

## Art Revision through techniques- DNA Activities

These activities form part of recall and revision for our student.

The DNA will link to the lesson objective and will then be modelled (as part of ) students in the lesson.

AO1	How do we brain storm? Identify and list the artists from your exam paper? White board.	CT to dem – identification and break down of exam question and how to identify key components. Dem how to build a mind map.
AO1	How do we apply annotation to? Annotate 3 feelings towards your artists work – white board activity.	CT to dem – how to express feeling and how to add these to the mind map. Use colour and key words.
AO1	Mix and show 3 colours that are identified on your chosen artists work. Paint / pencil	CT to dem – colour mixing.
AO1	Produce 3 different varieties of marks that you can see in your artists work. Paint / pen pencil etc.	CT to dem – mark making from the artists work.
AO3	Produce 3 different varieties of marks that illustrate shading? Pen / pencil etc.	CT to dem - mark making in shading.
AO3	Produce 5 different shades of one colour using oil pastel. The focus is blending.	CT to dem – blending with oil pastels
AO3	Produce a small biro study from a photograph in which you show mark making and shading.	CT to dem –to illustrate mark making and shading from a secondary source. How to work with a pen.
AO3	Complete the grid showing examples of stippling, shading, cross hatching etc.	CT to dem – recap on specific mark making such as stippling etc.
AO3	Annotation – On the scrap paper and using your annotation guide / laminate word doc write about one of your observations – explain materials, techniques etc.	CT to dem –and build up a class example of annotation – how could we make this stronger. Use cold calling and class white board to model expected level of annotation.
AO3	Create a list of how you will present your observations in your sketchbook. What will you do / include to make it visually eye catching and confident.	CT to dem – presentation ideas using past students work. Level 5/6 and above.
AO2	Produce a 5 minute plan for what you want to achieve in the next 3 lessons.	CT to dem – Using a student’s exam sketchbook demonstrate how to break down achievable chunks. Use tracker grid to support.
AO2	Write down how your latest idea links to your exam question or artists.	CT to dem – Review Mind maps and use past students work. Level 5/6 and above. Students to rerecord ideas and links personal to their intentions.
AO2	Using the materials in front of you produce 3 different surfaces to work on. Eg , pastel , spongers, paint etc.	CT to dem – a variety of different surfaces.
AO2	Look at one of your artists work and one of your observations. Make a quick sketch combing a piece from each.	CT to dem – how combine foreground and back ground as well as linking this to the class’s exam question.

AO2	The timer will run for 5 minutes – produce 2 small A5 sketches which combine your observations and relate to your exam title.	CT to dem – using an example of a past observation and the artist linked to that question demonstrate how to sketch quickly for ideas.
AO2	List what will be in your foreground and in the back ground of your next idea.	CT to dem - using an example of a past observation and the artist linked to that question demonstrate how to sketch quickly for ideas. Expand on ideas.