

# 910 SOL – Materials Project

**Aim** – This project is a past exam question from 2018. It gets pupils to think about using materials in an unusual way. This means thinking about material from different angles, exploring concept and meaning and matching the best material to plan and make the work. Pupils will experiment with materials and work outside their comfort zone. We will encourage them to source their own materials and use a variety of making and assemblage techniques. The journey and decision making will be documented and annotated. Students will look at the work of other artists and visit an art gallery to build upon their knowledge and understanding of art approaches.

## **Project context**

- **Artist research** – Alberto Burri, Eva Hesse, Eva Jospin, Anselm Kiefer are some of the artists suggested to study. A large number of other artists are added.
- **Investigation drawings** – pupils will go on a trip to the Baltic and the beach. 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/found objects and techniques – Line and tonal pencil, pen and ink, paint, collage, mixed media, clay, found objects 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 FOUND**  
**OBJECTS, RECYCLED**  
**MATERIALS, 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**

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**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** – Materials, concept, texture, analyse, contemporary, installation, create, representation, surface, found-object, Dada, sculpture,

## **CURRICULUM LINKS**

**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 in periods of art.** Scales, approximate sizes, ratio, volume, estimating, measuring.

## **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 Read AQA GCSE booklet. Hand out A3 plastic folders and name labels	Introduction to the Art room. H&S, equipment, etc. Introduction to 'Materials' 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.	<i>Be able to implement H&amp;S rules at all times. Understand the meaning of the project 'Materials'. Develop knowledge of AO1-AO4, marking/feedback.</i>	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 <b>Materials</b> .	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.	<i>Be able to research the chosen theme and respond from an individual and personal approach. Use knowledge of arty words (Formal elements) to create detailed annotations. Demonstrate the ideas through visual examples and rough sketches.</i>	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 Dada work Discussion. How are found objects used as materials?	PP introduction, YouTube clips on Art made from strange materials. Start to collect different materials and collage. Find new artists who work in the found materials.	Q&A about the artist's work.	Pupils will gain a knowledge & understanding of Koons, Goldsworthy, Picasso and Dada artwork. Pupils will create a research page of collage. They will find materials and discuss the possibilities, to make artworks.	<i>Be able to explore artists work that use Materials as an influence. Know how to study the work and make a personal response – using collage. Understand how to use materials &amp; processes in the style of the artist.</i>	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	Marking feedback. What makes it a high level? Recap gradings and marking.	To watch the YouTube clip of Eva Jospin and answer questions which will aid the annotation on the research sheet.	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,	<i>Be able to research Eva Jospin and select relevant information. Ensure annotations are detailed, factual, personal &amp; use formal elements.</i>	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 named artist. Work out on table, pupils encouraged to analyse and grade.	To work with cardboard in the style of Eva Jospin. Add the studies to the research page and show you understand her techniques and apply to own ideas.	Q&A about the chosen theme.	Pupils will experiment with cardboard and create a sample in the style of the artist.. 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 Eva Jospin, how would you describe her work? Argue if it is good art or bad.	Pupils will try to complete the Eva Jospin research sheet, work in the style of the artists and add annotations.	Group critic. Show good examples of pupils work & areas to improve.	Produce one A3 research sheet on Eva Jospin and one cardboard study in their own theme.	Be able to create a 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 A3 research 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	Give me 5 facts about Eva Jospin.	To complete all work on Eva Jospin and discuss grading. Get work back and add to this to improve.	Q&A about the coloured work made. What works well?	All work will be assessed, and pupils will understand how to attain grades and how to do a research sheet.	Be able to work with different media to create work in the style of Eva Jospin Understand how to use materials & processes in the style of the artist.	Start to look at an artist of your own choice and see how they use materials. Start to collect info and images.	Question prompts to help with personal annotations. List of artists to work from,
Lesson 17-19	Share info on your chosen artist. Give a brief bit of info and describe their work.	Start to create another artist research sheet on the chosen artist. Collect images and info and work in the style of the artist.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will start to do a research sheet from their own independent study. This will be an A3 sheet(s) They will be encouraged to collage onto the sheet.	Be able to research an artist independently. Be able to select information and present in their own works. Understand how the artist has created their work and try to work in their own style linked to the artist.	Continue to do the A3 research sheet.	1-2-1 when writing and analysing their sheets. Prompts and phrases at hand.

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Lesson 20-23	What makes a good research sheet?	Pupils will present their final A3 sheet and offer to the class for a crit. Pupils will share tips on how to improve the sheet.	How can your annotations be better, sharing of vocab sheets, phrases and prompts.	Pupils will have a completed A sheet which is annotated and presented clearly addressing AO1 criteria. They would have worked in the style of their artist.	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	List materials to make art works with that you have seen when looking at artists work so far.	Experimenting with different materials. Looking at casting, using clay and plaster of Paris. Document each stage with photography.	What are the H & S aspects when using clay and plaster?	To embed objects into clay to make a cast. To learn how to mix and pour plaster and to make a mould. To make a section of relief from found objects.	Be able to use clay and plaster. Understand how to use clay and plaster. Know the limitations and dangers of using clay and plaster.	Collect more objects from home and on the way from school to use in the next lesson.	Step by step instructions, 1-2-1 help Already rolled out clay and frames for the mould, check list with vocab list.
Lesson 26-27	What are the respiratory dangers of using clay and plaster incorrectly? How do you clean a table after using the above materials?	Using your own materials, arrange the objects to create a frame. Choose whether to make a collage and spray paint, press into clay or make a mould.	Tell me why you have chosen your final idea? Why is it the best option? Are you pleased with your outcome?	Small collage/frame/moulded frame/textured clay frame which will be developed into another piece of work.	Be able to understand how to create a textural from made from found/used objects. To know how to construct a frame and use different new materials. To be able to make art made from different materials.	Using the photographs taken to document stages, present in a powerpoint.	Examples of step by step with annotations. Word and annotation bank of phrases. 1-2-1 support.
Lesson 28-30	Describe Eva Jospin's work.	Experiment with clothes and create a small piece of work in the style of Klaes Oldenberg..	What problems did you have and how did you solve them?	Pupils will have a small piece of wood/card covered with clothing and white paint.  Go onto paint an image onto the relief surface.	To know how to explore and use clothing in art. To be able to explain how they have created the clothes relief. To understand how Oldenberg has created his work and appreciate the making process.	Document each stage and present on a powerpoint with annotations..	Prompts and phrases to help with annotations. 1-2-1 help how to use materials.

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Lesson 31-37	What skills and techniques and tools have you used with wood? What have you made?	Create a wood relief using old wood. Think about making techniques and how you will attach and assemble.	Group critic.	Small wood relief made from old wood. The work will have shelves, sections and areas to place objects.	Be able to use wood tools and techniques to make a relief work. To know how to construct and attach wood together. To understand the constraints and possibilities using wood.	Find out 5 bits of info on Joseph Cornell and collect 6 images of his work you like.	Discuss with pupil their stages creating the artwork. Encourage and support as the work evolves.
Lesson 38	Share info as a class on Joseph Cornell.	<b>Plan and make an alter to dedicate to a person who you admire and respect.</b> Collect images and make drawings.	Discussion of person and idea with rest of class.	Pupils will choose a person to dedicate their work to. Start to draw ideas and make a mood board of the images they want to include and use.	Be able to give their own personal reasons and opinions why they have chosen the person to pay homage to. Know how to create the artwork. Understand how they will use materials to do this, including unusual materials.	Continue to work on mood board and research person chosen.	Use list to check work is all completed. Re read all feedback and add to the sheets, ask for help if unclear.  Look at the example sheets and suggested list if unable to choose person.
Lesson 39-44	The importance of exploring all 4 assessment objectives	Pupils start to construct work. Use appropriate tools and equipment for their chosen final idea.	What tips and problems are you having. Group crit and sharing solutions.	Start of the final work. Base constructed and shaped. Any relief is starting to get attached and stuck with appropriate tools and materials.	Be able to use previous knowledge & understanding of making techniques to apply in work. To understand the processes and time considerations to make art. To refer your work back to Cornell and other artists who have influenced you.	Take photographs of the making stage to document the process. Add to a power point and add annotations.	1-2-1 help and support Art technician support in class. Pre-cut wood and sections to aid construction. Box shapes already constructed and ready to use.
Lesson 44-48	Instructions on board to complete and analyse final work.	Complete final work and present to class. Written analysis of final work.	Group critic. Sharing of good practice.	Final work completed demonstrating good use of unusual materials and linking to a chosen artist or artists. All assessment objectives addressed.	Be able to create an artwork using unusual materials. To give a personal response to the project. To know which artists have influenced your work and to be able to explain how.	Revisit any planning and research sheets to attain higher grades.	Checklist Prompt questions and word/phrase bank..

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## **Extension task –**

To take their final 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.

The work can be shared with the chosen person if still alive and feedback documented.

## **ART TRIP TO THE BALTIC GALLERY FOR CONTEMPORARY ART.**

Identifying artworks which suggest the same chosen theme of *Materials*. Choosing works and investigating the artists. Looking at specific named artists and investigating how Materials can be used and manipulated. Gathering information, recording images and collecting examples to present on an A2 sheet.

## **NOTICE**

The project is being delivered to 2 different classes by 2 different staff. The SoL will be followed up to a point but allowing staff to teach and deliver the project to their individual strengths. Different artists will be explored, and the pupils will all be producing different outcomes due to this. We positively encourage this approach to teaching in the department. Pupils may not always be completing work in the same order as the SoL however the checklist of work will be completed at the end of the project.