



ART Scheme of Learning

Year 9 Module 1 ManMade

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?
Building on AO1, A02,A03 and A04 skills learnt and experimented with in Yr 7 and 8.	<ul style="list-style-type: none"> Yr 9 projects move more towards students making their own responses and developing their own ideas, in steps through the project. Specific skills and techniques are taught – observational drawing, collage, pen and ink, monoprinting, rubbings, paint media, watercolours. Creative freedom and technical skill leads into the Year 10 project work.
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"> Technology, through the nature of circuit boards Maths – through the use of maths tools to draw with 	SP 2/3/4 C 1234
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 are given specific research tasks into Artists such as Riley and Max Ernst. They need to read and respond to the works of art, expressing their opinions and feelings (using the keywords) 	<ul style="list-style-type: none"> Measuring and drawing using maths tools



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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 will further develop specific drawing skills, paint handling, skills within a range of mixed media. Gain knowledge and understanding of different genres of Art and specific artists work – most specifically with</p> <p style="text-align: center;"><u>Apply</u> Ss will apply their skills learnt in the early steps of the project with the different medias and choose to work from a title. They will then create their own artwork</p> <p style="text-align: center;"><u>Extend</u> Ss will extend their knowledge and understanding of different Artists A01, Experiment and explore with different medias and techniques A02/3 and create their own outcome A04</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"> • Key words will be used throughout dialogue about their work and that of those they are studying. • Most important words to understand is the difference between Abstract and Abstraction 	<ul style="list-style-type: none"> • Ss will have a portfolio of work which is in their sketchbook • They will have made an outcome or art piece

Scheme of Work (to be used in conjunction withYr9ManMade ppt)

	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

Step	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	<p>A02/A03 Observational stage 1 : into the project which starts with a drawing stage where students will make a careful observational study from Circuit boards, electrical detritus. Over the next few lessons Ss will create an A3 page of several different studies of sources from observation using a range of medias – drawing, paint, collage, print</p> <p>Specific skills taught in the drawing stage are building on vessels project from last year. Ss make careful observational studies of circuit boards/broken electrical items using tonal study.</p>	<p>A range of drawing tools should be used – pencil, charcoal, biro and colour pencils & lesson sessions need to be followed from ppt.</p> <p><i>Yr9ManMade ppt pg 1- 5</i></p> <p>Circuit board tray</p>	Ss begin work on an explorations of circuit boards using different media and techniques.	All homework activities are found in the ppt
2	<p>A02/A03 Observational stage 2: Students will continue to make studies from Circuit boards, electrical detritus. Continued work on A3 sheet of studies.</p>	<p>A range of drawing tools should be used – pencil, charcoal, biro and colour pencils & lesson sessions need to be followed from ppt.</p> <p><i>Yr9ManMade ppt pg 1- 5</i></p> <p>Circuit board tray</p>	A3 page of A02/A03 experiments	All homework activities are found in the ppt
3	<p>A01/A02 Abstractions: Introduce Abstraction and how to go about abstracting from the source circuit boards. Student will look at Mondraings deconstructions /Ayres / Davies work to understand the steps away from realism.</p> <p>Ss are to begin drawing out abstractions – found shapes and lines from the circuit boards. Using Mondrian slide clarify when sthing is an abstraction and when it becomes abstract. Ss are to create : A collage, A paint/ink work and rubbing / monoprint (see ppt).</p>	<p><i>Yr9ManMade ppt pg 6- 18</i></p> <p>Clear distinction made between abstract / abstraction and realism</p>	A3 page of A02/A03 experiments with watercolour. Inks, pencil, rubbings, monoprints, collage	All homework activities are found in the ppt
4	<p>A01/A02 Abstract : Introduce what Abstract Art is and students will explore making line work that is inspired by the work of Paul Klee. Ss will explore making geometrical abstracts.</p>	<p><i>Yr9ManMade ppt pg 19- 26</i></p> <p>Graph paper, protractor, compass, inks</p>	Graph paper experiments	All homework activities are found in the ppt
5	<p>A03 Rust & Wires: Ss explore/ inspired by the work of Ernst and create a rust inspired small scale experiment.</p> <p>They will also create a line study of a clump or a wires.</p>	<p><i>Yr9ManMade. ppt pg 27-36</i></p>	Samll scale studies from rust Observational study of wires	All homework activities are found in the ppt

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6	A04 Final stage of the project is for the students to create their own outcome that has been inspired by the activities, techniques, ideas that we have looked out in creating their own outcome from one of the 2 start points in the ppt.	Yr9ManMade. ppt pg 36-44		All homework activities are found in the ppt
7	Outcome when conclude will include : Class crit / individual written evaluation		Body of work from the A02/3 stage and their A04 outcome. Studies from Ernst and artists work	
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