

**Overview:** This is an overview of the lessons we are setting for Term 4, the work we are expecting students to upload onto class charts or via email and then what will go into student books to reflect the learning from these 6 weeks.

WEEK	LESSON/FAR MARKING	STUDENT WORK TO BE SUBMITTED	WORK TO BE STUCK INTO BOOKS
<b>WB</b> <b>22/02/22</b>	FAR marked as submitted/per week – instant feedback to help students progress with coursework and practical tasks. Teachers to keep log in their personal FAR sheet. Start end point of Cubism – final Piece – bottle fragmentation	Lesson 1 Recap on Cubism movement and style and related artists. Introduce key art features of the movement Cubism fragmentation, tone etc. Recap on last term, formal elements, grids and still life drawings – outcomes.  Lesson 2 – Introduce the brief and 6-week plans, what's the bigger picture – create Cubism still life response of your own. Introduce some visual examples of personal responses for inspiration- students can analyse this image. This could even be done using padlet or whiteboard.  <a href="https://en-gb.padlet.com/">https://en-gb.padlet.com/</a>	Work to be kept in a safe place to be stuck into books on return.
<b>WB</b> <b>01/03/21</b>	Bottle Fragmentation – Use Collage	Lesson 1 Recap on fragmentation What is it? Which Cubism artists use this technique? Why do they use it, what are they trying to achieve? Mini critique using spiral/whiteboard or answers could be put into the chat? <a href="https://spiral.ac/">https://spiral.ac/</a>  Lesson 2 – Apply – students will now start to develop, refine their fragmentation skills. Starter; Can you fragment an apple? Main task – students will fragment a bottle and add tonal shading in cubism colour or tone.	Work to be kept in a safe place to be stuck into books on return.