



ART Scheme of Learning

Year 9 – 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 8/7 painting 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 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 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 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 A01. 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 A02/3. One to one teaching with independent learning practice. They will develop their own ideas into an outcome A04.</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"> • Composition, traditional, contemporary, modern, symbolism, contrast, context, pattern, texture, tone, gridding, dramatic lighting • Impressionism, Post Impressionism, Cubism, Chiaroschuro 	<p>Mainly sketch book work Sketchnote activities Outcomes & discussions Still life drawings and paintings</p>

Scheme of Work (Used in conjunction with Still life ppt)

	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation	KNOWLEDGE process & context
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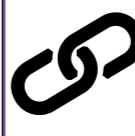



Skills – aims/expectations: INTENT	What creative ideas will be learned, and/or reinforced? What creative problems will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/ processes will be learned?	What selection skills and evaluation will be 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

Steps	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	Research stage - Intro and overview of Still life, using ppt and example, with recall activity referring to work done in Y8, as well as work done in Yr 8 from the What is Art project. still life with recall activity Use of exemplar / Artist study – students make notes in sketchbooks of the images they have looked at, with notes (isms, use of colour, brushwork).	Still Life_21 ppt 1-6 Traditional, Modern, Contemporary Impressionism, Cubism, Chiaroscuro key areas of focus	Colour Sketchnote of still life	Complete sketchnote
2	Exploration & Experimentation phase – Intro into cubism, using ppt Demonstration Gradients and painting style of analytical cubism	Still Life_21 ppt 7-11 Cubist examples A4	Cubist note taking & Watercolour paintings A6 from the examples	Cubist joiner after Hockney – Chair
3	Exploration & Experimentation phase – Intro into chiaroscuro, using ppt How to take a photograph session using ppt examples – dramatic lighting Half and half studies – using example photos Ss tear half and then paint the other half using B/W & restricted colours Subtractive tonal studies Written responses to Cotan work A3 page Demonstration – Subtractive drawing on black paper	Still Life_21 ppt 11-17 Cotan cabbage A4 Dramatic lighting, Renaissance, highlights, deep shadows – warm highlights and midtones	A5 White pastel/pencil study on black card study A5 2xHalf and half study – half photo half painting using restricted colour palette experiment with colour & with B/W	Chiaroscuro photo shoot
4	Exploration & Experimentation phase Impressionism and Post Impressionism input Demonstration – Impasto painting Painting from Bonnard's work	Still Life_21 ppt 18-30 Bonnard A4 painting with watercolours and acrylics Brush marks – dots dashes, impasto, underpainting, block paints/brushes/palettes/acrylic paints/palettes	A4 Bonnard study	Breakfast table colour study set up after Bonnard's breakfast table
5	Idea development Further input on the three different art movements or still life styles. Ss are instructed to create a series of photos which will inform their painting work from one of the 3. Further instruction on taking staged drawings and how to use light sources. Refine and complete any sketchbook work	Still Life_21 ppt 31-40 Composition Dramatic lighting - staging	Refine and complete sketchbook – presentation session	Series of photographs informed by one art style
6	Focus on Technique & planning Students bring in their printed out photoshoot contact sheet. We spend most of the lesson looking at how to edit / crop and refine the photos so we can get the most dynamic composition. Once they have decided on their composition Ss print out large image, grid up their photo and A3 paper as first stage	Still Life_21 ppt 31-40 Composition Gridding A3 Cartridge paper Rulers		Continuation of photoshoots and gaining further details on the chosen subject



7	Development/Design & planning/Flow Students begin to work on their A3 outcomes using their prep work as their source. Ss have chosen a style of working. Ss begin by underpainting using the instructions on ppt	Source images and reference artists to work from/ block paints/brushes/palettes/acrylic paints/palettes	A3 paintings	A3 In depth study/research into specific art movement that they have chosen to work from. Using at least 3 different examples and responses to the work – (3 week hwk)
8	Conclusion Ss conclude their project and their sketchbook work, writing evaluation of their work		Completed A3 painting	

	List keywords: Traditional, modern, contemporary – Cubist, perspective, Colour, pattern, form, composition, perspective, tone, impasto, chiaroscuro		Prior learning – be specific: Y7 – colour mixing & paintbrushes Y8 – still life drawing and gridding up Y9 What is Art		Practical skills taught & learnt: using acrylic paints, brushwork, gridding up, composition & lighting – photography and painting		Links to other subjects: History & history of Art, languages, Contextual aspects
	Reading & Research evidence: Individual research into specific art movement		Written work evidence: Annotations and note taking		Ideas and creative work produced Photography, sketch notes, photography, drawing & painting		Assessment: Sketch book work A3 painting outcome