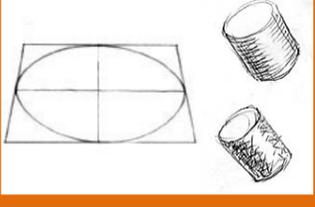
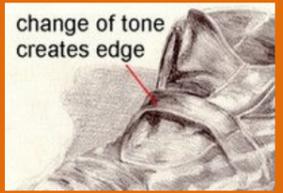


Viewpoints - Home Activity Planner (Major)

Task	Example	What will I learn?	What will I be assessed on?	Some hints (PLTS)!	Links
<p>1 Using a black ball-point pen use hatching & cross-hatching to represent a cylindrical FORM of your choice (i.e. bake bean can, cup, etc.) Make sure you pay attention to the visible ellipse</p>		How to show FORM using hatching/cross-hatching.	Your ability to use hatching/cross hatching	<p><i>What happens when you change the lighting in the room.</i></p> <p><i>Experiment - partly draw the curtains or use a lamp.</i></p> <p><i>Observe the change.</i></p>	

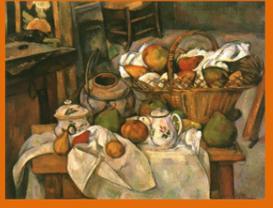
Task	Example	What will I learn?	What will I be assessed on?	Some hints (PLTS)!	Links
<p>2 Use a soft pencil (2B or higher) draw food on a table. Avoid using lines (use areas of shade instead).</p>		How to use pencil expressively.	Your skill in showing different ways of using a pencil AND rubber. Can you show that you have used different pencils?	<p><i>Look at the food on the table from different viewpoints - what happens?</i></p> <p><i>include the words: light, angles, size, receding, overlap, eyelevel, shadow, tone.</i></p>	

Task	Example	What will I learn?	What will I be assessed on?	Some hints (PLTS)!	Links
<p>3 Draw a section of a boot or a shoe. Show how you can create the sense of an edge by using tone (shade).</p>		To create a sense of 3-D without relying on LINE .	Your ability to show FORM .	<p><i>Experiment with your pencil. Try to make shapes recede or advance using the edges to work from.</i></p>	

Task	Example	What will I learn?	What will I be assessed on?	Some hints (PLTS)!	Links
<p>4 Choose a Dutch still life painting of the 15/16th Centuries. 1. Who painted it? 2. Where was it intended to be hung? Who would have bought a painting like this? Make a copy of a section that you like.</p>	 <p>http://www.nationalgallery.org.uk/paintings/ambrosius-bosschaert-the-elder-a-still-life-of-flowers-in-a-wan-li-vase</p>	How to understand that art served a purpose in society	How well you are able to show that you understand the information that you find out about your artist.	<p><i>This painting can be seen at the National Gallery in London...why not visit!</i></p>	<p>http://www.nationalgallery.org.uk/paintings/ambrosius-bosschaert-the-elder-a-still-life-of-flowers-in-a-wan-li-vase</p>

Literacy link

Use your paragraphing poster to help

Task	Example	What will I learn?	What will I be assessed on?	Some hints (PLTS)!	Links
<p>5 Make a copy of a section of the painting by Paul Cezanne. What can you say about the VIEWPOINT and PERSPECTIVE?</p>		To understand that artists work in different ways.	How well you show that the artist has looked from different viewpoints.	Can you see the table appears disjointed? Why has Cezanne done this?	<p>http://parkwestgallery.wordpress.com/2009/12/09/mast-erpieces-from-paris-van-gogh-gauguin-cezanne-and-beyond/</p>

Literacy link

Try using VERBS to explain (e.g. **broken** space)

Task	Example	What will I learn?	What will I be assessed on?	Some hints (PLTS)!	Links
<p>6 Using found objects make a COLLAGE based on a still-life in the style of SYNTHETIC CUBISM.</p>	 <p>Still Life with bowl and Fruit</p>	To reflect on how I produce my own work.	How well you used 'found objects' to create your own still life	Collect small pieces of varying textures e.g fabric, sandpaper etc What would they look like stuck onto the objects?	<p>http://www.artchive.com/artchive/P/picasso/bowl.jpg.html</p>