

**SCHEME OF WORK****OCR AS and A Level Art and Design (H200/H600)****12 session core skills programme**

Session	Topic	Activity	Resources/links/contextual
<b>One</b>	<b>Recording experiences and observations – using a sketchbook</b>	Introduction to: <ul style="list-style-type: none"> <li>Using a sketchbook and methods for recording information</li> <li>Quick drawings – intro to quick observational sketching techniques</li> <li>Transferring images – see resources for more information</li> <li>Collage – using found pictures/pieces of print – creating a sketchbook page.</li> </ul>	Newsprint/charcoal/pencils Sticky tape, images – photocopies/newspapers/magazines <a href="#">Tutorial on image transfer using sticky tape</a>  Visit the website of <a href="#">The Sketchbook Project</a> for lots of inspiring sketchbook pages.
<b>Two</b>	<b>Recording experiences and observations – photography and annotation</b>	Introduction to: <ul style="list-style-type: none"> <li>Using a camera to capture and record information</li> <li>Using a camera to create ‘found’ drawings/paintings/pictures</li> <li>Compositional techniques</li> <li>Using photographs to develop ideas</li> <li>Drawing from photographs</li> <li>How to annotate – using specialist and technical vocabulary</li> </ul>	Cameras Camera phones Sketchbooks Printer Photocopier  <i>‘Photography: The New Basics’,</i> Diprose and Robins. Thames & Hudson 978-0-500-28978

# ART AND DESIGN

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	<p><b>Core skills Drawing for different purposes – a Four session block of core drawing lessons</b></p> <p>The below exercises can all be completed using a still life or from life drawing. They can also be altered to make them more appropriate for chosen specialism. E.g. drawing with stitch (textiles) Drawing with wire (3D) Drawing using perspective (graphic communication) Drawing using digital devices (graphic communication, 3D, photography).</p>		
Three	Observational drawing	<p><b>Quick drawings</b> – using newsprint learners complete a number of drawings of set up still life or life model. Each drawing can last from 1 to 5 minutes. The idea is to capture the whole figure/still life with quick gestural marks – there shouldn't be a focus on detail.</p> <p><b>Continual line</b> – without taking their charcoal or pencil off the paper learners complete a number of drawings in a single continuous line. This helps to improve observational skills, improve quality of line and create compositions. This should help enable them to capture the essence of the object/person/still life they are drawing</p> <p><b>Movement</b> – if using a life model – the model moves every few seconds – students do a number of quick drawings on one piece of paper to give sense of movement. Again the drawings should be quick and gestural.</p>	<p>Objects for still life or life model</p> <p>Charcoal, newsprint, cartridge paper</p> <p><i>'Drawing and Painting – Materials and Techniques for Contemporary Artists'</i> Kate Wilson, Thames &amp; Hudson 978-0-500-29316-4</p>

# ART AND DESIGN

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Four	Tone	<p>Drawings just using tone – no lines</p> <p>Identify three tones e.g. white, grey and black using charcoal</p> <p>Draw still life/life drawing using just those three tones</p> <p>Using just a rubber and charcoal students develop drawings responding purely to light and shade</p> <p>These are particularly useful for developing 3D ideas.</p>	<p>Newsprint</p> <p>Cartridge paper</p> <p>Charcoal</p> <p>Graphite sticks</p> <p>Erasers</p> <p>Lights/lighting to create strong contrasts</p> <p>Drawings by <a href="#">Frank Auerbach</a> using tone</p>
Five	Drawing using an emotional response	<p><b>Drawing from music</b></p> <p>Using non-figurative mark making – learners create work in response to a series of different music pieces</p> <p><b>Narrative</b></p> <p>Learners respond to a poem, short tale or made up story using non-figurative mark making</p> <p><b>Discussion</b></p> <p>How successful where the outcomes in conveying emotion, imagination, narrative etc.?</p>	<p>Selection of different types of music</p> <p>Paper, pens, charcoal, graphite etc.</p> <p>Poems, short tale/story etc.</p> <p><i>‘Drawing and Painting – Materials and Techniques for Contemporary Artists’</i> Kate Wilson, Thames &amp; Hudson 978-0-500-29316-4</p>

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Session	Topic	Activity	Resources/links/contextual
Six	Observational drawing	<p><b>Composition</b> – make and then use a view finder to find compositions from a set up still life or scene. Discussion about what makes a good composition – e.g. rule of thirds, golden section etc. How can that be deviated from.</p> <p><b>Negative space</b> – once the composition is established, the student only draws the spaces and shapes in-between the objects rather than the objects themselves.</p> <p><b>Measuring</b> – use a pencil to visually measure objects in relation to one another – for accuracy in size and scale.</p>	<p>Paper, drawing tools, still life objects/life model</p> <p>How to make and use a <a href="#">viewfinder</a></p> <p>Resource with examples of different artists' approach to <a href="#">observational drawing</a></p> <p><i>'Drawing and Painting – Materials and Techniques for Contemporary Artists'</i> Kate Wilson, Thames &amp; Hudson 978-0-500-29316-4</p>
<p><b>Creating and using colour</b></p> <p>Understanding how to create and use colour is an important skill for all specialisms. These activities could be added to or altered to make them more relevant for different specialist activities. E.g. using dyes (textiles) printing Designing packaging or clothing using a limited palette (textiles, graphic communication) etc.</p>			

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Session	Topic	Activity	Resources/links/contextual
Seven	Colour mixing	<p><b>Colour wheel</b></p> <p>Using primary colours only mix a table or wheel of secondary and tertiary colours</p> <p>Identify Complementary colours – look at contextual examples</p> <p><b>Choosing a palette</b> – Learners choose a section from the colour wheel e.g. cool tones, warm tones or complementary colours</p> <p>Paint from still life or life drawing using just the limited palette chosen.</p> <p>Discuss outcomes</p>	<p>Primary colour paints</p> <p>Brushes/palettes etc.</p> <p>Thick paper</p> <p>OCR resource on <a href="#">colour theory</a></p> <p>Download a colour wheel <a href="#">template</a></p> <p>Paintings by <a href="#">Van Gogh</a> and Monet using complementary colours</p>
<p><b>Contextual studies</b></p> <p>A more formalised introduction to contextual studies and for A Level students the Related Study element of the Personal Investigation</p>			
Eight	Contextual studies and related study	<p><b>Time line</b> – identify major art movements and contextualise alongside significant historical events – this could be limited to the last 100 years. Identify artists/designers/practitioners relevant to chosen specialism within this.</p> <p>Research methods</p> <p>Writing about art and artists</p> <p>Specialist vocabulary</p>	<p>Timeline exemplars - at <a href="#">Scoop it</a> and at <a href="#">Tate galleries</a></p> <p><i>'The Thames &amp; Hudson Introduction to Art'</i> Dewitte, Larmann, Shields</p> <p>978-0-500-23943</p>

**ART AND DESIGN**

Session	Topic	Activity	Resources/links/contextual
<b>Nine</b>	<b>Contextual studies and related study</b>	<b>Visit to a museum or gallery</b> – could be relevant to chosen specialism Develop sketchbook skills – record images seen Drawing on location Annotation Photography Relevant images chosen	List of <a href="#">UK Museums</a> Sketchbooks Cameras
	<b>Developing a brief</b> An opportunity for students to practice developing and resolving their work from a chosen starting point.		
<b>Ten</b>	<b>Developing a theme or brief</b>	Using material gathered from museum – each learner to develop an idea for a mini project or brief. Use mind-mapping or similar to help develop ideas.	Sketchbook/photos from visit
<b>Eleven</b>	<b>Developing a theme</b>	Learners develop their theme and produce relevant developmental work and resolved outcome	Materials relevant to learners chosen brief/specialism
<b>Twelve</b>	<b>Evaluating own work</b>	Evaluation and peer assessment of project – could use assessment criteria to support peer assessment.	Assessment criteria

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