



ART Scheme of Learning

Year 9 Module 1 – What is Art?

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.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Critical skills and artist annotations from Yr 7 & 8 Drawing/Colour skills learnt in Year 7</p> <ul style="list-style-type: none"> - Yr 7 drawing project - Yr 7 research skills - Annotation and responses to artist skills - Sketchbook practice in Year 7 & 8 	<ul style="list-style-type: none"> • Leads to all future projects that have critical and visual notetaking aspects • Drawing progression through Yr 8 and 9 • Research progression in Yr 8 & 9 modules • Annotation progression in Yr 8 & 9
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"> • Links go to all subjects that deal with history/ Technology/ Cultural & social aspects of making art 	<ul style="list-style-type: none"> • SP 2/3/4 • C 1,4 • Gb4 a, b, c, d,e,f,i •
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"> • Visual note taking and sketchnote skills • Range of discussion opportunities and for students to express their own opinions and views on the artworks shown in the project 	<ul style="list-style-type: none"> • none



ART Scheme of Learning

Year 9 – Module 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 are introduced to a range of artwork as a way of opening up discussion and their own note taking skills in visual form</p> <p><u>Apply</u> Using traditional / modern and contemporary descriptor Ss will look at influences / stylistic qualities of the different genres of art.</p> <p><u>Extend</u> Ss will produce sketchnote outcome which serves as a visual aid to what is art. Ss will produce sketchnote outcome which serves as a visual aid to what is art - ..ideas into outcomes through technical developments and control of media using sketchnoting – use of colour and iconography Making links to the work of practitioners and exploring cultural / contextual influences on Art movements and Art</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"> Traditional / Modern and Contemporary and the definitions 	<ul style="list-style-type: none"> Creative note taking and sketchnote skills

Intent – Concepts

KESTEVEN AND SLEAFORD HIGH SCHOOL




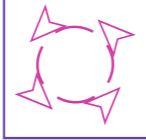





TEACHER: All	PROJECT TITLE: What is Art	
FORM: Year 9	DATE: Sept 2020	MODULE: Intro module

	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 problem 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/ / 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>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.</p> <p>Demonstration Demonstrate using an image on the screen.</p> <p>Start PPT with the first slide – get Ss to write down what Art is to them.</p> <p>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</p> <p>before lesson</p>	<p>Range of images – for discussion</p> <p>What is Art ppt.</p> <p>For Ss https://www.youtube.com/watch?v=gY9KdRfNN9w</p> <p>For T https://www.youtube.com/watch?v=3tJPeumHNLY</p>	Beginnings of an A4 page which has related words / terms	Ss begin the 2 homework task on defining the difference between the different genres. At this stage it should be just notes ready for the visual notetaking session
2	<p>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.</p> <p>Visual notetaking session – Ss will create a dynamic colour page which illustrates What is Art.</p> <p>T will need to demonstrate on the board and show examples of what is required. Please demonstrate some icons and how to draw them – a person / painting / camera landscape / etc.</p>		Ss need to show a clear grasp of what Traditional / modern / Contemporary	



	3	Anticipate this will take 2/3 lessons but if it takes 2 then begin the Baseline project					
	List keywords		Prior learning – Unknown prior learning		Practical skills taught & learnt: Sketchnotes & visual notetaking		Links to other subjects Art links across subjects.
	Reading & Research evidence ;		Written work evidence Recognising different art types – trad / modern / contemporary		Ideas and creative work produced – creative note taking / sketchnotes	Assessment: A4 sketchnote / visual note taking page in sketchbook – what is Art?	