

UNIT 1 - Built Environment

Over View

Within this unit students explore the Built Environment and look at a variety of artists who work within this aspect. Students will also use a variety of different mediums to explore different perspectives and how we use these in artistic practices.

TIME	TASK	ASSESSMENT VALUE MARK
Week 1-2	<p>ACH: Introduction to unit and perspective within the Built Environment. Use terminology about perspective points and get students to write down in their vocabulary list. Discuss our local Built Environment refer to the Structural Frame. Student participation in discussion of use of perspective in relation to the Built Environment</p> <p>A/M: Title page creating a fictional Built Environment- using a variety of fine tip pen and permanent markers.</p>	5
Week 3-4	<p>A/M: Create a photomontage using collaged aspects from our Built Environment and at least 1 aspect of your own drawing. Your collage then needs to be turned into a Photomontage in the darkroom</p>	5
Week 5	<p>ACH: Look at artist Jeffery Smart complete the work sheets about artist and Conceptual Frame Work</p>	10
Week 6-9	<p>AM: Follow YouTube drawing tutorial to create a 1 and 2 point perspective drawing</p>	10
Week 10	<p>ACH: Look at Howard Arkley, Banksy and a variety of artists who work within the Built Environment. Students to answer questions based around artists. Students to research artist of choice refereeing to their scaffold to collect information. (artist is to be used for appropriation)</p>	15
Week 11-15	<p>AM: Students look at appropriation and what that means. Students to use the artist they chose to research to create an appropriation</p>	20
Week 16-20	<p>AM: Create a lino print based on the use of perspective within the environment– Works will need to be mounted on black card. Students can chose from the following options and complete one</p>	20



Create a lino using your chosen perspective (one or two point perspective, birds eye or worms eye view) of the built environment. You need to produce a one tone print and a two tone print.



Create a lino that uses perspective within the natural environment, it must have a man made aspect within the image (e.g. power lines, train tracks road). You can either do a two tone and one tone print or a one tone print and hand colour a second print.



Create a lino focusing on perspective of the interior of a room e.g. bedroom, bathroom etc. You need to produce a one-tone print and then hand colour a second print.

Week 20 ACH: Diary Update & Presentation (double page per week) 15

With recordings of processes, class theory notes, experiments and evaluations of class works etc

100%

STUDENT: _____ Signature: _____ Date: _____

TEACHER: P. Thorpe Signature: _____ Date: _____

Extension Tasks

Create an artists apron using permanent markers. Your design must be based around the Built Environment. Work from the concepts built within your title page.

Create a drawing using perspective; consider this in terms of graphic design. Colour some of the building but not all. Learn to be selective to create detail.

Create a drawing driven by perspective. Go outside and draw what you see – one point, two point. You may do this at school or at home.

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Band	Description
A	<ul style="list-style-type: none"> • makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art. • demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

B	<ul style="list-style-type: none"> • makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks. • interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.
C	<ul style="list-style-type: none"> • makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.
D	<ul style="list-style-type: none"> • makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment. • makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.
E	<ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and the frames



