

A LEVEL ART AND DESIGN

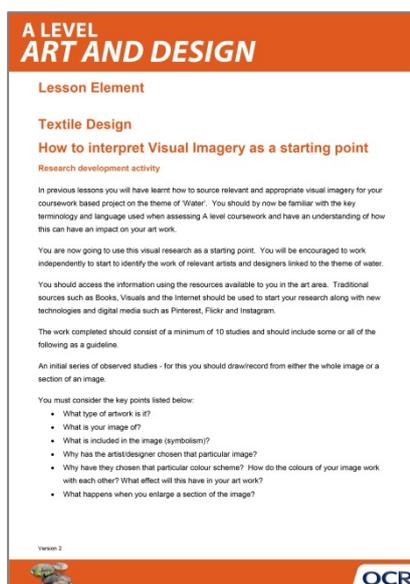
Lesson Element

Textile Design

How to interpret Visual Imagery as a starting point

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Activity title' activity which supports OCR A Level Art and Design.



The Activity:

This resource comprises of 1 task.

The focus of this lesson is to embark on a starting point which will allow the formal elements of Art, Design and Textiles to be introduced whilst inspiring students to develop, skills, knowledge and understanding in this specialised area.



This activity offers an opportunity for English skills development.

Associated materials:

'How to interpret Visual Imagery as a starting point' Lesson Element learner activity sheet.



A LEVEL ART AND DESIGN

The objective of the lesson using the theme of 'Water' is to identify a range of starting points that can be used to successfully cover the assessment criteria for A Level Assessment Objective 1 (AO1): Develop. The lesson will provide an opportunity for students to engage in independent learning by identifying and exploring the meaning of key terminology such as colour, texture, form, function movement, perspective and scale. As a follow up to this lesson and throughout this design brief students should then be encouraged to use a range of media with particular emphasis on the development of skills in their chosen technique.

Classroom Activity - Instructions

Group Exercise: Which images would you put with each starting point?

In pairs students are to work on a basic 'sorting' exercise using a selection of visual images based on the Key terminology listed above (Colour, Texture, Form, perspective and scale) Each corner of the room should have a sheet with the themes written on for students to go to with their images. They should then place the images on the sheet linked to each starting point. This 5 minute activity should then be followed by a group questioning and answering session, where students should be able to discuss and explain the relevance of the imagery to the chosen theme. The teacher should provide some imagery that will be suitable for several of the themes chosen as this will enable students to begin to question and analyse in depth their interpretation of the starting points. The purpose of this task is to demonstrate their understanding of the task and the key terminology used. Targeted questioning will also allow for differentiation and for the teacher to check understanding of AFL (Assessment for Learning). An engaged conversation will also demonstrate evidence of understanding and independent learning.

Consider the following questions;

What type of artwork is it?

What is your image of?

What is included in the image (symbolism)?

Why has the artist/designer chosen that particular image?

Why have they chosen that particular colour scheme?

Can you form any links between this work and the theme of Water?

Independent Learning:

Students should then be introduced to the theme of 'Water'. A further questioning and answer activity could be used here to highlight and identify key terminology associated with the theme of 'Water'.



A LEVEL ART AND DESIGN

Students should be encouraged to work independently to start to identify the work of relevant artists and designers linked to the theme of water. Students should access the information using the resources available to them in the art room. Traditional sources such as Books, Visuals and the Internet should be used to start their research along with new technologies and digital media such as Pinterest.

Types of questions students might ask?

How can one image be used for several themes?

Explain that sometimes an image can contain reference to several areas or key elements. For example texture and pattern can be found in one image.

My picture doesn't contain an image of anything linked to the theme, it's just a series of lines?

Explain that when looking at an image it is often an enlarged abstracted area of an original image.

Key places to look for information:

Pinterest: This is an online resource that allows you to search and view a vast range of visual imagery from which you can then collate a series of themed boards. You then have the ability to share your boards and images with other users. This is a rapidly expanding source of research that is now being used for a range of subjects. Students could begin their research by searching for examples of visual imagery such as water droplets, ponds, streams, waterfalls, reservoirs and lakes. Encourage your students to follow selected users who have added examples of imagery that they find stimulating and inspirational as often these images are updated regularly.

<http://canalrivertrust.org.uk/inyourarea#lat:53.540307,lng:-1.8566889999999602,zoom:7>

<http://www.alexwisephoto.com/blog/2011/11/16/how-to-photograph-waterfalls-tutorial/>

<http://mademistakes.com/mastering-paper/drawing-water/> using an iPad

<https://www.pinterest.com/chbreuer/water-soluble-stabilizer/>

<http://www.lindakemshall.com/LauraKemshall.html> for designing practice, ideas, materials, inspiration and more.....

<https://www.google.co.uk/images?hl=en->

[GB&q=Fashion+garments+water+designs&gbv=2&sa=X&oi=image_result_group&ei=wPhYU87aAsmk0QWYu4HgDQ&ved=0CCcQsAQ](https://www.google.co.uk/search?q=Fashion+garments+water+designs&gbv=2&sa=X&oi=image_result_group&ei=wPhYU87aAsmk0QWYu4HgDQ&ved=0CCcQsAQ)

Fashion Garments for ideas and inspiration



A LEVEL ART AND DESIGN

Long and short term objectives

- Develop an understanding of Assessment criteria and Key terminology that will enable them to produce a collection of work to support their final design.
- To understand how to use assessment criteria to realise their intentions.
- Pupils to think about what type of imagery and special effects could be used to enhance work.
- By the end of the lesson students should also be able to consolidate their learning by looking at the work produced in their sketchbooks so far establishing, where they currently are and what is their clear target for improvement?

Outcomes

- Students will be able to describe the basic terminology used and associated with AO1 (Develop) and to discuss why the use of relevant visual research is important.
- Will understand and be able to describe the processes used by artists, designers and photographers when starting to research with confidence a starting point for their chosen theme.
- Exceptional progress will be shown by demonstrating with confidence and excellent communication skills a desire to creatively develop and explore their ideas via investigations of other artists work.

Teacher preparation for their role in activity

A summary of key information and background to the topic.

A short revision session on the key terms and phrase can be conducted at the beginning of the session so that the most important definitions are shared with the group. Definition cards could be used as a way of differentiating for less able students. Teachers will also need to be able to provide a set of visual stimuli based on the key definitions and 'Water' theme. These should be varied in style of work and size.

Teachers will need a basic knowledge of the following key terms:

- Colour
- Texture
- Form
- Perspective
- Scale



A LEVEL ART AND DESIGN

Task 1

Following lessons: To present development work within sketchbook (evidence)

From their sources and research, students should start to produce and develop designs. Initial work should include evidence of recording skills through a range of observed studies. For example using a range of media they could create a series of 10 small studies/sketches based on selected areas of their imagery. These studies should contain reference to and evidence of drawing skills such as texture, line, shading, contour and pattern.

These studies can then be developed further by experimenting with materials and techniques to work towards producing a collection of work and final outcome. The work produced should also focus on incorporating the key elements of the theme such as movement, colour and texture, shape and form.

We'd like to know your view on the resources we produce. By clicking on '[Like](#)' or '[Dislike](#)' you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2015 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: Maths and English icons: Air0ne/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Version 2

