

Topic: Year 9 A SENSE OF PLACE Spring Term 1 and 2

The Formal Elements are the parts used to make a piece of artwork. These were learnt in y7 and first consolidated thematically in y8. This year 9 project embeds them using the assessment objectives of GCSE & A'level for the first time, to introduce that way of working to give a foundation for future exam success. The art elements are line, shape, form, tone, texture, pattern, colour. They are often used together, and how they are organised in a piece of Art determines what the finished piece will look like. In this project pupils will make a distinct outcome each term. These are assessed and taught centred on AO1 [ARTIST & RESEARCH] AO2 [MATERIALS AND TECHNIQUES] AO3 [OBSERVATIONS] AO4 [PERSONAL RESPONSE].

2 term project– divided into termly sections

This project enables pupils to extend their existing skills as they follow a structured and guided course. They will be able to experiment and explore techniques, materials and ideas within contemporary and classical Art and Design.

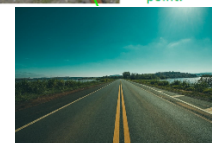
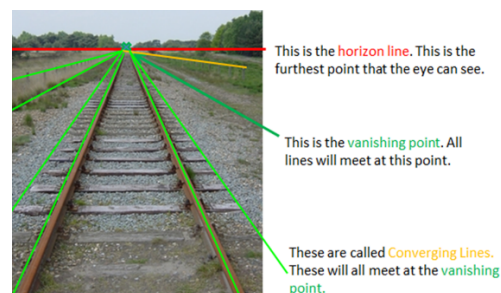
Students are working towards creating a portfolio of work in sketchbooks/study sheets exploring a wide range of materials and processes.

Each half term they will research, plan and create a distinctive theme linked outcome. New skills in Pictorial Composition and perspective will be taught. These are then applied to GCSE coursework.

Students will be developing skills started in Key Stage 3 into more professional working methods. Students will gain skills in analysing, researching, recording, developing, making and evaluating.

Students will explore the concepts of space, depth and distance through the techniques of 1 and 2 point perspective

Duration: Spring Term 1 and 2 APPROX 12 WEEKS



Composite:

A portfolio of work in sketchbooks and study sheets exploring a wide range of materials and processes

TERM 2 =
1 and 2 point perspective drawings and paintings.

TERM 3 =
Compositions
Painted outcome

Urban Environments
Rural Landscapes
Seascapes

Key vocabulary:	Core knowledge Components	Powerful knowledge/Skills components crucial to commit to long term memory	Links to previous and future topics
<p>Line</p> <p>Tone</p> <p>Colour</p> <p>Pattern</p> <p>Texture</p> <p>Shape</p> <p>Form</p>	<p>Learners will be graded as follows:</p> <p>(Grade 7-9)Exceeding expected progress: Some will develop high quality responses INDEPENDENTLY exploring materials and methods.</p> <p>(Grade 5-6)Above expected progress: Most should be able to explore materials whilst developing key skills for art making</p> <p>(Grade 4) Expected progress: All will develop a series of studies and experiments using different materials, with appropriate reference to the artists cited.</p> <p>Can learners do all of the following, and at a level appropriate to their targets?</p>	<p>Learning how to research an art period, and an individual artist, using an art reference book</p> <p>How to extend their explorations and writing about an art work using the CFMP format as required at GCSE and A Level [CONTENT FORM MOOD PROCESS]- building on the foundation they made for this in their y8 projects</p> <p>SKILLS and TECHNIQUES:</p> <p>1 and 2 point perspective</p>	<ul style="list-style-type: none"> • Basic Skills Y7 Colour Line Tone Colour Texture Shape • Y8 3 thematic projects – use learning on artist research as foundation to build from – extends quality and depth of artist research in this projects art analysis. • Skills CW project in y10 – analytical drawing and print

<p>Space</p> <p>Painting</p> <p>Digital media</p> <p>Composition</p> <p>Perspective</p> <p>Cropping</p> <p>Foreshortening</p> <p>Ratio</p>	<p>Intro to project.</p> <ul style="list-style-type: none"> ✓ Mark making experiments in the style of Van Gogh, Rene Magritte and other artists whose perspective ✓ Presentation in sketchbook / display sheets, to GCSE criteria ✓ How to draw with 1 and 2 point perspective to develop basic landscapes. ✓ Atmospheric perspective ✓ Draw from artist images accurately, as transcription and expressively interpreting and applying their styles, themselves ✓ How to draw buildings in perspective - Start by drawing basic blocks and then add windows, doors etc. ✓ Create a cityscape piece based on 1 image on your title page. ✓ The rules of composition ✓ Create a series of thumbnail sketches using these rules <p>Termly outcomes set by teacher TERM 2 = Drawn and painted outcomes. Some may want to use photography to show perspective TERM 3 = Painted outcome</p> <p>TIMELINE Artists/BAME:</p> <p>Rene Magritte, Leonardo Da Vinci, Jorey Hurley, Van Gogh, Giacomo Balla, Erin Gregory, John Piper, Cezanne, Carla Bosch, Hester Berry, Lorian Signori</p>	<p>Atmospheric perspective</p> <p>Recreate and experiment with given artists techniques</p> <p>Exploration of artistic concepts</p> <p>Mindmapping and designing personal outcomes.</p>	<p>skills introduced here, and extensive art analysis research and writing</p> <ul style="list-style-type: none"> • GCSE Exam work – any topics related to depicting the real world, artist analysis, design for purpose, and application of artist/designer research in a personal outcome.
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