

## ART & PHOTOGRAPHY

### Year Group 9

#### Half Term 1

| Number of Hours: 8 | Topic: Man Made vs Nature (Focus on AO1)   |
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| 1                  | <p>Students set up sketchbooks looking at assessment and feedback codes linked to their learning journeys. Homework 1 is set '2D Man-made vs Nature World Drawing'. This should be documented in planners. Class expectations, health and safety and behaviours/attitudes are recapped.</p> <p>Title Page including Venn Diagram - 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 a title page including appropriate words/definitions and drawings of associated objects for decoration. Modelling of Venn diagram from staff on interactive boards.</p> <p>Depending on the day of the week term starts this may not happen until the calendar week 2 – for example, if whole school starts on a Thursday then those classes who have lessons on a Monday-Wednesday will begin in week 2. This should be compensated for by individual classroom teachers in their pace of lesson and preparation</p> <p><b>SURFACE LEARNING OPPORTUNITY</b></p> |
| 1                  | <p>Continuation of title page looking at the use of key words and how they can be illustrated (font styles included) 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. Students will begin to add some softer colour tones to their work and titles. Retrieval practice around using colour and the application/successful manipulation of colour.</p> <p><b>DEEP LEARNING OPPORTUNITY</b></p>  |
| 1                  | <p>Completion of Title Page with some initial observations in pencil of a Natural Form – students will be put through a range of drawing exercises, such as limiting drawing time to improve key pieces of observational accuracy and also drawing from different perspectives and for different purposes, for example mark making to achieve texture. The aim of this process is to help improve students understanding visually of objects drawing on past learning around perspective and proportion. Modelling of key skills associated with timed tasks and observation by staff. Homework understanding review.</p> <p><b>TRANSFER LEARNING OPPORTUNITY</b></p>  |
| 1                  | <p>Refinement of pencil skill (recall of pencil drawing skills around line, shape and tone) – this lesson student's will be given longer time frames to complete more accurate larger scale sketches/studies, improving upon their drawings from last lesson and their title pages. 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. This type of practice also typically relates to GCSE</p>  |

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|   | <p>Assessment objective 3, recording and refining work over time. Modelling of drawing work from staff will focus around observational skills and developing an accurate outline sketch with some initial tone/mark making.</p> <p>Lessons this week may be disrupted by the introduction of a cross-curricular lesson based on European Day of Languages.</p> <p><b>SURFACE/DEEP LEARNING OPPORTUNITY</b></p>   |
| 1 | <p>Mark making skills in pen/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, stippling and scumbling to add shade and also greater appreciation of accurate marks that cannot simply be erased. An experimental library of marks may be produced initially this lesson to begin this process. Loose ink may also be explored if appropriate/the material is available. This can be washed or blown to give a variety of drying effects. These marks will then be applied to drawings in the coming weeks. The idea here being to improve student's skills of observation and really looking at an object and its key, unique characteristics and textures. Staff will model key pen mark making techniques and recall will be used when considering the work of Mark Powell in Y8 and his pen based marks/techniques. Homework understanding review. (Key Assessment Task 1) DIT sheets should be stuck in books and key definitions section completed this lesson.</p> <p><b>SURFACE/DEEP LEARNING OPPORTUNITY</b></p> |
| 1 | <p>Development of drawing in pen/ink (cross-hatching drawing) – 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 should aim to complete one nature/natural form based drawing using stippling, one using crosshatching and one using scumbling over the next few weeks. This body of pen based work will then be assessed. Today's lesson will focus on cross-hatching modelled by staff and recalled from Y7/Y8 mark making techniques. (Key Assessment Task 1) Self-assessment carried out by students at the end of the lesson.</p> <p><b>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>   |
| 1 | <p>Development of drawing in pen/ink (stippling drawing) – 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 should aim to complete one nature/natural form based drawing using stippling, one using crosshatching and one using scumbling over the next few weeks. This body of pen based work will then be assessed. Today's lesson will focus on stippling modelled by staff and recalled from Y7/Y8 mark making techniques. (Key Assessment Task 1). Homework understanding review.</p> <p><b>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>   |
| 1 | <p>Development of drawing in pen/ink (scumbling drawing) – 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 should aim to complete one nature/natural form based drawing using stippling, one using crosshatching and one using scumbling over the next few weeks. This body of pen based work will then be assessed. Today's lesson will focus on scumbling modelled by staff and recalled from Y7/Y8 mark making techniques. (Key Assessment Task 1).</p>   |

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|   | <p>1). Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets.</p> <p>Homework deadline and assessment lesson (Homework 1 - 2D Man-made vs Nature World Drawing). Next homework will be set (Homework 2 – Natural Forms Close-up Drawing/Literacy Task/Quiz). Discussion and Q&amp;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 I checked by staff on FROG/in class to ensure work has been handed in.</p> <p><u>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</u></p> |
| Reasons behind order of topic in this half term   |   |
| <p>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 initiatives from attendance at 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 KS1 and KS2 as well as Year 7 and Year 8 to help retrieval practice around skill and understanding. The planning of these curriculums has been developed by DC and other Trust SL's. Modelling of key skills is also clearly evidenced by staff in the ongoing improvement of quality and standard of outcomes. The foundation and continued pursuit and refinement of the formal elements is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED reports on Art education such as "Making a Mark" and "Drawing together", external reports on Art education from "Artworks" as well as the National Curriculum. The key assessed task this half term will focus on the development of pen based drawings of nature/natural forms. A holistic view of marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.</p> |   |

## ART & PHOTOGRAPHY

### Year Group 9

#### Half Term 2

| Number of Hours: 7 | Topic: Man Made vs Nature (Focus on AO1)  |
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| 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 influenced by the artist study for this term Georgia O’Keeffe. This will help develop students understanding of the oil pastel on a larger scale and allow students to explore fluid shapes and forms with a freer medium and added context. Homework 2 is recapped (Homework 2 – Natural Forms Close-up Drawing/Literacy Task/Quiz). Literacy task is marked looking at SPAG. Literacy/Oracy Focus linked to contextual work “Write like an Artist”... (Key Assessment Task 2). Written staff feedback and corrections are given. Staff document scores on marksheets.<br>SURFACE LEARNING OPPORTUNITY |
| 1                  | Contextual study introduction, Q&A and initial drawing/sampling – Students will look at the work of Georgia O’Keeffe and will be producing some pastiche samples and written analysis. 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. Literacy sheet will be completed. Literacy/Oracy Focus linked to contextual work “Write like an Artist”... (Key Assessment Task 2). Written staff feedback and corrections are given. Staff document scores on marksheets.<br>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY  |
| 1                  | Contextual study completed – completion/refinement 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 and nature/natural forms. Literacy/Oracy Focus linked to contextual work “Write like an Artist”... (Key Assessment Task 2). Written staff feedback and corrections are given. Staff document scores on marksheets. Homework understanding review.<br>DEEP/TRANSFER LEARNING OPPORTUNITY  |
| 1                  | Interim outcome sketch – nature/natural forms based interim outcome. This may be either a painting based on student’s selected imagery or an oil pastel piece in the style of Georgia O’Keeffe but again using original source materials. 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. Staff are to have a backup body of imagery/compositions as required. This lesson will be spent planning out and sketching the outline and key features of this interim piece. Retrieval will be used linked to past outcomes produced across KS3   |

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|   | <p>and staff will model/use good past examples of good outcome practices linked specifically to sketching up a successful composition this lesson. (Key Assessment Task 3) <b>DIT sheets should be stuck in books and key definitions section completed this lesson.</b></p> <p><b>SURFACE LEARNING OPPORTUNITY</b></p>  |
| 1   | <p>Interim outcome base tone work – development of tone on the interim outcome layering up from the basic sketch. This may also advance into a light underpainting using washed watercolour materials or base oil pastel work depending on the selected material. Students will be identifying key areas of dark/shadow and light/light sources. Retrieval practice around tonal work and staff to model techniques/process linked to the successful manipulation of materials being explored. (Key Assessment Task 3) <b>Peer-assessment carried out by students at the end of the lesson.</b> Homework understanding review.</p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>  |
| 1   | <p>Addition of stronger colours/tones to the work in the development of the interim outcome – students will be adding to the base layer of tone produced last week to add stronger tonal hues using the material selected. Observation of light and the blending of materials will be key. Recall around colour theory and manipulation will take place and staff will model how to develop the interim outcome looking at stronger colour tones. (Key Assessment Task 3).</p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>  |
| 1   | <p>Completion of interim 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 interim outcome. Students will be adding detail and definition to their work and may layer some pen/pencil work on top of dry work if necessary or stronger, bold lines to pastel work. Recall will centre on the past production and refinement of final outcomes in past year groups/topics and staff will model successful finishing techniques related to the materials being explored. (Key Assessment Task 3) <b>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets. <u>Students will complete their end of term evaluations on the inside cover sheet of their sketchbooks and link progress to their KS3 learning journey.</u></b></p> <p>Homework deadline and assessment lesson (Homework 2 - Natural Forms Close-up Drawing/Literacy Task/Quiz). Next homework will be set (Homework 3 – Urban Art Mood-board). Discussion and Q&amp;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 1 checked by staff on FROG/in class to ensure work has been handed in.</p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p> |
| Reasons behind order of topic in this half term   |  |
| <p>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</p> |  |

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 initiatives from attendance at 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 KS1 and KS2 as well as Year 7 and Year 8 to help retrieval practice around skill and understanding. The planning of these curriculums has been developed by DC and other Trust SL's. Modelling of key skills is also clearly evidenced by staff in the ongoing improvement of quality and standard of outcomes. The foundation and continued pursuit and refinement of the formal elements is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED reports on Art education such as "Making a Mark" and "Drawing together", external reports on Art education from "Artworks" as well as the National Curriculum. The key assessed tasks this half term will focus on a literacy task linked to the artist Georgia O'Keeffe and the development of an interim outcome linked to nature/natural forms. A holistic view of marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.

## ART & PHOTOGRAPHY

### Year Group 9

### Half Term 3

| Number of Hours: 6 | Topic: Man Made vs Nature (Focus on AO2 and AO3)   |
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| 1                  | <p>Students will begin to move into a more AO2 and focus linked to GCSE expectations. This will require students to look at the experimental stages and recording stages of a piece of work. This will focus on drawings of man-made objects and architecture. 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 or pen building on their pencil and pen work from the first term. Today's lesson will be looking at the different forms of perspective linked to architecture. A worksheet on this sub-topic will be worked on by students. Retrieval practice linked to landscapes/environments where students have explored perspective before in Y7 and Y8. Staff will discuss perspective/foreshortening ideas and may give their own visual examples/sketches using vanishing points. Homework 3 is recapped (Homework 3 – Urban Art Mood-board). (Key Assessment Task 4) DIT sheets should be stuck in books and key definitions section completed this lesson.</p> <p>SURFACE LEARNING OPPORTUNITY</p> |

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| 1 | <p>Students will continue to use a range of materials and perspective techniques 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/building. 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. Retrieval practice linked to landscapes/environments where students have explored perspective before in Y7 and Y8. Staff will discuss perspective/foreshortening ideas and may give their own visual examples/sketches using vanishing points. (Key Assessment Task 4) <b>Self-assessment</b> carried out by students at the end of the lesson.</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>  |
| 1 | <p>Students will move onto looking at pen work and colour 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. Students will add bright colours and bold lines to their perspective work with the addition of other Pop Art characteristics such as block text words if needed/appropriate. This will complete the worksheet. (Key Assessment Task 4) <b>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets.</b></p> <p>Homework understanding review.</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>   |
| 1 | <p>Contextual study Artist pastiche samples and literacy work – putting the grid method into practice – This lesson student's will be completing a literacy task focussed on the architecture and contemporary Pop Art artist Jim Edwards. Edwards combines many of the key features students have been exploring this half term in his work and this will reinforce students practice through context. Pastiche examples will be required and the grid method used to highlight/exploded a certain section to copy. Adding the grid to the artist's image and drawing out the grid in their sketchbooks ensuring mathematical accuracy helps with students understanding of numeracy in the subject area. They will begin an outline sketch of the key shapes and forms within the composition once the grid is accurate. <b>Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</b> (Key Assessment Task 5). <b>Written staff feedback and corrections are given. Staff document scores on marksheets</b></p> <p>SURFACE LEARNING OPPORTUNITY</p> |
| 1 | <p>Development of Contextual study Artist Pastiche – Once the outline sketch is complete students will begin to add key areas of tone to give greater definition and shape to the objects/shapes included in the landscape. This may also include some underpainting/washed colour work. All key definitions will be completed on the appropriate literacy sheet. <b>Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</b> (Key Assessment Task 5). <b>Written staff feedback and corrections are given. Staff document scores on marksheets</b></p> <p>Homework understanding review.</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>  |
| 1 | <p>Contextual study completed – completion/refinement of Jim Edwards pastiche and assessment of his work. Students will discuss what they have learned about his work in relation to Man-Made environments. Recall will focus on a compare and contrast with</p>   |

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|   | <p>previous nature based artists such as Georgia O’Keeffe. Staff to model good examples of completed literacy based worksheets. Literacy/Oracy Focus linked to contextual work “Write like an Artist”... (Key Assessment Task 5). Written staff feedback and corrections are given. Staff document scores on marksheets. Homework deadline and assessment lesson (Homework 3 – Urban Art Mood-board). Next homework will be set (Homework 4 – Pop Art Bottles). Discussion and Q&amp;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 I checked by staff on FROG/in class to ensure work has been handed in.</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p> |
| Reasons behind order of topic in this half term   |   |
| <p>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 as well as some contextual work (linked to AO1) and which will be built upon this term and for the remainder of the year. 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 initiatives from attendance at 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 KS1 and KS2 as well as Year 7 and Year 8 to help retrieval practice around skill and understanding. The planning of these curriculums has been developed by DC and other Trust SL’s. Modelling of key skills is also clearly evidenced by staff in the ongoing improvement of quality and standard of outcomes. The foundation and continued pursuit and refinement of the formal elements is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED reports on Art education such as “Making a Mark” and “Drawing together”, external reports on Art education from “Artworks” as well as the National Curriculum. The key assessed tasks this half term will focus on a literacy task linked to the artist Jim Edwards and the development of perspective work/a perspective based worksheet/drawing tasks. A holistic view of marks will inform grading against the Trust’s guiding principles in Art and Design as student’s progress across the year.</p> |   |

## ART & PHOTOGRAPHY

### 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. Staff may choose to add context to this work by looking at artists such as Roberto Bernardi or Sarah Graham, famous for their extremely realistic drawings of everyday man-made objects. Students will use viewfinders/grids to help contain and focus on key areas of tonal and detail. This is a process by which an image has a grid/focal square or shape is placed on top of an image and students focus on drawing just what is in certain squares/spaces. 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. Students will use retrieval practice around this linked to past grid methods linked to complex pastiche work. Homework 4 will be recapped ( <b>Homework 4 – Pop Art Bottles</b> ).<br><b>SURFACE LEARNING OPPORTUNITY</b> |
| 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. Staff modelling will focus on the addition of tone once a successful line drawing has been achieved.<br><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b>  |
| 1                  | Students will begin a full larger scale drawing of a hyperrealist composition. This may be a pastiche copy of an artist work or a photograph of a man-made object taken by staff or students. Some good examples are crushed cans or other household objects related to the everyday Pop Art movement. This lesson will focus on gridding up and very lightly sketching out the basic outline associated with the work. Modelling will focus around retrieval practice linked to the use of a grid and drawing a successful outline. ( <b>Key Assessment Task 6</b> ). <b>DIT sheets should be stuck in books and key definitions section completed this lesson.</b> Homework understanding review.<br><b>SURFACE LEARNING OPPORTUNITY</b>   |
| 1                  | Development of base layer tone in hyper-realistic drawing. This lesson students will be adding initial light and tone to their work. This should be subtle to begin with and modelling will focus on how to build up tone, moving into coloured tone next week as needed. Retrieval practice will focus on the grades of pencil and how to successfully blend and manipulate tone as a key formal element. ( <b>Key Assessment Task 6</b> ) <b>Peer-assessment carried out by students at the end of the lesson.</b><br><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b>  |
| 1                  | Addition of coloured tone to student's hyper-realistic drawing. This lesson students will be building up, on top of their grey scale tone, a subtle layer of colour with areas of stronger colour as needed. Retrieval will focus on the application and   |

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|  | manipulation of colour linked to work across KS3. Staff will model best practice linked to adding tone carefully and building this up over the lesson ( <a href="#">Key Assessment Task 6</a> ). Homework understanding review.<br><a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a>   |
| 1  | <p>Completion of hyperrealist man-made drawing work. Students will use this lesson to add the last fine detail and any areas of colour, light and shadow to their composition. They may choose to erase any areas where the grid is showing through their drawing. Modelling will focus on the refinement of a drawing and the use of a white pencil for light or an eraser to add lighter tones. Students may also wish to use a blending stump or blue roll to smooth out certain areas of tone and achieve a gradual blend. (<a href="#">Key Assessment Task 6</a>) <b>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets. <u>Students will complete their end of term evaluations on the inside cover sheet of their sketchbooks and link progress to their KS3 learning journey.</u></b></p> <p>Homework deadline and assessment lesson (<a href="#">Homework 4 – Pop Art Bottles</a>). Next homework will be set (<a href="#">Homework 5 – Observation of an Item of Food in Drawing pencil</a>). Discussion and Q&amp;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 I checked by staff on FROG/in class to ensure work has been handed in.<br/><a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a></p> |
| Reasons behind order of topic in this half term  |   |
| <p>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 as well as some contextual work (linked to AO1) and which will be built upon this term and for the remainder of the year. 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 initiatives from attendance at 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 KS1 and KS2 as well as Year 7 and Year 8 to help retrieval practice around skill and understanding. The planning of these curriculums has been developed by DC and other Trust SL's. Modelling of key skills is also clearly evidenced by staff in the ongoing improvement of quality and standard of outcomes. The foundation and continued pursuit and refinement of the formal elements is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED reports on Art education such as "Making a</p> |   |

Mark” and “Drawing together”, external reports on Art education from “Artworks” as well as the National Curriculum. The key assessed tasks this half term will focus on a hyper-realistic drawing of a Man-made object. A holistic view of marks will inform grading against the Trust’s guiding principles in Art and Design as student’s progress across the year.

## ART & PHOTOGRAPHY

### Year Group 9

#### Half Term 5

| Number of Hours: 5 | Topic: Man Made vs Nature (Focus on AO4)  |
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| 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 acrylic painting linked to the primary colours. Students will also be introduced to different types of brushes and the marks they can create. This task may best be conducted outside of sketchbook to allow for drying. A mark making library can be used to explore brushes and tools. Students can annotate their different marks so they can remember how they were achieved, much like they would do when experimenting at GCSE level. Homework 5 will be recapped ( <a href="#">Homework 5 – Observation of an Item of Food in Drawing pencil</a> ).<br><a href="#">SURFACE LEARNING OPPORTUNITY</a> |
| 1                  | Students will gain a greater understanding of the material acrylic and how it 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 if needed. Students should aim to produce two small scale painterly studies looking at how they can improve their painterly skill. Staff modelling will focus on the successful manipulation of acrylic paint. Retrieval practice will be mainly informed by the manipulation and exploration of watercolour paint in previous years/projects.<br><a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a>  |
| 1                  | Students will begin to think about and plan out a final design for their outcome after half term. This will initially take the form of a loose, line, pencil sketch today but colour and tone will be washed into the design in time. The outcome should reflect the styles, material properties and skills students have studied and learned about over the course of Y9 and indeed KS3. Staff will give visual examples of what could potentially be produced. This design idea will be produced in sketchbooks and ideas annotated as work progresses. Independent work and formulation of ideas should be encouraged by staff. Homework understanding review. ( <a href="#">Key Assessment Task 7</a> ). <a href="#">DIT sheets should be stuck in books and key definitions section completed this lesson.</a>   |

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|   | <b>SURFACE LEARNING OPPORTUNITY</b>   |
| 1   | <p>Students will be adding tone and detail to their design idea this lesson. This will help to solidify the idea and students should be guided to think about how they are able to produce this as an outcome in paint by staff. Refinement of details will also be a priority this lesson. Retrieval from hyper-realistic work will be useful here to inform accuracy. Staff may also wish to show good GCSE examples of the design process if they are available. Again, visual imagery will need to be proved either printed or digitally depending on classroom resources. (Key Assessment Task 7) <b>Self-assessment carried out by students at the end of the lesson.</b></p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>  |
| 1   | <p>Students will be adding subtle colour and any final notation/ideas to their plans this lesson. The completion of the design will enable all students to advance onto the outcome after half term. Retrieval from previous colour manipulation and materials experimentation will be helpful here. Colour will most likely be added using coloured pencil as this design will be in sketchbooks with students looking to mix these colours upon their return to match them in their outcome. (Key Assessment Task 7) <b>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets.</b></p> <p>Homework deadline and assessment lesson (Homework 5 – Observation of an Item of Food in Drawing pencil). Next homework will be set (Homework 6 – Observation of an Item of Food in Coloured pencil/Pen). Discussion and Q&amp;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 I checked by staff on FROG/in class to ensure work has been handed in.</p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p> |
| Reasons behind order of topic in this half term   |   |
| <p>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 as well as some contextual work (linked to AO1) and experimental/observational or recording practices (linked to AO2 and AO3). This term sees the culmination of this project with an outcome (linked to AO4). 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 initiatives from attendance at 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 KS1 and KS2 as well as Year 7 and Year 8 to help</p> |   |

retrieval practice around skill and understanding. The planning of these curriculums has been developed by DC and other Trust SL's. Modelling of key skills is also clearly evidenced by staff in the ongoing improvement of quality and standard of outcomes. The foundation and continued pursuit and refinement of the formal elements is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED reports on Art education such as "Making a Mark" and "Drawing together", external reports on Art education from "Artworks" as well as the National Curriculum. The key assessed task this half term will focus on the successful completion of a design idea which students will develop as an outcome at the end of the project. A holistic view of marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.

## ART & PHOTOGRAPHY

### Year Group 9

#### Half Term 6

| Number of Hours: 7 | Topic: Man Made vs Nature (Focus on AO4)  |
|--------------------|---|
| 1                  | Contextual study Artist pastiche samples and literacy work –This lesson student's will be completing a literacy task focussed on the artist David Hockney. Hockney combines many of the key features students have been exploring this term in his work and this will reinforce students practice through context. Pastiche samples will be completed along with written analysis of his work looking at his manipulation of the formal elements using paint and digital painting. <b>Literacy/Oracy Focus linked to contextual work "Write like an Artist"... (Key Assessment Task 8). Written staff feedback and corrections are given. Staff document scores on marksheets.</b> Homework 6 will be recapped (Homework 6 – Observation of an Item of Food in Coloured pencil/Pen).<br><b>SURFACE LEARNING OPPORTUNITY</b> |
| 1                  | Development of Contextual study Artist Pastiche – Once the outline sketch is complete students will begin to add key areas of tone to give greater definition and shape to the objects/shapes included in the work selected and studied by Hockney. This may also include some underpainting/washed colour work. All key definitions will be completed on the appropriate literacy sheet. <b>Literacy/Oracy Focus linked to contextual work "Write like an Artist"... (Key Assessment Task 8). Written staff feedback and corrections are given. Staff document scores on marksheets.</b><br><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b>  |
| 1                  | Scaling up and sketching Final Outcome – Students will be sketching up their final design onto a piece of board, larger paper 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 had the choice over materials and design. This lesson will be mainly focused around  |

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|   | gaining an accurate, scaled up sketch of the outcome using very light line. (Key Assessment Task 9). DIT sheets should be stuck in books and key definitions section completed this lesson. Homework understanding review.<br>SURFACE LEARNING OPPORTUNITY   |
| 1   | Addition of sketched tone to final outcome - students should use a drawing pencil initially to sketch out areas of tone. At this stage students may choose to use this as a planned use of tone as it will be painted over. If it helps students may use coloured pencil to add coloured tone to help them realise their intentions later in the project. (Key Assessment Task 9).<br>SURFACE LEARNING OPPORTUNITY   |
| 1   | Development of painterly Tone in Final Outcome – This lesson student's will be continuing with their final outcome by adding appropriate washes of tone and background colour, further exploring appropriate materials, techniques and processes relevant to their intentions. Staff will model the idea of giving areas of the painting a grounding colour which may be opposite to that which will be added over the final image. (Key Assessment Task 9) Peer-assessment carried out by students at the end of the lesson. Homework understanding review.<br>DEEP/TRANSFER LEARNING OPPORTUNITY   |
| 1   | Development of stronger colour hues and accurate details in Final Outcome – students will be painting over their grounding colours this lesson looking at more accurate or realistic colours used in the images and design ideas that have inspired their final piece. Staff to model the addition and mixing of bolder colours. Retrieval practice will focus on the manipulation of colour and paint from past projects/years. (Key Assessment Task 9).<br>DEEP/TRANSFER LEARNING OPPORTUNITY  |
| 1   | Completion of Man-made vs Nature 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 pen. Some students may wish to collage materials to the surface of their work, they can use appropriate art materials or materials provided from home such as packaging if required. Staff will model final expectations using visual sources and retrieval practice will take place linked to all previous final outcomes (Key Assessment Task 9). Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets. <u>Students will complete their end of term evaluations on the inside cover sheet of their sketchbooks and link progress to their KS3 learning journey.</u><br>Homework deadline and assessment lesson (Homework 6 – Observation of an Item of Food in Coloured pencil/Pen). 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 I checked by staff on FROG/in class to ensure work has been handed in.<br>DEEP/TRANSFER LEARNING OPPORTUNITY |
| 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 as well as some contextual work (linked to AO1) and experimental/observational or recording practices (linked to AO2 and AO3). This term sees the culmination of this project with an outcome (linked to AO4). 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 initiatives from attendance at 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 KS1 and KS2 as well as Year 7 and Year 8 to help retrieval practice around skill and understanding. The planning of these curriculums has been developed by DC and other Trust SL's. Modelling of key skills is also clearly evidenced by staff in the ongoing improvement of quality and standard of outcomes. The foundation and continued pursuit and refinement of the formal elements is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED reports on Art education such as "Making a Mark" and "Drawing together", external reports on Art education from "Artworks" as well as the National Curriculum. The key assessed task this half term will focus on a literacy task linked to David Hockney and also the successful completion of a Man-made vs Nature outcome. A holistic view of marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.

#### 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 as well as building on the previous 'flow' of the formal elements at KS1/KS2/Y7 and Y8. This is similar for all art exam boards and is not just specific to the one our school subscribes too. 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. Overall students have had the opportunity to explore and manipulate the key formal elements which make up a successful piece of artwork as well as developing their use of a variety of key materials across KS3. Staff regularly use modelling of skills, techniques and visual examples to aid learning and expectations. Retrieval practice is also evident each week, sometimes student retrieve what has been learned within a short time frame and at other points they are asked to think back to previous years and Key stages. End of term evaluations are regularly reviewed and documented and this also gives a chance for learners to review their place on the St. Anthony's Learning journey, reflecting on past work and looking forward to future practices. 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.

## BCCET KS3 Guiding Principles for Assessment in Art & Design

| <b>BCCET KS3 Art &amp; Design Assessment Criteria</b> |                 | <b>Record Observations</b>   | <b>Explore and Experiment with Media</b>   | <b>Handling Materials</b>   | <b>Analyse and Evaluate</b>   | <b>History of Art, Craft and Design</b>   |
|---|-----------------|--|--|---|---|---|
|   | <b>Transfer</b> | Students demonstrate a highly developed ability when using a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. | Students demonstrate a highly developed ability using a range of techniques and media, including painting. | Students demonstrate a highly developed proficiency in the handling of different materials. | Students demonstrate a highly developed ability when analysing and evaluate their own work, and that of others. | Students demonstrate a highly developed understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. |
|   | <b>Deep</b>     | Students demonstrate a consistent ability when using a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.       | Students demonstrate a consistent ability using a range of techniques and media, including painting.       | Students demonstrate a consistent proficiency in the handling of different materials.       | Students demonstrate a consistent ability when analysing and evaluate their own work, and that of others.       | Students demonstrate a consistent understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.       |
|   | <b>Surface</b>  | Students demonstrate some ability when using a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.               | Students demonstrate some ability using a range of techniques and media, including painting.               | Students demonstrate some proficiency in the handling of different materials.               | Students demonstrate some ability when analysing and evaluate their own work, and that of others.               | Students demonstrate some understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.               |