

# Y10 SOL – *Dreams, nightmares and fantasies*

**Aim** – This project will evolve from the prior knowledge and understand of the Surrealists studied in year 9 term 3. Pupils will research a range of artists, designers and craftspeople that use the theme of Dreams, Nightmares and Fantasies in their work. We will take a trip to the Laing art gallery to look at how artists portray and approach the theme. Pupils will plan their work, experiment with a range of art materials and approaches, both 2D and 3D then decide on a final outcome. They are encouraged to make links to artists work, use their imagination and work from observation and document the journey they have taken and analyse the final work.

## **Project context**

- **Artist research** – Dan Hillier, Surrealism and additional artists pupils want to independently research.
- **Investigation drawings** – pupils will go on a trip to the Laing. They will make sketches and notes of work which deal with their chosen theme. They will also plan a series of possible outcomes and collect images, objects and set up still life and situations to use as their primary sources to plan a final outcome.
- **Material experiments** – pupils will be using a range of materials and techniques – Line and tonal pencil, pen and ink, paint, collage, mixed media, clay, modroc and Photoshop. All experimenting A3 sheets will be annotated and analyse the right material to use for their final work.
- **Planning & making** A range of outcomes will be made, and a final work will be completed. Students will choose their material, the scale and the meaning behind their work.



**RESOURCES PEN AND INK,  
TONAL PENCILS, PAINT,  
CHARCOALS AND CHALKS,  
OIL PASTELS, COLLAGE,  
CLAY, WIRE, PAPIER  
MÂCHÉ, MODROC,  
TEXTILES, SPRAY PAINT,  
STENCILS, WOOD AND  
CANVAS BOARDS,**

**PHOTOGRAPHY  
COMPUTERS.**

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## CURRICULUM LINKS

**Assessment** – pupils receive 1-2-1 every lesson. Research sheets are marked out of 24, plus a working grade. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

**Homework** – all research sheets are expected to be completed at home or during afterschool club if deadlines are missed. Pupil should complete 2 hours of homework per week. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse portfolio.

### SMSC/British values

**Spiritual** – explore different style of artwork from various artists, express their ideas, meaning & feelings.

**Moral** – look, discuss & evaluate artwork that show different aspects of life. Discuss & share ideas about the message the artist maybe trying to give.

**Social** – explore artwork from different movements & discuss how this can show the lifestyle of people, changes over periods of time.

**Cultural** – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

**British values** -take in to account the views of others, follow class rules – safe practice, understand the consequences if rules are not followed, make own choices, talk about artwork from different cultures, faiths & cultures from around the world, review each others work respectfully, help & advise others.

**Keywords** – Prints, etchings, Surrealism, sub-conscious, psychology, composition, viewpoint, perspective, pen & ink, imagination, oil pastels, mixed media, Formal Elements.

**Literacy** – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists/links to own work.. Evaluations.

**Numeracy – Dates and art periods of time, proportions and tessellation**, Grids and enlarging, perspective, Scale up drawn ideas to make final piece. Measuring out inks. Symmetrical designs – printing. Repeat patterns,

### SEN/EAL

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Digital research sheets
- Revisit, review, retrieve
- New skills in small steps
- Group work

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Lesson 1	Welcome to Art GCSE Hand out A3 plastic folders and name labels	Introduction to the Art room. H&S, equipment, etc. Introduction to 'Dreams, Nightmares & Fantasies' project 1.	Look at a full collection of past pupil's work from last year which attained a level 9	Pupils will gain an understanding of expectations, H&S concerns. Pupils will be aware of projects that will be covered and how it will be assessed.	Be able to implement H&S rules at all times. Understand the meaning of the project 'Dreams, Nightmares & Fantasies'. Develop knowledge of AO1-AO4, marking/feedback.	NA	H&S information provided on handout. Assessment objectives simplified – pupil speak Art club offered after school..
Lesson 2-3	Brainstorming the chosen theme	Starting the Front page. Collecting images, artists work and making personal annotations to a mind map which addresses Dreams, Nightmares and Fantasies.	Group critic. Sharing of good practice. Discuss areas for improvement.	Pupils will explore the chosen theme and will present their outcomes on A3 paper with written annotations. Encouragement to give an honest personal response.	Be able to research the chosen theme and respond from an individual and personal approach. Use knowledge of arty words to create detailed annotations. Demonstrate the ideas through visual examples and rough sketches.	Complete the sheet with images and annotations.	Samples of past pupil's work. 1-2-1 support writing annotations. List of arty words. Art club offered after school.
Lesson 4-7	Artist influences recap on the Surrealist work Discussion	PP introduction, YouTube clips on Dan Hillier Group discussions about his work & surreal/steampunk influences. Pupils will create a research sheet.	Q&A about the artist's work.	Pupils will gain a knowledge & understanding of Dan Hillier's artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use dreams, nightmares and fantasies as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, work on the computer, complete studies.	Question prompts to help with personal annotations. Copy of PowerPoint printed out with step-by-step instructions and prompts.
Lesson 8-11	Dan Hillier research page. How they created it. What makes it a high level? Recap	To find their own artist who work in the chosen theme. They must add a title, images, facts, personal opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their independent research page. The focal point should be an enlarged study influenced by the artist,	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Work into the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall. Suggested list of artists. Art club after school.

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Lesson 8-10	Group crit of work produced on own artist. Work out on table, pupils encouraged to analyse and grade.	To collect images specific to the theme they have chosen. Working on A3 sheets and annotating and drawing from the images to explore ideas.	Q&A about the chosen theme.	Pupils will collect and record images which are connected to their chosen theme. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore, record and collect images which will support their chosen theme. Know how to explore the theme and make a personal response – drawings, printouts and annotations. Understand how other artists have dealt with the theme and expressed their ideas.	Research further facts about the theme, complete studies.	Question prompts to help with personal annotations. Pupils can work on Power point or A3 sheets to present their work.
Lesson 11-13	Recap on Dan Hillier Focussing on Composition	Pupils will work on the PC and create their own images in the style of Hillier using their images collected from last lesson, based on their theme.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will produce at least 4 slides of work in the style of Dan Hillier. The focus will be on time and composition.	Be able to create an eye catching study, in the style of the artist. Ensure the work relates to the chosen theme and is an original own work.	Continue to work on the slides if they have access to internet. If not use art club.	1-2-1 support and images to be less complicated if less able. Pupils encouraged to work after school with me for additional support.
Lesson 14-16	Recap on how to create a Dan Hillier image on the PC	Print out the images created on the PC onto A3 paper and start to add layers of inks and colour.	Q&A about the coloured work made. What works well?	Pupils will gain a knowledge & understanding of using inks and washes. To produce 4 sheets of A3 work in the style of Hillier	Be able to work with different media to create work in the style of Dan Hillier. Understand how to use materials & processes in the style of the artist.	Choose one successful image and analyse why it works.	Question prompts to help with personal annotations.
Lesson 17-19	Share most successful work from last lesson and explain why it is good.	Pupils will experiment with pen and ink and work in line, hatching and cross hatching to create a series of pages.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will produce a sheet of drawings using pen and ink. Different techniques will be displayed and annotations will explain what they have done and how they achieved them	Be able to experiment with pen and ink and create a page of studies using line, hatching and cross hatching in their chosen theme.	Start to research another artist to support their work.	1-2-1 when writing and analysing their sheets. Prompts and phrases at hand.

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## *Fantasies*

<u>DATE</u>	<u>STAGE</u>	<u>MAIN</u>	<u>PLENARY</u>	<u>LESSON OUTCOME</u>	<u>LESSON OBJECTIVE</u>	<u>HOMEWORK</u>	<u>DIFFERENTIATION</u>
Lesson 20-23	What makes a good research sheet?	Pupils will create another research sheet investigating artists who make work in the same theme of their own. Images and information will be sources on phones and PC then studies in the style of the artist attempted.	How can your annotations be better, sharing of vocab sheets, phrases and prompts.	Pupils will research into an artist of their own choice, collecting images and information. This may be on the PC or an A3 sheet. The theme, approach to this, colour palette, composition and mood will be investigated.	Understand how some artists portray a theme and the language they choose to use. Pupils will create a page based on the artist and apply their own ideas and take elements from the artwork and transfer to their own work.	Continue to work on the research if on a PC or afterschool if on paper.	List of artists ready to be selected. Prompt sheet with questions.
Lesson 24-25	Make a wash onto A3	Pupils will produce a mind map of their chosen theme. They will use a prompt sheet and respond in a person approach. Sketches, annotations and images will be created.	Class discussion on personal ideas, feedback on work produced. How would you improve this work?	Pupils will think outside-the-box to look at their chosen theme to create a page of possible ideas and directions to explore. They will gain a deeper understanding of personal responses and take ownership to their work	Be able to explore a theme from many perspectives to create an original final work. To use the internet to do this as well as documenting personal experiences and events.	To ask family and friends about their theme and think about adding this to their work.	Examples of good work on Power point. Use a template with prompts. Mind map may have more images and sketches.
Lesson 26-27	Discussion of plagiarism and the consequences if undertaken.	Map out 4 possible ideas for the final work. Add annotations, sketches and present on one sheet.	Tell me why you have chosen your final idea? Why is it the best option?	Pupils will create 4 final ideas and weigh up which is the strongest for a final work. They will address composition, colour palette, perspective, material to use and impact.	Be able to understand how to transfer ideas into 2D and 3D final works. Know how to present images & information in a creative way.	Continue finalising which is the best idea and why.	Examples of my work and the process I took in my sketchbook to make a final work.
Lesson 28-30	Choose best idea and photocopy 4 times onto A3	Experiment with different materials to choose the best one for the final work.	Which works the best or worse and why?	Pupils will experiment with a range of materials and analyse which is the best.	To know what effects can be achieved with materials. Understand how to use a range of art materials.	Work on A3 sheets and annotations.	Prompts and phrases to help with annotations. 1-1 help how to use materials.

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Lesson 31-37	Write a short paragraph what you hope to create and the mood and colour palette you will use.	Start final work. St Ketch out or start to build foundation structure.	Group critic.	Pupils will use previous learning to help inspire their final idea. Prep work will be referred to.	Be able to create a final piece of art based on dreams, nightmares and fantasies. Understand the materials to use on a larger scale and ensure the idea reflects the chosen theme.	Work on final piece in art club.	Discuss with pupil their stages creating the final artwork. Encourage and support as the work evolves.
Lesson 38	Present your work to the rest of the class.	Pupils will analyse their final work. Present on A3 paper then annotate it.	Discussion of final work with rest of class.	Pupils will discuss their work, explain which artists have influenced them, explain the techniques and colour choices as well as materials, techniques used, and problems solved.	Be able to be honest and analyse their final work. Explain the choices made in reference to materials and techniques used. Be able to give a personal response to the given theme.	Reflect and complete all planning and research which supports final work.	Use list to check work is all completed. Re read all feedback and add to the sheets, ask for help if unclear.
Lesson 39	The importance of exploring all 4 assessment objectives	Pupils will read project feedback. Pupils will make note on improvements and revisit their work and make adjustments.	Recap of how to annotate planning, research and experimenting using arty words and descriptive language. (Formal elements)	Pupils will revisit sheets and identify good & bad points about their outcomes. Pupils should have links to artists they have researched.	Be able to use previous knowledge & understanding of artist research and how others have addressed their theme. Understand that the final idea may have changed due to new decisions made in the making process.	Revisit sheets which need improved.	Make a step-by-step list of how to improve on their final work and how.
Lesson 40-44	Final piece checklist	Pupils will use all previous learning/research to complete their final project. Pupils work must reflect the Dreams, Nightmares and Fantasies brief.	Group critic. Sharing of good practice.	Pupils will refer to the marking criteria and make additions and fine tune their planning and final outcome.	Be able to create a final work or works based on their chosen theme. Check knowledge & understanding of artists, materials, processes to ensure the best outcome is achieved. Show evidence of all assessment objectives..	Complete any missing coursework.	1-2-1 assistance. Writing frames and help with formal elements.

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## **Extension task –**

To take their final 2D idea into a print using polyblock/lino/monoprint. The outcome can be manipulated in Photoshop to produce further outcomes. If 3D, to superimpose their final work into site specific chosen areas.

## **ART TRIP TO THE LAING ART GALLERY NEWCASTLE.**

Identifying artworks which suggest the same chosen themes, Dreams, Nightmares and Fantasies. Choosing works and investigating the artists. Looking at colour application, brushwork, textures, scale, materials and overall mood and impact. Gathering information, recording images and collecting examples to present on an A2 sheet.