

Surrealism Project	Rationale: Surrealism follows Cubism chronologically, so helps to explain the context. It also requires a higher level of technical skill than the previous projects, combining colour mixing from impressionism and shading from cubism. The project is also designed for the students to be more independent and diverse in how they develop their compositions. This project is often one of the highest scorers in the final overall mark	Cross Curricular links	History - WW1, Shell shock and trauma Psychology - Freudian analysis
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Student Activity	Students completing brainstorm of object people and places to be added into their compositions	Creating digital collages of images from their brainstorms to create surreal compositions - Adding a grid	Students to make a detailed A2 Grid Drawing from one of their compositions	Students to create their backgrounds on a stretched piece of paper, in just 5 mins, using variety of techniques and methods	Students to trace transfer drawings onto backgrounds- Paint in accurate colour, without shade	Adding in shade and detail
Knowledge/Understanding Skills	Understanding of how Surrealist artists used random images and juxtaposition to create images that had hidden meanings	ICT skills - around images and arranging on a background. Understanding that the images they create must be impossible	Technical drawing skills. Use of grid for accuracy. Understanding that surreal paintings have a high level of realism, even though they are impossible	How to stretch a piece of paper. How to use sponges and squashed paint to create effective backgrounds. Understanding of decalcomania as a technique used by Max Ernst	Use of graphite paper to transfer a tracing. Further developing colour mixing skills. Paint handling with finer detail	Use of colour wheel to mix complimentary colours to create darker hues. Understanding of how shade models form and create realism
Curriculum mapping Past	Year 7 Surrealism	Year 7 Surrealism Y8 Pop Art project using Paintshop Y7 Chocolate bar project	Grid drawing used throughout KS3 and 4	Y7 Surrealism, students painted backgrounds separately	Y7 Surrealism Colour mixing in Impressionism project	Impressionism colour mixing Cubism shading light to dark
Curriculum mapping Future	To be used to create surreal collages	Images to be used to create highly detailed drawings	Developing technical drawing skills. Drawings to be traced for final paintings	Techniques to be used in possible exam. Images to be traced onto backgrounds and painted in detail	Adding shade and detail. Understanding of how to develop a composition from background to foreground	Developing technical skills and realism - utilised in portrait project
Assessment against AOs	AO1 - Contextual understanding Recording ideas AO3 -	AO2 - Development of an Idea AO1 - Images should reflect understanding of Surrealism	AO3 - Recording Is image surreal? AO2 - Students can develop their compositions beyond their collages	AO2 - Use of materials Reference to Ernst AO1 -	AO2 - Composition development, use of materials	AO2 - Use of materials AO4 - Personal response
G&T	Thinking about underlying meaning of the objects	Several possible outcomes. More complex images, use of motifs	Higher level of detail Adding extra ideas and motifs	Use of multiple techniques	Higher level of skill and accuracy	Higher level of skill and accuracy
Lower ability	Scaffolding	Use of examples and technical assistance	Technical help drawing grid. Use of windows to break compositions down	Methods accessible to all	Technical assistance. Use of enlarged copy of original collage to trace transfer	Technical help
H/W						

Extension - Adding in Surreal motifs	Extension 2 - Clay model, based around a withie frame
Underatanding that certain objects and images are associated with different surrealist artists.	Use of clay as a medium. 2D to 3D. Structure
Y7 Surrealism	Y7 Surrealism - extension
Making understanding of the work of others explicit in their work	Skills to be used in potential art exam. A-level Graphics, stop motion animation
AO1 - Understanding of the work of others AO2 - Development of image AO4 - personal response	AO2 - Use of materials AO3 - Personal response
Higher level of skill and accuracy	
Technical help	