

Marriotts School Schemes of Learning

Subject 2016-17



Learning and undertaking activities in art and design contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

Year (9) –(Art) Key skills

| Unit Range and Content | Assessment | Prep – Range and Content | Cross-Curricular Links SMSC |
|--|---|---|--|
| <p>Block 1</p> <p>All creatures great and small project</p> <ul style="list-style-type: none"> • Refresher on skills • Drawing intro- bugs in different materials • <i>Slinkachu- Design graffiti shells.</i> • Paper Mache graffiti snail. | <p>Block 1</p> <p>Assessment 1 – bugs</p> <ul style="list-style-type: none"> • Sketching • Outline Shape • Proportion • Detail • Texture • Tone <p>Assessment 2- Slinkachu design</p> <ul style="list-style-type: none"> • Composition • Style • Colour • Technique <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities <p>Key Processes</p> <ul style="list-style-type: none"> • Observation-Primary and Secondary • Sculpting | <p>Block 1</p> <ul style="list-style-type: none"> • Contemporary Art • <u>Resources</u> • Images • Pencil • Sheets • Artist research • Drawing materials <p><u>Homework</u></p> <ul style="list-style-type: none"> • Draw a textured observation of a leaf • Explain the formal elements • Finish your shell design • Spot the difference bugs | <ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – fruit structure • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. • SMSC- Looking at how different cultures and movements capture details and varying levels of realism within their work. • Exploring representations of society and cultures through objects. |

| Block 2 | Block 2 | Block 2 | |
|--|--|---|--|
| <p>All creatures great and small project</p> <ul style="list-style-type: none"> • Clay snail fossil tiles. • Drawing of scorpions and lizards. • Evaluate tiles | <p>Assessment 3- Clay snail fossil tiles.</p> <ul style="list-style-type: none"> • Technique • Design • 3D skills • Manipulation of clay <p>• Assessment 4- Drawing of scorpions and lizards.</p> <ul style="list-style-type: none"> • Sketching • Outline Shape • Proportion • Detail • Texture • Tone <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities • 3D techniques • Design <p>Key Processes</p> <ul style="list-style-type: none"> • Observation-Primary and Secondary • Sculpting | <ul style="list-style-type: none"> • Contemporary Art • <u>Resources</u> • Objects • Images • Pencil • Sheets • Artist research • Clay <p>Homework:</p> <ul style="list-style-type: none"> • Draw the world’s deadliest bug • Find a deadly creature and draw • Draw a tree frog • Research Ernst Haeckel and recreate one of his images. | <ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – fruit structure • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. • SMSC- Looking at how different cultures and movements capture details and varying levels of realism within their work. • Exploring representations of society and cultures through objects. |

| Block 3 | Block 3 | Block 3 | |
|---|--|---|---|
| <p>All creatures great and small project</p> <ul style="list-style-type: none"> • Marine life Pop Art Seahorse • Sea life and tropical coral base layer- stain glass + tissue paper. • Henna elephants • Large animals A5– mono print | <p>Assessment 5 – Pop Art seahorse</p> <ul style="list-style-type: none"> • Sketching • Outline Shape • Proportion • Detail • Design • Pattern • Colour <p>Assessment 6- Henna elephants</p> <ul style="list-style-type: none"> • Creative risks • Colour choices • Design • Technique <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities • Critical understanding <p>Key Processes</p> <ul style="list-style-type: none"> • Designing • Printing | <ul style="list-style-type: none"> • Art history • Pop Art • Resource Sheets • Artist research • Henna • Printing <p>Homework:</p> <ul style="list-style-type: none"> • Create a Pop Art Pufferfish • Draw a Dali Elephant. • Dots to line – create some drawings using geometric shapes. • Choose and print a large animal to mono print | <p>History (Cultural) Maths (Shapes)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, dreamlike, surreal, juxtaposition. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements capture details and varying levels of realism of the world around them within their work.</p> <p>Exploring how different cultures use colour and pigments, and different colours symbolic meaning.</p> |

| Block 4 | Block 4 | Block 4 | |
|---|--|---|---|
| <p>All creatures great and small project</p> <ul style="list-style-type: none"> • Develop mono print using colours. • Develop lino print • Initial ideas for exam piece. • Develop compositions • Develop materials for final piece. | <p>Assessment 7– Developed mono print using colours.</p> <ul style="list-style-type: none"> • Colour • Pattern • Technique • Detail • Creative design <p>Assessment 8- Initial ideas for exam piece.</p> <ul style="list-style-type: none"> • Creative risks • Design • Composition choices • Range of ideas <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities • Critical understanding <p>Key Processes</p> <ul style="list-style-type: none"> • Printing • Designing | <ul style="list-style-type: none"> • Printing • Resource Sheets • Artist research • Composing <p>Homework:</p> <ul style="list-style-type: none"> • Research Henry Moore • Biro animal drawing – sketchy style • Research Matisse • Create Matisse inspired animal. | <p>History (Cultural) Maths (Shapes) RE (Cultural beliefs)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, dreamlike, surreal, juxtaposition, development, creative. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements capture details and varying levels of realism of the world around them within their work. Exploring how different cultures use colour and pigments, and different colours symbolic meaning.</p> |

| Block 5 | Block 5 | Block 5 | |
|--|---|--|---|
| <p>Pop Art:</p> <ul style="list-style-type: none"> • Develop colours for final piece. • Create exam piece. | <p>Assessment 9 – Create exam piece.</p> <ul style="list-style-type: none"> • Creative risks • Colour choices • Use of material • Technique • Composition • Artist influence • Links to topic <p>Assessment 10 – Create exam piece.</p> <ul style="list-style-type: none"> • Creative risks • Colour choices • Use of material • Technique • Composition • Artist influence • Links to topic <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities • Critical understanding • Understand and Evaluate • Final piece <p>Key Processes</p> <ul style="list-style-type: none"> • Design • Producing final piece | <ul style="list-style-type: none"> • Composing • Experimenting • Presenting <p>Homework</p> <ul style="list-style-type: none"> • Evaluate design. Select design and colour for final piece. • Practice section of design in materials you will be using. • Practice different section of design in materials you will be using. • Practice different section of design in materials you will be using. | <p>History (Pop Art-)</p> <p>Maths (Pattern and shapes)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, contrasting, pattern, vibrant, popular culture. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle, pattern, rotation. <p>SMSC- - Looking at how different cultures and movements represent each other through self portraits and what the artists are trying to capture, including details and varying levels of realism within their work.</p> <p>Exploring how different cultures use colour and pigments, and different colours symbolic meaning.</p> |

National Curriculum (Subject) Assessment Map

| Year | Block 1 Assessment opportunities | Block 2 Assessment Opportunities | Block 3 Assessment Opportunities | Block 4 Assessment Opportunities | Block 5 Assessment Opportunities |
|------|---|---|--|--|---|
| 7 | <p>Wk 3- Assessment 1 (Peer) – Bugs drawings</p> <p>Wk 6 – Assessment 2- Slinkachu design</p> | <p>Wk 9- Assessment 3 (Peer) – Clay snail tiles.</p> <p>Wk 12 – Assessment 4- Drawing of scorpions and lizards.</p> | <p>Wk 15- Assessment 5 (Peer) – Pop Art Seahorse</p> <p>Wk 18 – Assessment 6 Henna elephants</p> | <p>Wk 21- Assessment 7 (Peer) – Developed mono print using colours.</p> <p>Wk 24 – Assessment 8- Initial ideas for exam piece.</p> | <p>Wk 27- Assessment 9 (Peer) – Exam piece</p> <p>Wk 30 – Assessment 10- Exam piece</p> |