

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 (Md & Ib)	<p><u>NATURAL FORM PRINT</u> What will be learnt? Introduction to the topic and how artists approach observation and abstraction. Observation skills using natural form as stimuli. Exploring drawing skills and techniques in a variety of media. Dry point etching and mono print to explore line and mark making. Why will it be learnt? To develop confidence with first hand drawing and encourage students to explore a variety of media that takes them out of their 'comfort zone' Main outcome: Skull drawings (continual line, charcoal, pen and ink, quink ink reduction with Milton steriliser, wax resist ink) Skills developed: A range of drawing skills, new methods and approaches to mark</p>	<p><u>NATURAL FORM PRINT</u> What will be learnt? Use of digital zooms to help create abstraction. Painting techniques (using own natural form images) exploring acrylic paints- leading to: How to develop lino printing designs. Why will it be learnt? To gain a greater experience of working with paint and understand the possibilities that acrylic can offer. To understand the crucial role that idea development has in making art. Main outcome: A close-up acrylic painting based on a zoomed in natural form photograph. A series of stylised colour lino print designs Skills developed: Acrylic painting techniques such as colour washing, colour</p>	<p><u>NATURAL FORM PRINT</u> What will be learnt? Lino printing (5-6 colour) developed from natural form paintings. Cutting and printing techniques. Why will it be learnt? To give students the opportunity to work with a completely new medium and explore the possibilities of lino printing. Main outcome: A 5-6 colour Lino print based on their own natural form Skills developed: Transferring an image onto lino. Identifying the order of colour cuts. Cutting safely and effectively. Printing and over printing (lining up) effectively.</p>	<p><u>CUBISM HEADS</u> What will be learnt? Introduction to Cubism - What is an art movement, what is Cubism and why do art style change. Research/ looking at Cubist work through a variety of transcript drawings in a range of media. Why will it be learnt? To appreciate that art styles change and to understand why this happens. To understand the theory/purpose behind Cubism, what influenced Cubism and the artists involved in the movement. Continuing to explore and develop confidence with drawing and media. Main outcome: Researched information on the Cubist art movement A series of Cubist portrait transcript drawings in a</p>	<p><u>CUBISM HEADS</u> What will be learnt? Idea development through media exploration and drawings Leading to a 3D object. How to make a clay 3D portrait sculpture inspired by Cubist artists. Why will it be learnt? Using other artists work to inspire own ideas. To extend pupils' experience /skills in clay; building on techniques and language learned in Year 8. Main outcome: Three- dimensional relief portrait inspired by Cubism artist research Skills developed: Building an armature. Slab rolling on a large scale. Applying clay and building form.</p>	<p><u>CUBISM HEADS</u> What will be learnt? How to use oxides and glazes to decorate ceramic work Why will it be learnt? To gain an understanding of how to add colour to ceramic work and the chemistry behind glazing Main outcome: A glazed, colour Cubist style portrait which shows originality and skill. Skills developed: How to mix and apply glazes and oxides How will learning be assessed? Feedback 1-1 on the practical process of application, grading and feedback on the final outcome</p>

Long term planning grid ART 2022-23

	<p>making. How to draw with negative space, how to use wax resist and how to make dry point etching plates and print from them</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	<p>glazing, dry brushing and building up layers and texture. (observation skills). How to stylise paintings to create block form images.</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	<p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	<p>variety of scales and media</p> <p>Skills developed: Building on drawing/ observation skills in a range of media (paint, oil pastel, mono-printing pastel)</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	<p>Refining and adapting work according to the 'stages of clay'</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	
Year 9 (Gn)	<p><u>AUTUMN 1</u> <u>EXPRESSIVE LANDSCAPE</u> What will be learnt? Introduction to the theme of Landscape Art and how artists have depicted landscape through history. First hand landscape drawing of local environment (school grounds). Practical drawing/painting skills- A variety of approaches</p>	<p><u>AUTUMN 2</u> <u>EXPRESSIVE LANDSCAPE</u> What will be learnt? Introduction of main artist – Maria Dahlgren Understanding of Dahlgren’s style through transcriptions. How to develop design ideas using photographic images. Painting exercises and colour ways. How to develop a final idea using prior learning.</p>	<p><u>SPRING 1</u> <u>EXPRESSIVE LANDSCAPE</u> What will be learnt? Painting final pieces- (colour schemes), using preliminary colour designs and painting tests Why will it be learnt? So students become proficient in stylised painting techniques. So students understand the importance of using preliminary work in</p>	<p><u>SPRING 2</u> <u>STYLISTED/ FRAGMENTED PORTRAITS</u> What will be learnt? Introduction of artists who have worked in a stylised way, distorted the human face. How to prepare, gather visual resources using the internet for information collection. SKILLS BLOCK – depicting feature of the face in various materials (dry graphic materials,</p>	<p><u>SUMMER 1</u> <u>STYLISTED/ FRAGMENTED PORTRAITS</u> What will be learnt? How to plan and develop a final art piece using preliminary sketches and material tests Why will it be learnt? So that students understand the importance of developing and improving ideas and not</p>	<p><u>SUMMER 2</u> <u>STYLISTED/ FRAGMENTED PORTRAITS</u> What will be learnt? Students will develop a final art piece using mixed media materials and approaches Why will it be learnt? So students can see the importance of the design process. How preliminary designs/material tests can be used to develop a</p>

Long term planning grid ART 2022-23

<p>and techniques using different artist examples</p> <p>Why will it be Learnt? So students have a clear understanding of how artist’s approaches and depictions of landscape have changed throughout history. So students have confidence recording their observations first hand by drawing their local environment. So students are able to practise different styles and approaches, in order to see which are successful for them and which they should use.</p> <p>Main Outcome? Observed landscape drawings in sketchbook. Various painted transcriptions (sections of paintings) on paper</p> <p>Skills developed: A range of drawing and painting skills, new</p>	<p>Why will it be Learnt? Students will explore artists like Dahlgren in order to work in non-photorealistic ways and expand their understanding and appreciation of Art styles and approaches. Students will understand the importance of using photographic images to assist with developing ideas and compositions. Students will understand how to produce an effective final art piece from their development work. Students will undertake painting tests and develop a colour scheme for a final art piece.</p> <p>Main Outcome? Dahlgren transcription in sketchbook. Various design ideas showing development. In sketchbook and on paper.</p>	<p>order to develop a final realisation.</p> <p>Main Outcomes? Final painting on canvas or stretched paper. Landscape piece influenced by Dahlgren or other chosen artists.</p> <p>Skills Developed Practical art processes and painting skills. Designing and realisation skills.</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	<p>painting techniques, printing techniques)</p> <p>Why will it be learnt? So students understand that there are many ways to portray portraiture other than a photo-realistic depiction. Students have experience of exploring various processes and techniques in order to understand their strengths and weaknesses and which approaches are appropriate and effective for their own artistic expression</p> <p>Main Outcome: Research and image gathering in sketchbooks. Drawing/paintings of portrait features. Art processes and techniques developed on paper and submitted in folders.</p> <p>Skills Developed: Research, information gathering skills. Various drawing and paintings skills using a broad variety of art materials</p>	<p>just accepting the first ideas.</p> <p>Main Outcome: Preliminary designs and material tests, presented in sketchbook. Annotated designs explaining appropriate material tests and techniques.</p> <p>Skills Developed Designing, planning skills. Choice-making/evaluation skills Independent learning</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>	<p>final piece which shows skill and artistic merit.</p> <p>Main Outcome Final multi-media art piece, either submitted on canvass or paper.</p> <p>Skills Developed Practical art processes and painting skills. Designing and realisation skills.</p> <p>How will learning be assessed? Written feedback in sketchbooks and on final pieces of class work, 1-1 verbal feedback, Q/A, Peer assessment opportunities</p>
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Long term planning grid ART 2022-23

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