ART & PHOTOGRAPHY

Year Group 9

Half Term 1

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| Number of Hours: 8 | Topic: Man Made vs Nature (Focus on AO1) |
| 1 | Title Page including Venn Diagram - Student’s set up sketchbooks looking at assessment and feedback codes. Homework 1 is set along with class expectations and health and safety rules. Students are introduced to the theme of Man Made vs Nature in Art through observational drawing – question and answer session on this and the beginning of title page including appropriate words/definitions and drawings of associated objects for decoration. |
| 1 | Continuation of title page looking at the use of key words and how they can be illustrated or what their artistic value may be. Students will use this as a statement of Intent indicating their initial research and ideas. Digital access may be required for both drawing and research purposes. Peer assessment will be conducted this lesson. Staff will also assess the Title Page work. |
| 1 | initial observations in pencil of a Natural Form – students will be put through a range of drawing tests, such as limiting drawing time to improve key pieces of observational accuracy and also drawing from different perspectives and purposes. The aim of this process is to help improve students understanding visually of objects drawing on past learning around perspective and proportion. Homework check. |
| 1 | Refinement of pencil skill – this lesson student’s will be given longer time frames to complete more accurate large scale sketches/studies, improving upon their drawings from last lesson. The aim is to complete at least one full page of pencil observations. Students will also be given the opportunity to draw on different coloured surfaces and create a background for their work. The reasoning behind this is to give them control over the presentation of their work, just as they would have at GCSE level. |
| 1 | Developing drawing skills in ink – students will be given a chance to adapt their drawing skills of similar objects using pen and ink. This will bring into play techniques such as cross-hatching to add shade and also greater appreciation of accurate marks that cannot simply be erased. The idea here being to improve student’s skills of observation and really looking at an object and its key, unique characteristics. Homework check. |
| 1 | Completion of drawing in ink – students should now be building up a comprehensive set of observational drawings in both pencil and pen work. Both materials may include mark making skills or developmental texture as well as representational drawings. Students will complete their assessment and understanding of both of these materials this lesson. Staff will assess the observational drawings in both pencil and ink. Self-assessment of drawing skills will take place and key areas targeted moving forward into their oil pastel work. |
| 1 | Oil pastel experimentation – students will now have the opportunity to develop a selected drawing or image on a larger scale using oil pastel. Students can retrieve past practice and skill when considering the pastel and its properties. Students will start with a mark making process and gradually build up to an oil pastel study, this time of a more colourful natural object of their choice, for example a flower or several flowers/objects. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term | |
| The initial ordering of the year focusses on AO1. At this point in KS3 students have gained a good understanding of the formal elements and how they can be manipulated. The aim of year 9 is to continue to push and challenge students by using a wide range of materials, techniques and processes but also to introduce them to a more linear way of working linked closely to GCSE standards and the course set up. A broad topic of Man Made vs Nature has been selected to give students the opportunity to develop their own independent learning and follow the guidance given by the exam board. The exam board set 4 key areas of assessment which can be handled chronologically, starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and aim to instil this in students over the course of year 9 so that, should they opt for the subject at GCSE level, they are fully equipped with the relevant knowledge and insight, as well as skill, to excel in the subject. We also follow the same formal elements developmental pattern as Year 7 and Year 8 to help retrieval practice around skill and understanding. | |

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Half Term 2

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| Number of Hours: 7 | Topic: Man Made vs Nature (Focus on AO1) |
| 1 | Observation in pastel of a Natural Form or set of forms – this will develop students understanding of the oil pastel on a larger scale and allow students to explore fluid shapes and forms with a freer medium. Students will continue to draw from direct observation looking at realism and their own style. Homework check. |
| 1 | Artist study – Students will look at the work of Georgia O’Keeffe and will be producing an interim outcome. Students will be given the historical background of O’Keeffe and a Q&A session will be held around her work and ideas. This will act as artist research, making strong links to working practices at GCSE level. From this students will begin to sketch out a larger scale pastiche of her work looking at how she stylised and abstracted the natural flower forms in her work. |
| 1 | Artist study – completion of Georgia O’Keeffe pastiche and assessment of her work. Students will discuss what they have learned about her work in relation to the natural environment. This work will be assessed by staff. Peer assessment will occur here. Homework check. |
| 1 | Final outcome – natural forms painting based on students selected imagery. Students have the opportunity to produce an interim outcome around their own gathering of primary or secondary source materials. Students are encouraged to take and print their own images of a natural form they are interested in and would like to make into a piece of artwork. This lesson will be spent planning out and sketching the outline and key features of this outcome. |
| 1 | Final outcome – development of tone on the final outcome layering up from the basic sketch. This may also advance into a light underpainting using the watercolour materials. Homework check. |
| 1 | Completion of Final outcome – students will use this lesson to draw upon all of their knowledge so far in terms of artistic style and manipulation of materials, to complete their outcome. Students will be adding detail and definition in watercolour and may layer some pen/pencil work on top if dry and necessary. This work will be assessed by staff. Self-assessment will occur here. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term | |
| The initial ordering of the year focusses on AO1. At this point in KS3 students have gained a good understanding of the formal elements and how they can be manipulated. The aim of year 9 is to continue to push and challenge students by using a wide range of materials, techniques and processes but also to introduce them to a more linear way of working linked closely to GCSE standards and the course set up. A broad topic of Man Made vs Nature has been selected to give students the opportunity to develop their own independent learning and follow the guidance given by the exam board. The exam board set 4 key areas of assessment which can be handled chronologically, starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and aim to instil this in students over the course of year 9 so that, should they opt for the subject at GCSE level, they are fully equipped with the relevant knowledge and insight, as well as skill, to excel in the subject. We also follow the same formal elements developmental pattern as Year 7 and Year 8 to help retrieval practice around skill and understanding. | |

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Year Group 9

Half Term 3

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| Number of Hours: 6 | Topic: Man Made vs Nature (Focus on AO2 and AO3) |
| 1 | Students will begin to move into AO2 and AO3 at GCSE level looking at the experimental stages and recording stages of a piece of GCSE work. This will begin with some drawings of man-made objects. Students will be drawing from observation. This could be secondary sources such as building, or primary sources such as plastic bottles or crushed cans. Initial drawings may occur in pencil, pen or Oil pastel to help with student’s continuity with the project and also develop their manipulation of the material. |
| 1 | Students will continue to use a range of materials to draw from observation. Students will have selected the relevant object or image and be working through different angled studies or perspectives of the object. Homework check. Students will be learning how to include more man made features in their work such as bold linear lines and even text or packaging details. This work will be peer assessed. This work will be assessed by staff. |
| 1 | Students will move onto looking at pen work inspired by the movement of pop art and its graphic design style when advertising man made products. Students will be introduced to key contextual sources and begin experimenting in the style of these artists and movements. Again students will be drawing from observation but transferring this realistic interpretation into a more abstract, pop culture styled, piece of work. |
| 1 | Students will continue to develop their pen based studies in the pop art style. This lesson they will be adding block colour and tone to the images to refine the ‘artificial’ quality or mass produced feel of the work. Again they will have appropriate imagery and contextual sources to draw inspiration from. |
| 1 | Drawing work will be finalised and refined this lesson through the use of bold outlines and pen work. Work will be assessed by staff. Self-assessment will also take place. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term | |
| This half term focuses on the ordering of AO2 and AO3. At this point in KS3 students have gained a good understanding of the formal elements and how they can be manipulated. The aim of year 9 is to continue to push and challenge students by using a wide range of materials, techniques and processes but also to introduce them to a more linear way of working linked closely to GCSE standards and the course set up. A broad topic of Man Made vs Nature has been selected to give students the opportunity to develop their own independent learning and follow the guidance given by the exam board. The exam board set 4 key areas of assessment which can be handled chronologically, starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and aim to instil this in students over the course of year 9 so that, should they opt for the subject at GCSE level, they are fully equipped with the relevant knowledge and insight, as well as skill, to excel in the subject. We also follow the same formal elements developmental pattern as Year 7 and Year 8 to help retrieval practice around skill and understanding. | |

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Year Group 9

Half Term 4

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| Number of Hours: 6 | Topic: Man Made vs Nature (Focus on AO2 and AO3) |
| 1 | Recording of man-made forms in pencil and coloured pencil. Students will look at the artistic movement of hyperrealism and learn about the grid method. This is a process by which an image has a grid placed on top and students focus on drawing just what is in certain squares. By the end of the process, once all squares are complete, they should be left with a highly accurate piece of work. This is a very good confidence building exercise and helps break down any complex compositions. |
| 1 | Students will continue to use a view finder to develop pencil sketches as accurately as possible of man-made objects. Accuracy is a key feature in observational drawing and this process should help students focus on key areas of interest within a composition. This work will be peer assessed. Homework check. |
| 1 | Artists pastiche – putting the grid method into practice – This lesson student’s will be adding the grid to the artist’s image and drawing out the gird in their sketchbooks ensuring mathematical accuracy. They will begin an outline sketch of the key shapes and forms within the composition once the grid is accurate. |
| 1 | Artists Pastiche continued – Once the outline sketch is complete students will begin to add key areas of tone to give greater definition and shape to the objects included. This may also include some underpainting/washed colour work. Homework check. |
| 1 | Completion of hyperrealist pastiche work. Students will use this lesson to add the last fine detail and any areas of colour to their composition. They may choose to erase any areas where the grid is showing through their drawing. This work will be self-assessed by the students. Staff will assess this work. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term | |
| This half term focuses on the ordering of AO2 and AO3. At this point in KS3 students have gained a good understanding of the formal elements and how they can be manipulated. The aim of year 9 is to continue to push and challenge students by using a wide range of materials, techniques and processes but also to introduce them to a more linear way of working linked closely to GCSE standards and the course set up. A broad topic of Man Made vs Nature has been selected to give students the opportunity to develop their own independent learning and follow the guidance given by the exam board. The exam board set 4 key areas of assessment which can be handled chronologically, starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and aim to instil this in students over the course of year 9 so that, should they opt for the subject at GCSE level, they are fully equipped with the relevant knowledge and insight, as well as skill, to excel in the subject. We also follow the same formal elements developmental pattern as Year 7 and Year 8 to help retrieval practice around skill and understanding. | |

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Year Group 9

Half Term 5

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| Number of Hours: 5 | Topic: Man Made vs Nature (Focus on AO4) |
| 1 | Students will begin this half term with a focus on writing about and discussing artwork. This will be done by firstly looking at existing works and creating a class dialogue about certain key masterpieces. This process can then be applied to student’s own work with a focus on what the exam board requires when discussing art. Questions such as, what initially inspired artists to produce work around a certain topic or theme? What have students learned in this process? and What will they now do with this knowledge? Will all form a key part of this analytical process. |
| 1 | Students will be given several lessons looking at paint as this will be a crucial material if and when they progress on to GCSE level, its properties and how best to use different types of paint for different purposes. This lesson will focus on the setup of a palette and some basic mixing and experimental mark making features. Students will be looking initially at watercolour. Students will also be introduced to different types of brushes and the marks they can create. |
| 1 | Students will continue to look at the different mark making processes relevant to using paint. This lesson will focus more on acrylic paint and its properties. Students will gain a greater understanding of how the material behaves and how it can be controlled. Students will begin to paint smaller sketch like images of man-made and natural objects. Digital images may be required for this but the provision of some primary source objects will be available. |
| 1 | Students will continue with their smaller scale studies and painterly sketches bringing them to a close. Some students may wish to focus in on specific sections and use the paint in this manner. Others may choose to paint whole objects. The grid technique will also be revisited to ensure accuracy of proportions. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term | |
| This half term focuses on AO4 which is the production of outcome, confident visual language and communication as well as a holistic critique of what has gone before across AO1-AO3. At this point in KS3 students have gained a good understanding of the formal elements and how they can be manipulated. The aim of year 9 is to continue to push and challenge students by using a wide range of materials, techniques and processes but also to introduce them to a more linear way of working linked closely to GCSE standards and the course set up. A broad topic of Man Made vs Nature has been selected to give students the opportunity to develop their own independent learning and follow the guidance given by the exam board. The exam board set 4 key areas of assessment which can be handled chronologically, starting with AO1 (all contextual work) moving through AO2 (successful experimentation with materials) to AO3 (recording of ideas, observations and intentions both verbally and creatively) and finally AO4 (the outcome of the project and a holistic look over the topic as a whole). The sketchbook pages are based on our working methods at GCSE level, which have been appraised by external parties such as moderators, SL’s from other schools and staff initiative from standardisation meetings and wider CPD. We find this the best way to chronologically tackle a project and aim to instil this in students over the course of year 9 so that, should they opt for the subject at GCSE level, they are fully equipped with the relevant knowledge and insight, as well as skill, to excel in the subject. We also follow the same formal elements developmental pattern as Year 7 and Year 8 to help retrieval practice around skill and understanding. | |

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Year Group 9

Half Term 6

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| Number of Hours: 7 | Topic: Man Made vs Nature (Focus on AO4) |
| 1 | Design ideas – students will be producing three design ideas for their final outcome. They will select the best one from their series to produce as a final outcome. This will mainly take the form of a detailed sketch or plan with some colour which may be applied either as a watercolour wash or sharper coloured pencil tones. Each design will also be accompanied by annotation explaining the composition and how students have brought their studies from across the year to one final realisation. This lesson will see the completion of design idea one. Homework check. |
| 1 | Design ideas continued – students will embark upon their second design idea this lesson following the same principles as in previous lessons. Past GCSE example books will be used to inspire this developmental process. |
| 1 | Design ideas will be finalised with a third composition this lesson. Students will then have three ideas to ponder and will execute their preferred idea as a final outcome. All designs will have accompanying annotation and evaluative comments. Staff will assess the design ideas and annotation. Peer assessment and group assessment will occur in the decision making process around which piece to continue with. Homework check |
| 1 | Final Outcome – Students will be sketching up their final design onto a piece of board or canvas. They will follow the notes and plan in their sketchbook as well as looking back over previous explorations and materials. Students will work independently having the choice over the design/composition and the materials they wish to use. This lesson will be mainly focused around gaining an accurate sketch of the outcome with some tonal planning. |
| 1 | Final Outcome continued – This lesson student’s will be continuing with their final outcome by adding appropriate washes of colour and further exploring appropriate materials, techniques and processes relevant to their intentions. Homework check. |
| 1 | Completion of Final Outcome – This lesson sees the completion of student’s final outcome. They will be refining their work adding sharper details on top of their under painting with pencil or pastel. Students will then evaluate their progress across the year highlighting any areas of improvement and reflecting on the positives in the project. Staff will assess student’s final outcome and have a holistic look back over the years work and project as a whole. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
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| Reasons behind order of topics in this Year |
| The topic’s follow a natural flow through the development of the assessment criteria set down by the GCSE exam board. This is similar for all art exam boards and is not just specific to the one our school subscribes. Although there is something of a natural progression from context to outcome, this is not prescriptive and students must understand how key skills, techniques and materials can be used throughout their project work, and revisited, to improve grading and ultimately artistic quality. The order of the topics also helps build upon working practices from Year 7 and Year 8 where students progress through and develop their use of the formal elements, all of which are once again covered in the class work of Year 9. It is the departments intention to develop all learners into potential GCSE Fine Art and Photography students, affording them all the opportunity to succeed in this subject area should they wish to pursue it further. |