



ART Scheme of Learning

Year 9 – Term 1 - 2 / Module 1 /Foundation Projects

Intent – Rationale

The vital role of art and design plays in our school community is to allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

<p>Sequencing – what prior learning does this topic build upon?</p> <p>Ss will complete 4 short different modules during this foundation unit – What is Art? /Graffiti / Still life & Photography designed to lead into the main Surrealist & Save the planet project. Practical skills will be built from their Year 8 & 7 experiences Critical skills will be built from their looking and responding to artists in Yr7 & 8</p>	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Gives Ss a strong base to make the more independent work in the next longer projects • Ss gain knowledge and experience in 4 key areas of Art and Design in these short projects – Photography / Fine Art / Responding to Artists & Public Art forms
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • Art covers many subjects in these 4 mini projects – cultural / social and historical aspects are all covered in some depth and how they influence photography / Fine Art / Public Art and Art itself 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • All British values • Careers covered with what is art and all GB4 covered over the projects • SP1234 • M3 • SO3 • C1234
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <ul style="list-style-type: none"> • Ss will respond directly to a range of artists from modern and contemporary Art /Photography / Graphic Design • Ss will develop “looking at Art” skills which incorporates basic research skills and reading from art gallery websites and articles on the different Art areas in class and at home 	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> • Gridding up and measuring • Photography and camera settings



ART Scheme of Learning

Year 9 – Term 1

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p style="text-align: center;">Ss will build knowledge in a range of Art skills – making & creating and critical skills through a series of small short / workshop style projects Photography basics and what is photography How to identify and recognise different kinds of Art and Design Gaining knowledge in Exploring a range materials and media through the projects</p> <p style="text-align: center;"><u>Apply</u></p> <p style="text-align: center;">Ss will apply critical skills learnt to different artworks from different genres and times. Understanding that Art is made for different purpose and some of the aspects that influence creatives They will apply practical skills to Photography tasks, painting tasks and Graphic design tasks which have been taught in the introductory sessions. Independent working and Individualised learning and one to one instruction throughout the project.</p> <p style="text-align: center;"><u>Extend</u></p> <p style="text-align: center;">Ss will develop their own work and become more independent – making their own decisions and independence about their work</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Graffiti project – Tag,.Throw-up,.Blockbuster,.Wildstyle,.Heaven,Stencil, Poster (paste-up) Sticker (slap) • Still life project – composition, traditional, contemporary, modern, symbolism, contrast, context, pattern, texture, tone, gridding • What is Art project – Traditional / contemporary / Modern – Fine Art, Conceptual, Expressive, Realistic, Abstract, Abstraction, Art movements • Photography project – Composition, DSLR, Landscape, Abstract, portraiture, angle, film, digital sensor, lens. 	<p>Mainly sketch book work Sketchnote activities Outcomes & discussions</p> <ul style="list-style-type: none"> •

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
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<p>What is Art? 3 lessons. Discussion Ss discuss a number of concepts around what is art? Critical skills Introduce a range of images from the folder – really to stimulate discussion and opinion about what they like and don't like. Encourage Ss to write down words and terms about colour, subject, brushwork and other formal elements. Demonstration Demonstrate using an image on the screen. Start PPT with the first slide – get Ss to write down what Art is to them. Show students and talk to Ss about visual note taking/sketchnotes – show this video (https://www.youtube.com/watch?v=gY9KdRfNN9w) and expand and explain – Ss will be creating a what is Art page in their sketchbook ; students need to be clear about the 3 key elements of sketchnoting _ TEXT_heirachy /IMAGE/LAYOUT https://www.youtube.com/watch?v=3tJPeumHNLy Critical skills Continue to work through the PPT explaining and exploring the different styles and types of Art – Teacher needs to clarify & get Ss to recognise and identify the different qualities of these 3 distinct areas of art. Visual notetaking session – Ss will create a dynamic colour page which illustrates What is Art. T will need to demonstrate on the board and show examples of what is required.</p>	<p>Discussion & Debate Identifying the different genres of Art Note taking</p>	<p>Ss have the opportunity to further develop their artwork and the layout with one to one input and instruction from the teacher.</p>	<p>Developing Sketch note page of What is Art?</p> <hr/>
<p>Graffiti – 6 lessons Research stage Introduction to Graffiti and what it is – using youtube video and stills – Highlighting – the fraternal kiss, the Obama Hope & Banksy artwork float the subject of this module and what Graffiti is. Use of exemplar / Artist study Using the PPT introduce Ss into the different types of graffiti – slides 5-14 Ss are to work on slide 15 Retrieval activity Start lesson wit Slide 16. I Exploration & Experimentation phase Introduce Slide 17 with teacher demo on board on how to develop a letter Slide 18 / 19 to help create their own work. Colour considerations at the moment to be just black and white. Development/Design & planning Ss begin to develop their successful words / phrases into colour – using complementary or analogous or black and white colour combos. Ss are to choose a social / political theme to make their Graffiti about. They must come with an image to work from with small amount. of text. Final outcome phase/ Ss create page of experiments and sketches for their graffiti piece. Using watercolours students create their outcome.</p>	<p>Students will sketchnote on what Graffiti is from the video and from the input during the lesson Ss will create a page which highlights 3 different styles they have chosen with illustrations</p> <p>Ss need to have created a page of single letter experiments</p>	<p>Ss are able to further develop their undersanding of Graffiti by developing their sketchnote to include more details.</p> <p>They can develop their own artworks to a larger scale and a wider variety of outcomes.</p>	<p>All resources can be found here:</p> <hr/> <hr/>
<p>Still Life – 6 lessons Research Stage- Lesson 1 - Introduction to the genre of still life, with recall activity referring to work done in Y8. Examples of still life with recall activity referring to last project (still life as a genre not important; used to show-case belongings, use of symbols; exception Dutch still life). Use of exemplar using power point; Dutch still life, Van Gogh, Matisse, Picasso, Thiebold, Lisa Milroy & examples of contemporary still life painting. Recall activity - colour theory work done in Y7 and 8. Recall of art terminology. Ss make notes on 3 images of their choice and from them choose 1 to do in more detail as homework. Use of exemplar / Artist study – students make notes in sketchbooks of the images they have looked at, with notes (isms, use of colour, brushwork) Exploration and experimentation phase- Lesson 2-</p>	<p>Discussion and debate, note taking.</p> <p>Recall of art terminology (composition, lighting, tone, impasto complementary and analogous)</p> <p>Identifying different styles of painting and making links to previous learning (What is Art project).</p> <p>Students learn photography skills which</p>	<p>Ss able to further develop their understanding of the genre of still life by using the creative note taking skills they have used in previous projects.</p> <p>Engaging with artworks and understanding the context (historical, social and technical) that they were created in.</p> <p>Students learn photography skills and are</p>	<p>https://fstoppers.com/education/three-easy-hacks-help-make-your-still-life-photography-stand-out-253540 https://www.youtube.com/watch?v=iJdgc7x-s40&safe=active https://youtu.be/Gsmjdx0ArVk https://youtu.be/088v4hXE4xs</p>



<p>How to take a good photograph; cropping, filters, manipulating shadows and light, texture and form.</p> <p>How to grid/grid up an image. Recall– some students will have completed or just started a portrait project in which cropping and gridding were used. Homework is set to take and print out (A4 if possible) 3 photographs of their own still life arrangement with a minimum of 3 objects. Focus is on composition, lighting and detail eg reflections, shadows, textures, patterns). Two you tube clips to watch. Students are given a gridding-up task to complete in the lesson.</p> <p>Development/Design & Planning- Lesson 3</p> <p>Students bring their images to the lesson and make the decision which one they are going to work from. The photographs are stuck in their sketchbooks and annotated, explaining www & ebi about the images. Students grid up and begin to sketch out their image.</p> <p>Exploration and development phase – Lesson 4</p> <p>Recall activity Painting, colour-mixing, using different brushes, brushwork, paint consistency.</p> <p>Before they begin their painting, students consider backgrounds, and the process of building an image. Exemplar material. They should also consider the style they have chosen to paint in (impressionist, fauvist, pop art etc).</p> <p>Final outcome stage</p> <p>Students continue to work on their A3 or square paintings, which should reflect the style of painting that they chose from the research stage of the project.</p>	<p>they apply to their own practice.</p>	<p>able to experiment with and develop their creativity.</p> <p>Students are able to manipulate and refine complicated imagery identifying & selecting key elements of art.</p> <p>Students develop their paintings using a wider range of brushwork and colour-mixing skills</p> <p>Work will show an influence of a particular style of painting from the research part of the project, and will have more challenging elements, demonstrating a sound understanding of the elements of art, as well as confident/refined handling skills.</p>	
<p>Photography – 6 lessons - Research Stage Introduction to how photography is used and how it has recorded history. Examples shown of the different areas of photography such as Landscape, portraiture, abstract... Some iconic photographs shown and discussed such as 'Adolf Hitler in Paris', Tank Man, The Falling Man (911), Raise the Flag at Iwo Jima, The Terrors of War(AKA Napalm Girl) and Afghan Girl .</p> <p>Use of exemplar / Artist study</p>	<p>Intro to photography and Ss will develop knowledge of key photos from History. Ss to discuss the imagery and write notes/thoughts</p>	<p>Use of language and terminology</p>	<p>https://www.pinterest.co.uk/clifford0605/montage-experiments/ https://www.pinterest.co.uk/clifford0605/robert-rauschenberg/</p>



<p>Ss are to discuss the above photographs in their rows/tables. Why are they so iconic? What time period do they think it is from? What is happening in the image? Who are the people? Is it a key moment in History that is being recorded? Is it timeless? Ss to then feedback to the group their thoughts on the image. T to then give facts about the images and inform students about why, where, how, who etc.</p> <p>Retrieval activity - What is photography? Question asked as starter? What can they remember about their photographs?</p> <p>Exploration & Experimentation phase Students are to use their mobile phones to take 20 photographs of textures and patterns around the school site. Their focus will be repetition, textures, colour and reflection with examples shown from Pinterest. (link in description) Ss MUST upload their photographs to Teams and have them printed for the next lesson. All photographs to be stuck into book. Contact sheet explained and how they are used by photographers.</p> <p>Development/Design & planning Ss to use their photographs from previous lesson to explore photomontage. They will rip, cut, slice, manipulate their imagery through hand-based techniques and create three different experiments/compositions. Each one will have a different theme. 1. Colour 2. Repetition 3. Pattern Again, examples shared from Pinterest</p> <p>Final Outcome phase Students to develop their designs and recreate an A3 final piece using their 3 designs as inspiration.</p>	<p>in books. Ss to add facts and dates to their notes. Small sketch of photograph.</p> <p>20 Photographs to be taken each student. Photos to be added to books. Contact Sheet</p> <p>3 photomontage designs</p> <p>Final A3 Photomontage outcome.</p>	<p>More informed research and high-quality note taking/responses.</p> <p>More advanced techniques and consideration of key elements, such as light/dark, angle, composition, camera settings.</p> <p>More complex designs</p>	
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