# Remote Learning Provision

## Art

### Year 7

At the start of January, we continued with the topic that students would have been studying in school, Full Figure Drawing, but tweaked the PowerPoints and made extra resources to support students’ learning. Resources include time-lapse and instructional videos to demonstrate certain tasks, as well as producing exemplar work. All resources have been saved to the relevant Teams assignment for students to access at their convenience. We spent 3-4 lessons on this Full Figure Drawing before moving on to Colour Theory, which will run up to February half-term.

The lessons have been delivered either fully or partly live, with the teacher sharing the PowerPoint presentation at the start and demonstrating how to do the task before letting the students start it themselves. For lessons which could not be delivered live, due to the teacher being in school with key worker/vulnerable students, the resources were shared on Teams and the chat function was used to explain the task and answer any questions from students.

### Year 8

At the start of January, we continued with the Islamic Art project that students would have been doing in school. For the first two weeks, LSH did a research project with her groups and made a PowerPoint to support this, while MCS and I did a task in which students used the letters of their name to form a 2D pattern, with MCS creating a video tutorial for this to help students. After that, we have all taught a rotating pattern task, which involves creating a template to produce an intricate, repeated arabesque design. I have made 2 video tutorials for this task and shared them across the department. This task has taken around 3 weeks so far and will run up to February half-term. All resources have been saved to the relevant Teams assignment for students to access at their convenience

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### Year 9

At the start of January, we continued with the Entomology project that students would have been doing in school. For the first two weeks, we taught a Hybrid Insect Drawing task based on resources I had previously made and tweaked for online learning. Following on from that, we taught a task in which students draw an image of an insect taken with an electron microscope. Again, I tweaked the resources I already had to support students’ online learning and shared them with MCS. This task will run up to February half-term. All resources have been saved to the relevant Teams assignment for students to access at their convenience

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### Year 10

At the start of January, we continued with the task students would have been doing in school: a series of facial feature drawings. This lasted 3 weeks and each facial feature page was set as a separate assignment with separate resources. I tweaked resources I already had and also found new resources such as online video tutorials to support students’ learning. Following on from that, I created and set a new task that I thought students would benefit from and also be able to add their own creativity to while at home with access to the internet: a “Portrait Help Page”. I produced an exemplar piece of work to raise expectations and inspire students. In the last week I have set a new task in which students will create a realistic self-portrait. This will be split into three separate assignments and will run up to one week after February half-term. All resources have been saved to the relevant Teams assignment for students to access at their convenience. Each assignment I have set has lasted approximately 3 lessons.

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### Year 11

For the first week of January, I asked students to finish a small piece of work they had already started before Christmas, which was a preparatory painting. I went into school and prepared a few palettes of acrylic paint for students who did not have any at home to come in and collect from reception.

In the second week, I put our current project, Art & Words, on hold and devised a new “mini” scheme of work/project called Life in Lockdown instead. My reasoning for this was that the Art & Words project was coming to a close and the end product (the final outcome) was a large-scale acrylic painting on a 16x20” canvas. It would not be realistic or feasible to expect students to produce this work at home and the canvases had already been bought and stored at school. I arranged for a new sketchbook to be posted out to every student as their current sketchbooks were almost full due to the Art & Words project was coming to a close.

I had already tried to implement the Life in Lockdown during the first lockdown (April 2020) but only 2-3 students actually did any work for it and even then, it was minimal. Therefore, I created a new PowerPoint with a brief and examples etc. to outline the project and hopefully inspire and engage students.

I set a new task/assignment each week for 3 weeks. These included: Artist Analysis, Mind Map, Mood Board, and then I set a 2-week assignment last week called Photography and Drawing. I have tried to keep the tasks “loose” and give students the freedom to work on the tasks using whatever materials and equipment they have available. I also took on board some of the feedback from their Student Voice before Christmas, in which quite a few students said they would like more freedom to create artwork in their own way.

I have had live meetings with the group for almost every lesson and had in-depth discussions about the work and how they should be progressing towards the end of their GCSE course (April). For lessons which could not be delivered live, due to me being in school with key worker/vulnerable students, the resources were shared on Teams and the chat function was used to explain the task and answer any questions from students.