



ART Scheme of Learning

Year 9 – Term 1 / Module 3 Still Life

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> <ul style="list-style-type: none"> • Yr 8 media projects • Yr 8 research skills • Annotation and responses to artist skills • Sketchbook practice in Year 7 & 8 • Mark Making • Observational Drawing Skills • What is Art project 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Drawing progression through Yr 9 • Research progression in Yr 9 modules • Annotation progression in Yr 9 •
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • Still life can reference History / Science / Geography 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • All British values • Carrers 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 approaches to looking at Still life paintings • 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"> • Artists use a range of techniques such as perspective / foreshortening and viewpoints, gridding and measurement



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><u>Know</u> Ss will build knowledge in a range of Art skills – making & creating and critical skills through the still life work 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><u>Apply</u> 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 still life drawing and painting tasks which have been taught in the introductory sessions. One to one teaching with independent learning practice.</p> <p><u>Extend</u> 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"> • Composition, traditional, contemporary, modern, symbolism, contrast, context, pattern, texture, tone, gridding • 	Mainly sketch book work Sketchnote activities Outcomes & discussions Still life drawings and paintings

Intent – Concepts

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TEACHER:	PROJECT TITLE:	
FORM:	DATE:	MODULE:

	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation	KNOWLEDGE process & context
Skills – aims/expectations: INTENT	What creative ideas will be learned, and/or reinforced? What creative problems will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/processes will be learned?	What selection skills and evaluation will be learned, and/or reinforced?	What critical/contextual knowledge will be learned?
Teaching and learning activities IMPLEMENTATION	How will Ss be able to develop their own creative ideas?	How will Ss experiment and explore these specific skills?	What evaluation method will be used?	In what way will this knowledge be learnt?
Assessment Criteria IMPACT	What does success look like in their practical work?	What evidence will students produce to reflect their making skills?	What evidence will students show to confirm what they have learnt?	What does success look like in their portfolio of work from this project?

Please use these headings to identify/flag up each lesson focus: Observational stage /or Research stage /Exploration & Experimentation phase / Idea development / Development/Design & planning / Conclusion /Final outcome phase/ Focus on Technique/ Creativity & Flow/ Demonstration/ IT work / Use of exemplar / Artist study / Critical skills / Retrieval activity

	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	<p>Research Stage-</p> <p>Introduction to the genre of still life, with recall activity referring to work done in Y8, as well as work done Term 1 from the What is Art project. 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, Cotan, 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.</p> <p>Use of exemplar / Artist study – students make notes in sketchbooks of the images they have looked at, with notes (isms, use of colour, brushwork).</p>	<p><i>composition, lighting, tone, impasto complementary and analogous, chiaroscuro, pattern, texture, brushwork</i></p>	<p>Students have a page (or 2) of sketch notes about still life, including key terminology, isms and artists.</p>	<p>Complete the sketch notes page using the powerpoint on Teams..</p>


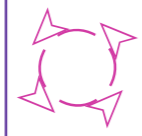

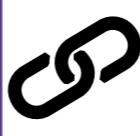



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2	<p>Research stage - Ss make notes on 3 images of their choice and from them choose 1 to do in more detail as homework.</p> <p>Use of exemplar / Artist study – students make notes in sketchbooks of the images they have looked at, with notes (isms, use of colour, brushwork)</p>	<p><i>composition, tone, impasto complementary and analogous, chiaroscuro, pattern, texture, brushwork</i></p> <p>A3 colour photocopies</p>	<p>Students make notes in sketchbooks of the images they have looked at, with notes (isms, use of colour, brushwork, composition...)</p>	<p>Select from one of the artists looked at and do an A5 colour study with response.</p>
3	<p>Exploration and experimentation -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. 2 YouTube clips on gridding up and 2 YouTube clips on how to set up a still life. Homework is set - Focus is on composition, lighting and detail eg reflections, shadows, textures, patterns). Students can use their phones to set up and experiment with max of 3 objects from the art room. If there is time, students can send their photos to Teams, for a whole-class ‘exhibition’.</p>	<p>https://fstoppers.com/education/three-easy-hacks-help-make-your-still-life-photography-stand-out-253540</p> <p>https://www.youtube.com/watch?v=iJdgc7xs40&safe=active</p> <p>https://youtu.be/Gsmjdx0ArVk</p> <p>https://youtu.be/088v4hXE4xs</p>	<p>Ss make notes in books from the you tube clips, and start to experiment with still life arrangements and taking photographs.</p>	<p>Take and print out (A4 if possible) 3 photographs of their own still life arrangement with a minimum of 3 objects.</p>
4	<p>Development and planning -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><i>Composition, pattern, line, gridding up</i></p>	<p>Photographs in sketchbooks annotated & chosen image beginning to be gridded up.</p>	<p>Complete the gridding up of the composition, ready to begin painting next lesson.</p>
5	<p>Focus on technique –</p> <p>Recall - 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><i>Crop, grid or grid up, foreground, background,</i></p> <p>Paints, water pots, brushes</p>	<p>Preliminary stages of A3 still-life painting</p>	



6	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.	Paints, water pots, brushes		A5 colour observation of a piece of crumples patterned fabric
7	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.	Paints, water pots, brushes		
8	Students conclude their painting and evaluate their work.	Paints, water pots, brushes		

	List keywords Colour, pattern, form, composition, perspective, tone, impasto, chiarascuro		Prior learning Y7 – colour mixing & paintbrushes Y8 – still life drawing and gridding up		Practical skills taught & learnt – using acrylic paints, brushwork, gridding up, composition & lighting – photography and painting		Links to other subjects History & history of Art, languages,
	Reading & Research evidence – sketchbook work – research on isms		Y9 What is Art Written work evidence- Sketch notes and responses to artworks		Ideas and creative work produced Photography, sketch notes, photography, drawing & painting		Assessment: Sketchbook work, A3 painting.