



ART Scheme of Learning

Year 9 – Term 2- 3 / Module 2 /Surrealism

Intent – Rationale

The vital role of art and design plays in our school community is to allow 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.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Most directly the work that has been done in previous project work as this will lead to them taking the surrealist project to a media pathway Critical skills and analytical skills built up from Yr 8 and Yr 7 projects enabling them to develop their ideas with confidence and consistency</p>	<ul style="list-style-type: none"> • More independent work and independent decision making from the start points. • Surrealism can be found across all forms of Art so will therefore give them a grounding for GCSE
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Historical / Cultural & Contextual aspects of Art and Design. • Science – gravity & the 4th dimension 	<ul style="list-style-type: none"> • GB (all) • SMSC (all) • M 3 • C (all)
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Ss will respond directly to a range of artists from modern and contemporary Art • Ss will develop “ looking at Art” skills which incorporates basic research skills and reading from art gallery websites and articles on surrealism in class and at home 	<ul style="list-style-type: none"> • Measuring with a ruler / scaling up their designs



ART Scheme of Learning

Year 9 – Term 3/4

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> Ss are taught specific drawing / painting / digital skills</p> <p style="text-align: center;">Ss are taught critical skills when responding to the range of surrealist artwork – Fine art / Photography /Graphics /Advertising and Conceptual Art</p> <p style="text-align: center;"><u>Apply</u> Ss will apply skills taught using their imagination into creating their own artwork using key themes that are found in Surrealism. Independent working and Individualised learning and one to one instruction throughout the project.</p> <p style="text-align: center;"><u>Extend</u> Ss are able to further develop their work into larger scale artworks, a series of artworks or use a wider range of medias in their outcomes</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"> • Free association, subconscious, juxtaposition, morphing. • Surrealism / conceptual / Realism / 	Sketchbook work Design stage Critical responses and discussion Outcome

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Use of exemplar / Artist study: T runs through powerpoint	Sketchnotetaking		https://www.floydiandslip.com/news/2018/01/the-story-behind-pink-floyds-wish-you-were-here-cover-photo/



<p>Introduction to surrealism: group response to a range of images using a range of exemplar, T aim to highlight the key concepts of surrealism in the first lesson: Morphing objects into each other, putting everyday objects in unusual contexts, Juxtaposition, enlarging or shrinking everyday objects, creating a dreamscape from imagination but rooting them in quality observation, humour, subconscious, automatism and free association. Clarification of the different terminology in surrealism : Use PowerPoint and the sources folder – Ss will look at the images and then learn about the making of the work – they need to annotate in pairs – sources fr print or watching :</p>			<p>https://baterbys.com/the-disintegration-of-the-persistence-of-memory/ https://www.dalipaintings.com/persistence-of-memory.jsp Max Ernst (go to 11 mins); https://www.youtube.com/watch?v=6a6cw3Lgw94&t=74s</p>
<p>Observational stage: Metamorphosis drawing Continue Using ginger stem students make a careful observational study from a piece, using line, tone and drawing techniques. Using metal objects students make a careful observational study from parts of the metal object they have chosen. Morphing stage from the lesson 2 drawings to play with the concept of morphing and joining 2 objects together.</p>	Observational outcomes	Ss are able to develop their ideas further to a larger scale or across several medias	Surrealism ppt Ginger & metal objects
<p>Research stage Artist studies and analysis as to how specific surrealists explore concepts in their work and how they use space / background for effect. Ss will work in pairs and compare 2 different artworks and their use of subject matter and background space in the artwork.</p>	Written annotation work		Range of surrealist work Surrealism ppt
<p>Exploration & Experimentation phase Imaginary drawing: Ss will be given a small piece cut from a magazine or newspaper. They must stick this in the centre of their A4 page. They will need to continue with the image by imaginatively drawing the rest of the page.</p>	Imaginary outcomes		Collage materials
<p>Observational stage: Chance words exercise: Students are given an object to begin drawing which is selected by T. Once they have made a drawing they are then given a chance word. They need to do what the word means to the object. Ss can do several variations and experiment with colour.</p>	Sketches from sources		Range of objects Surrealism ppt
<p>Exploration & Experimentation phase: Chance words exercise: Students are given an object to begin drawing, which is selected by T. Once they have made a drawing they are then given a chance word. They need to do what the word means to the object. Ss do several variations and experiment with different objects and words.</p>			Range of objects Surrealism ppt
<p>Exploration & Experimentation phase: Ss explore their objects within a space. Both interior and exterior spaces, with a range of horizons and viewpoints. Students need to differentiate colour choices with the 2 key areas within the painting.</p>	Perspective studies & exploration		Surrealism ppt
<p>The 2D space: Ss explore their objects within a space. Both interior and exterior spaces, with a range of horizons and viewpoints. Students need to differentiate colour choices with the 2 key areas within the painting.</p>			
<p>Ss will begin to work A3/A2 with their final work</p>	Final outcomes	Ss can work larger or on board or canvas if appropriate	All previous sketchbook work and planning work
<p>Creativity & Flow Continuation of final work with one to one attention, advice and demonstration of under painting</p>			