

Topic: Year 9 A SENSE OF PLACE Summer 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 recent Art and Design.

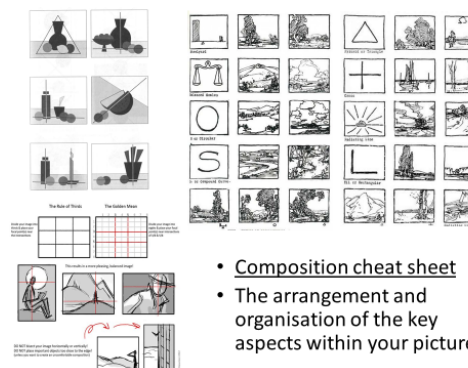
Students are working towards creating a portfolio of work on study sheets exploring a wide range of materials and processes. Each half term they will research, plan and create a distinctive theme linked outcome. New skills in Pictorial Composition and perspective are taught. These are then applied to the GCSE.

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 fundamentals of composition, proportion and art expressive mark making techniques

Duration: Summer Term 1 and 2 APPROX 12

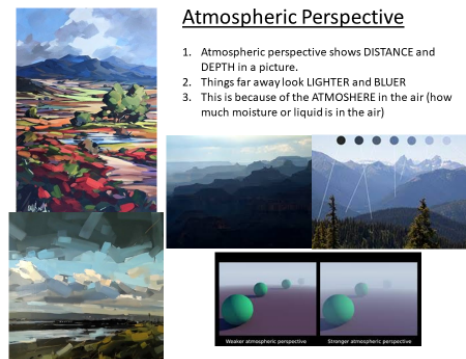
WEEKS



- Composition cheat sheet
- The arrangement and organisation of the key aspects within your picture.

Atmospheric Perspective

1. Atmospheric perspective shows DISTANCE and DEPTH in a picture.
2. Things far away look LIGHTER and BLUER
3. This is because of the ATMOSPHERE in the air (how much moisture or liquid is in the air)



Composite:

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

TERM 3 =
Compositions
Painted outcome

Urban Environments
Rural Landscapes
Seascapes

Key vocabulary:

Core knowledge Components

Line
Tone
Colour
Pattern
Texture
Shape
Form

Learners will be graded as follows:

(Grade 7-9)Exceeding expected progress: Some will develop high quality responses INDEPENDENTLY exploring materials and methods.

(Grade 5-6)Above expected progress: Most should be able to explore materials whilst developing key skills for art making

(Grade 4) Expected progress: All will develop a series of studies and experiments using different materials, with appropriate reference to the artists cited.

Powerful knowledge/Skills components crucial to commit to long term memory

Learning how to research an art period, and an individual artist, using an art reference book

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

SKILLS and TECHNIQUES:

Links to previous and future topics

- 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>Collage</p> <p>Print making</p> <p>Digital media</p> <p>Sculpture</p> <p>Composition</p> <p>Perspective</p> <p>Cropping</p> <p>Foreshortening</p> <p>Ratio</p> <p>Thirds</p> <p>Urban</p> <p>Rural</p>	<p>Can learners do all of the following, and at a level appropriate to their targets? Intro to project.</p> <ul style="list-style-type: none"> ✓ Develop a range of starting point mood boards for the theme “A sense of place” ✓ Imagery detailing the different types of Urban Environments, Rural Landscapes, Seascapes – both collected, researched from artists and made by the learner themselves ✓ Mark making experiments in the style of Jorey Hurley, Van Gogh, Liz Sommerfield, John Piper ✓ Presentation in sketchbook / display sheets, to GCSE criteria ✓ How to draw perspective to develop basic landscapes. ✓ 1 and 2 point perspective with 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 creative landscape response to show culmination of learning. ✓ The rules of composition ✓ Using the rule of thirds, focal points etc ✓ Create a series of thumbnail sketches using these rules ✓ Create a landscape piece using pastels in the style of Erin Gregory ✓ Explore the work of John Piper and his use of different materials, then complete John Piper piece and information page ✓ Learn about atmospheric perspective, look at examples and the work of Cezanne and Carla Bosch. Create a painting based on these. Learn how to mix lighter and bluer tones to show depth. <p>Termly outcomes set by teacher TERM 3 =</p>	<p>Mindmapping/Moodboards</p> <p>Composition using Rule of Thirds</p> <p>Different compositional layouts</p> <p>Practical use of 1 and 2 point perspective</p> <p>Atmospheric perspective</p> <p>Recreate and experiment with given artists techniques</p> <p>Mounting up and annotation for presentation</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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