improve my work/final piece by... 	

Take care with spelling and grammar, then type up your evaluation and present in your sketchbook with, if possible, a photograph of your final piece.

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