

- *Resources students need to provide

ART		Year 9 Mid Term Plan – Term 1-3			
Unit 2: Art History - Art Movements					
Unit Intent and overview					
<p>Overview – This unit will introduce students to a variety of art movements and the key aspects, tendencies and styles to them. Students will develop an understanding of how art movements formed, which artists developed them and how to link to social and political issues at that time. This unit allows students to explore and gain knowledge on not only the movements themselves and the artist that used them but allows them to develop their own artist skills when putting their knowledge to practice.</p>					
<p>Aim -</p> <ol style="list-style-type: none">1. Students understand what art movements are and how they were/are used2. Students develop skills using art movement methods.3. Students build on knowledge and skills to develop their own artist methods.					
Lesson& Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
<p>1</p> <p>To develop drawing skills.</p> <p>To improve on assessment feedback from previous drawing assessments</p>	<p>Drawing assessment -</p> <p>Students are to complete an assessment of their practical skills. As part of this, they will be shown the process involved in completing a drawing assessment (they will do these many times throughout KS3). Students will be shown the criteria against which they will be assessed: Line, Tone, Shape, Detail, Mark-making. Students will also practice basic drawing skills and know what skill</p>	<p>Art Dictionary</p> <p>Key words will be added to the dictionary every lesson, the words will link to lesson -</p> <p>Line</p> <p>Shape</p> <p>Assessment</p>	<p>1-hour drawing assessment into their sketchbooks using a double page and their 6B pencil.</p> <p>Assessment is to be done in silence and students should be encouraged to use the whole time to add to and improve their work.</p> <p>Students are to draw both of their shoes. The main aim is to get students to focus on tone, line shape, detail, pattern, mark making.</p> <p>*Introduce students to the Year 9 assessment slip, explain how it is</p>	<p>Sketchbook</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	

	<p>they need to use to improve their drawings.</p> <p>Feeds on from the key aspects of art and drawing. First lesson of Terms 1,3 and 6 throughout Years 7&8.</p> <p>Feeds forward to the development of drawing skills and knowledge of the basic aspects of drawing.</p> <p>Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment.</p>		<p>used and what students should focus on.</p> <p>Drawing Assessment slip to be completed by teacher.</p>		
<p>2</p> <p>Students to know what an art movement is and how they impact current art.</p>	<p>Introduction and title page -</p> <p>Students are to complete an Arts Movement title page. Including a definition, naming some of the movements and some sketches of the basic components that make the art movements.</p> <p>Feeds on from the use of art movements in Years 7 and 8, including Fauvism, Post-Impressionism and Magical Realism.</p> <p>Feeds forward to Lesson 3, when students develop a timeline.</p>	<p>Art Movement</p> <p>Style</p> <p>Philosophy</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 2. Group discussion on what is an art movement and how have students used them previously. 3. Students to show their knowledge through a title page showing what they already know about the subject. <p>Students will work towards completing a title page, which will include a definition, a list of art movement</p>	<p>Sketchbook</p> <p>Colour pens and pencils</p> <p>Information sheet</p> <p>*Pen</p> <p>*Pencil</p> <p>*Rubber</p> <p>*Sharpener</p>	<p>Reading task -</p> <p>What is Dadaism?</p> <p>https://magazine.artland.com/what-is-dadaism/</p>

			<p>names, little sketches of some of the art movement styles and students presentation and layout should be creative and well thought.</p> <p>This will develop the students' knowledge of art movements which feeds forward to their understanding of individual movements.</p>		
<p>3</p> <p>Students to know the different time periods of the key art movements.</p> <p>Students to know the different art movements and show a basic understanding of each one.</p>	<p>Art movement timeline -</p> <p>Students are to start an art movements timeline in their sketchbooks, this will be guided be the teacher. This will develop the students understanding of what art is and how current art movements are influenced by past art movements.</p> <p>Feeds on from Lesson 2, where students began to understand what art movements are as a whole, and the art movements students have already studied in Years 7 and 8, including Fauvism, Post-Impressionism and Magical Realism.</p> <p>Feeds forward to Lesson 4, where students will add samples and characteristics to the art movement timeline.</p>	<p>Timeline</p> <p>Art movements</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 2. Group discussion on the art movements involved in the timeline and the basics of what they are. 3. Students are to show the information they are learning through the timeline activity. <p>Students will work towards completing a timeline, including the main Art Movements, their definitions, dates and characteristics with a sample of the this drawn by the students.</p> <p>This will develop the students' knowledge of art movements which</p>	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>Information sheet</p> <p>*Pen *6B Pencil *Rubber *Sharpener *Ruler</p>	

			feeds forward to their understanding of individual movements.		
4	<p>Art movement timeline -</p> <p>Students are to start an 'art movements' timeline in their sketchbooks. This will be guided by the teacher and will develop the students understanding of what art is and how current art movements are influenced by past art movements.</p> <p>Feeds on from Lesson 2, where students began to understand what art movements were as a whole, and the art movements students have already looked at in Years 7 and 8, including Fauvism, Post-Impressionism and Magical Realism.</p> <p>Lesson 3 where students began to define the different art movements.</p> <p>Feeds forward to Term 2, Lesson 5, where students will start to research individual art movements and develop their own skills.</p>	<p>Characteristics</p> <p>Influence</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 2. Group discussion on the art movements involved in the timeline and the basics of what they are. 3. Students are to show the information they are learning through the timeline activity. <p>Students will work towards completing a timeline, including the main Art Movements, their definitions, dates and characteristics with a sample of the this drawn by the students.</p> <p>This will develop the students' knowledge of art movements which feeds forward to their understanding of individual movements.</p>	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>Information sheet</p> <p>*Pen</p> <p>*6B Pencil</p> <p>*Rubber</p> <p>*Sharpener</p> <p>*Ruler</p>	
5	<p>Introduction to Dadaism Art movement</p> <p>Students to be introduced to Dadaism and complete a definition</p>	<p>Dadaism</p> <p>Artistic freedom</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students 	<p>Sketch book</p>	

<p>is and how it was/is used.</p> <p>Students need to know the key themes and meaning behind Dadaism.</p>	<p>page. This will develop the students' knowledge and understanding of what define Dadaism as an Art movement.</p> <p>Feeds on from Lessons 3 and 4, where students were learning about all the art movements and the basic knowledge of them.</p> <p>Feeds forward to Lessons 6 and 7, where students will be introduced to a Dada artist. This will help students see how Dadaism was used, and why.</p>		<p>understanding. This will also be used to stretch and challenge students with their work.</p> <ol style="list-style-type: none"> Group discussion and introduction to Dadaism which will include questioning to keep the students focused and involved with the presentation. Students will show their understanding and knowledge through a Dadaism page including key information about the movement. <p>Students will work towards completing a title page, including a definition, list of artists that link to the movement and the themes behind the movement.</p> <p>This will develop the student's basic knowledge of Art Movements from the timeline lessons into detailed knowledge about the Dada Art movement.</p>	<p>Colour pens and pencils</p> <p>*Pen *6B Pencil *Rubber *Sharpener *Ruler</p>	
<p>6</p> <p>Students need to know how artists used/use</p>	<p>Theme Page – Hannah Hoch</p> <p>Students are to complete a theme page on Hannah Hoch, this develops the students' knowledge of how Dadaism was used in the</p>	<p>Social Turmoil</p>	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also 	<p>Sketch book</p>	<p>Image analysis of Hannah Hoch Collage</p>

<p>Dadaism in their own work.</p> <p>Students need to know how to select the important parts of information when researching.</p>	<p>height of its times and how the artist used it to show her opinions and views.</p> <p>Feeds on from Lesson 5, where students were introduced to the artists main art movement.</p> <p>Feeds forward to Lesson 7, where students will be developing an opinion on the artist's work and their use of Dadaism.</p>		<p>be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson</p> <ol style="list-style-type: none"> Students will show their knowledge and research skills through the development of a theme page. Theme pages will be assessed through the use of a theme page assessment slip which will be used by the teacher. <p>Students will work towards completing a title page, including a definition, list of artists that link to the movement and the themes behind the movement.</p> <p>This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>	<p>Colour pens and pencils</p> <p>Information sheet</p> <p>*Pen *6B Pencil *Rubber *Sharpener *Ruler</p>	<p>Hannah Hoch image and image analysis worksheet to be given out.</p>
<p>7</p> <p>Students need to know how artists used/use Dadaism in their own work.</p>	<p>Theme Page – Hannah Hoch</p> <p>Students are to complete a theme page on Hannah Hoch, this develops the students' knowledge of how Dadaism was used in the height of its times and how the artist used it to show her opinions and views.</p> <p>Feeds on from lesson 5 where students were introduced to the</p>	Mixed Media	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson. 	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>Information sheet</p>	

<p>Students need to know how to select the important parts of information when researching.</p> <p>Students need to know how to develop an opinion from the knowledge they have built through their research.</p>	<p>artists main art movement and Lesson 6, where students had begun to create their theme page. Feeds forward to Lesson 8, where students begin to think of a theme and plan their own version of a Hannah Hoch collage.</p>		<ol style="list-style-type: none"> Students will show their knowledge and research skills through the development of a theme page. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will be working towards completing a title, information of the artist, opinion of the artist's work, what the students thinks the meaning and feeling of the artist's work is.</p> <p>This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>	<p>*Pen *6B Pencil *Rubber *Sharpener *Ruler</p>	
<p>8</p> <p>Students need to know the importance of documenting their ideas and linking them to their research to show development of a project.</p>	<p>Ideas page for own version of Hannah Hoch collage</p> <p>Students are to complete an idea page which documents what they plan to do when creating their own version of a Hannah Hoch collage. This helps the students develop the skills of document their ideas and plans.</p> <p>Feeds on from the whole Dadaism unit as students need to use their knowledge of the Dadaism characteristics and the artists style to develop their idea.</p>	<p>Document</p> <p>Ideas</p>	<ol style="list-style-type: none"> Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students to develop their ideas through what their knowledge of Dada and Hoch. Students will show their knowledge through the development of their ideas page. This will show how students have interpreted Dadaism and the artist. 	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>*Pen *6B Pencil *Rubber *Sharpener *Ruler</p>	

	Feeds forward to Lessons 9 and 10, where students need to create the work they planned and documented on their ideas page.		Students will be working towards completing a title, sketches of their idea, an explained theme linking to a social and political issue like the artist. This will develop the students understanding of the importance of documenting ideas and being inspired by the artist.		
9 Students need to know how to use their knowledge to create a practical piece.	Own version of Hannah Hoch Students will begin their own Dada collage inspired by Hannah Hoch. Students will work from their ideas page. This will help them develop their knowledge and ideas into practical creative pieces. Feeds on from Lesson 8, where students developed their final piece idea through sketches and notes. Feeds forward to the completion of a Dada Collage in Lessons 10 and 11, showing how the students used their knowledge in the practical creative work.	Collage Composition	1. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes. 2. Students will show their knowledge of Dadaism and Hannah Hoch through the development of their own creative practical piece of work. 3. This piece of artwork will be assessed with the theme page slip by the teacher. Students will work towards completing an A3 final collage piece linking to the theme they picked and showing aspects of their ideas. This develops student's knowledge by turning it into practical skill	A3 paper Glue Collage resources Scissors *Pen *6B pencil	
10 Students need to know how to use their	Own version of Hannah Hoch Students will continue their own Dada collage inspired by Hannah Hoch. Students will work from their ideas page. This will help them develop their knowledge and	Scale	1. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes.	A3 paper Glue	

knowledge to create and practical piece.	<p>ideas into practical creative pieces.</p> <p>Feed on from Lesson 8, where students developed their final piece idea through sketches and notes, and Lesson 9, where they began to build the resource needed to complete their final piece.</p> <p>Feeds forward to the completion of a Dada Collage in Lesson 11, showing how the students used their knowledge in the practical creative work. Student will be evaluating their work in Lesson 11.</p>		<ol style="list-style-type: none"> Students will show their knowledge of Dadaism and Hannah Hoch through the development of their own creative practical piece of work. This piece of artwork will be assessed with the theme page slip by the teacher. <p>Students will be working towards completing an A3 final collage piece linking to the theme they picked and showing aspects of their ideas.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	<p>Collage resources</p> <p>Scissors</p> <p>*Pen</p> <p>*6B pencil</p>	
<p>11</p> <p>Students need to know how to use their knowledge to create and practical piece.</p> <p>Students need to know how to evaluate their own work.</p>	<p>Own version of Hannah Hoch</p> <p>Students will finish off their own Dada collage inspired by Hannah Hoch. Students will work from their ideas page. This will help them develop their knowledge and ideas into practical creative pieces. Students will then complete an evaluation explaining their final piece.</p> <p>Feed on from Lesson 8, where students developed their final piece idea through sketches and notes, and Lessons 9 and 10, where students worked on their own creative final piece.</p> <p>Feeds forward to the assessment quiz in Lesson 12, where students</p>	Evaluation	<ol style="list-style-type: none"> Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes. Students will show their knowledge of Dadaism and Hannah Hoch through the development of their own creative practical piece of work. This piece of artwork will be assessed with the theme page slip by the teacher. <p>Students will be working towards completing an A3 final collage piece</p>	<p>A3 paper</p> <p>Glue</p> <p>Collage resources</p> <p>Scissors</p> <p>*Pen</p> <p>*6B pencil</p>	<p>Reading task -</p> <p>Art movement revision help sheet.</p>

	will be assessed on their knowledge of Dadaism and Hannah Hoch.		<p>linking to the theme they picked and showing aspects of their ideas. Students will have a completed evaluation where they will explain how the final piece links to Dadaism, how Hannah Hoch inspired them and what the meaning and feeling of their own final piece is.</p> <p>This develops student's knowledge by turning it into practical skill, and also develops the student's self-evaluation and self- assessment skills.</p>		
12	<p>Assessment Quiz</p> <p>Students will complete a quiz based on Art Movements, Dadaism and Hannah Hoch to show develop of knowledge through turning what they know into a practical skill.</p> <p>Feeds on from Lessons 2 – 11, where students learned about art movements, Dadaism and Hannah Hoch.</p> <p>Feeds forward to Term 2, where students will be introduced to new art movements.</p>	Art movements	<ol style="list-style-type: none"> 1. Students quiz will be marked as a class at the end of lesson through peer assessment, group assessment and questioning. 2. Students will show what information they have retain this term through completing the quiz. Quiz is to be completed in silence. <p>Students will complete an assessment quiz.</p> <p>This develops the students recall skills of knowledge.</p>	<p>Sketchbook Quiz</p> <p>*Pen</p>	
Half Term					
1	<p>Drawing Assessment</p> <p>Students are to complete an assessment of their practical skills. As part of this, they will be shown the process involved in</p>	<p>Art Dictionary</p> <p>Key words will be added to</p>	<p>1-hour drawing assessment into their sketchbooks using a double page and their 6B pencil.</p> <p>Assessment is to be done in silence and students should be encouraged to</p>	<p>Sketchbook</p> <p>*6B pencils</p> <p>*Rubbers</p>	<p>Reading task -</p> <p>What is Surrealism?</p>

<p>drawing assessment.</p> <p>Students to know they will be assessed.</p> <p>Students to know how to use basic art skills in their own drawing.</p> <p>Students to know how to improve their assessment from their last assessment feedback.</p>	<p>completing a drawing assessment (they will do these many times throughout KS3).</p> <p>Students will be shown the criteria against which they will be assessed:</p> <p>Line, Tone, Shape, Detail, Mark-making.</p> <p>Students will also practice basic drawing skills and know what skill they need to use to improve their drawings.</p> <p>Feeds on from the key aspects of art and drawing. First lesson of Terms 1,3 and 6 throughout Years 7&8. During Term 1 in Year 9, students will review their assessment grid and focus on highlighted skills.</p> <p>Feeds forward to the development of drawing skills and knowledge of the basic aspects of drawing.</p> <p>Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment.</p>	<p>the dictionary every lesson, the words will link to lesson -</p> <p>Composition</p> <p>Shape</p> <p>Assessment</p>	<p>use the whole time to add to and improve their work.</p> <p>Students are to draw a still life setup that will be in the middle of the room. The main aim is to get students to focus on tone, line shape, detail, pattern, mark making, composition.</p> <p>*Students will need to review their last assessment slip for feedback, so they know what to focus on. Drawing Assessment slip to be completed by teacher.</p>	<p>*Sharpener</p>	<p>Watch - https://www.britannica.com/art/Surrealism</p> <p>Read - https://imma.ie/wp-content/uploads/2018/11/IMMA-Surrealism-FA.pdf</p>
<p>2</p> <p>Students need to know what Surrealism is.</p>	<p>Introduction to Surrealism Art movement</p> <p>Students to be introduced to Surrealism and complete a definition page. This will develop the students' knowledge and</p>	<p>Surrealism</p>	<p>1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and</p>	<p>Sketch book</p> <p>Colour pens and pencils</p>	

	<p>understanding of what defines Surrealism as an Art movement.</p> <p>Feeds on from Term 1, Lessons 2 and 3, where students were learning about all the art movements and the basic knowledge of them.</p> <p>Feeds forward to Lessons 4, 5 and 6, where students will be introduced to a Surrealist artist. This will help students see how Surrealism was used and why.</p>		<p>challenge students with their work.</p> <ol style="list-style-type: none"> Group discussion and introduction to Surrealism which will include questioning to keep the students focused and involved with the presentation. Students will show their understanding and knowledge through a Surrealism page including key information about the movement. <p>Students will be working towards completing a title, definition, list of artists that link to the movement and the themes behind the movement.</p> <p>This will develop the student's basic knowledge of Art Movements from the timeline lessons into detailed knowledge about the Surrealism Art movement.</p>	<p>*Pen *6B Pencil *Rubber *Sharpener *Ruler</p>	
<p>3</p> <p>Students need to know what surrealism is.</p> <p>Students need to know how</p>	<p>Surrealism research page</p> <p>Students will continue with their title page on Surrealism, turning it into a research page. This will develop the students' knowledge and understanding of what defines Surrealism as an Art movement.</p> <p>Feeds on from Term 1, Lessons 2 and 3, where students were learning about all the art</p>	Juxtaposition	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>*Pen</p>	

<p>surrealism is used and its characteristics.</p>	<p>movements and the basic knowledge of them. Also Lesson 2, where students had begun their Surrealism page.</p> <p>Feeds forward to Lessons 4, 5 and 6, where students will be introduced to a Surrealist artist. This will help students see how Surrealism was used and why.</p>		<ol style="list-style-type: none"> Group discussion and introduction to Surrealism which will include questioning to keep the students focused and involved with the presentation. Students will show their understanding and knowledge through a Surrealism page including key information about the movement. <p>Students will be working towards completing a title, definition, list of artists that link to the movement and the themes behind the movement.</p> <p>This will develop the student's basic knowledge of Art Movements from the timeline lessons into detailed knowledge about the Surrealism Art movement.</p>	<p>*6B Pencil *Rubber *Sharpener *Ruler</p>	
<p>4</p> <p>Students need to know how artists convey their work through Surrealism.</p> <p>Students need to know how</p>	<p>Image analysis – Salvador Dali</p> <p>Students will complete an analysis of an image using a help sheet. Doing this develops the student's skills to read of image and analysis what the meaning and theme is within an image. It also promotes development of subject-specific words.</p>	Theme	<ol style="list-style-type: none"> Teacher will helicopter and give verbal feedback to stretch and challenge and support students. Students will complete a full image analysis to show their understanding and opinion of the artist's work. <p>Students will be working towards completing an image analysis showing</p>	<p>Sketch book</p> <p>Help sheet</p> <p>Image</p> <p>*Pen</p>	

Surrealism is used to show artistic freedom.	<p>Feeds on from Lessons 2 and 3, where students were introduced to the key aspects of Surrealism and its characteristics.</p> <p>Feeds forward to the development of comparing images, and analysing different image from the same art movement in Lessons 5 and 6.</p>		<p>notes on opinion, meaning, feeling, subjects, colour, details.</p> <p>This will develop the students image analysis skills and their ability to read of image and pick up on what shows the meaning and feeling.</p>		
<p>5</p> <p>Students need to know how artists convey their work through Surrealism.</p> <p>Students need to know how Surrealism is used to show artistic freedom.</p>	<p>Image analysis – Rene Magritte</p> <p>Students will complete an analysis of an image using a help sheet. Doing this develops the student's skills to read of image and analysis what the meaning and theme is within an image. It also promotes development of subject-specific words.</p> <p>Feeds on from Lessons 2 and 3, where students were introduced to the key aspects of Surrealism and its characteristics. Also feeds on from Lesson 5, where students have completed the first image analysis.</p> <p>Feeds forward to the development of the comparing images and analysing different</p>	<p>Feeling</p> <p>Meaning</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Students will complete a full image analysis to show their understanding and opinion of the artist's work. <p>Students will work towards completing an image analysis showing notes on opinion, meaning, feeling, subjects, colour, details.</p> <p>This will develop the students image analysis skills and their ability to read of image and pick up on what shows the meaning and feeling.</p>	<p>Sketch book</p> <p>Help sheet</p> <p>Image</p> <p>*Pen</p>	<p>On an A4 page students need to draw one of their dreams/nightmares in the surrealist style. Students need to use colour.</p>

	image from the same art movement, in Lesson 6.				
<p>6</p> <p>Students need to know how artists convey their work through Surrealism.</p> <p>Students need to know how Surrealism is used to show artistic freedom.</p>	<p>Image Analysis – Vladimir Kush Students will complete an analysis of an image using a help sheet. Doing this develops the student's skills to read of image and analysis what the meaning and theme is within an image. It also promotes development of subject-specific words.</p> <p>Feeds on from Lessons 2 and 3, where students were introduced to the key aspects of Surrealism and its characteristics. Also feeds on from Lesson 5, where students have completed the first image analysis.</p> <p>Feeds forward to Lesson 8, where students will plan their own Surrealist drawing.</p>	<p>Mediums</p> <p>Subjects</p> <p>Composition.</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Students will complete a full image analysis to show their understanding and opinion of the artist's work. <p>Students will work towards completing an image analysis showing notes on opinion, meaning, feeling, subjects, colour, details.</p> <p>This will develop the students image analysis skills and their ability to read of image and pick up on what shows the meaning and feeling.</p>	<p>Sketch book</p> <p>Help sheet</p> <p>Image</p> <p>*Pen</p>	
<p>7</p> <p>Students need to know how to develop drawing skills for a Realist</p>	<p>Still life object drawing Students are to complete a still life object drawing of three different objects. This develops students basic drawing skills.</p> <p>Feeds on from Terms 1 and 2 drawing assessment skills.</p>	<p>Scale</p> <p>Detail</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their realism 	<p>A4 paper</p> <p>Still life objects</p> <p>*6B pencil</p> <p>*Rubber</p>	

style of drawing.	Feeds forward to Lessons 8-11, where students will use the objects to create their own Surrealist drawing.		drawing skills through the still life drawing. Students will work towards three completed still life drawings focused on scale, detail and realism. This will develop the students basic drawing skills.	*Pencils	
8 Students need to know the important of documenting ideas and plans.	Ideas page for own Surrealist drawing Students are to complete an idea page which documents what they plan to do when creating their own surrealist drawing using their still life objects. This helps the students develop the skills of document their ideas and plans. Feeds on from Lessons 2-8, as students need to use their knowledge of the Surrealism characteristics and the artists styles to develop their idea. Feeds forward to Lessons 9, 10 and 11, where students need to create the work they planned and documented on their ideas page.	Document Notes Sketches Ideas	1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students to develop their ideas through what their knowledge of Dada and Hoch. 2. Students will show their knowledge through the development of their ideas page. This will show how students have interpreted Surrealism and artist's work. Students will have worked towards completing a title page, including sketches of their idea, an explained theme. The students need to think of ideas of how they could turn their objects into a living subject. Example – Scissors turned into two people dancing. This will develop the students understanding of the importance of	Sketch book Colour pens and pencils *Pen *6B Pencil *Rubber *Sharpener *Ruler	

			documenting ideas and being inspired by the artist.		
9	<p>Own Surrealist drawing</p> <p>Students will begin their own Surrealist drawing based on their still life drawings. Students will work from their ideas page. This will help them develop their knowledge and ideas into practical creative pieces.</p> <p>Feeds on from Lesson 8, where students developed their final piece idea through sketches and notes.</p> <p>Feeds forward to the completion of a Surrealist drawing in Lessons 10 and 11, showing how the students used their knowledge in the practical creative work.</p>	Concept	<ol style="list-style-type: none"> 1. support and verbal feedback to develop the student's ideas and creative outcomes. 2. Students will show their knowledge of Surrealism and the artist through the development of their own creative practical piece of work. 3. This piece of artwork will be assessed by the teacher with a what went well and what could be improved comment. <p>Students will work towards completing an A3 final colour drawing linking to the theme they picked and showing aspects of their ideas.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	<p>A3 paper</p> <p>Glue</p> <p>Colour pencils</p> <p>Scissors</p> <p>*Pen</p> <p>*6B pencil</p>	
10	<p>Own Surrealist drawing</p> <p>Students will add colour to their surrealist drawings based off their still life drawings. Students will work from their ideas page. This will help them develop their knowledge and ideas into practical creative pieces.</p> <p>Feeds on from Lesson 8, where students developed their final</p>	Theme	<ol style="list-style-type: none"> 1. Support and verbal feedback to develop the student's ideas and creative outcomes. 2. Students will show their knowledge of Surrealism and the artist through the development of their own creative practical piece of work. 	<p>A3 paper</p> <p>Glue</p> <p>Colour pencils</p> <p>Scissors</p>	Reading task - Surrealist revision help sheet.

practical creative skills.	<p>piece idea through sketches and notes, and Lesson 9, where students worked on their own creative final piece.</p> <p>Feeds forward to the completion of a Surrealist drawing in Lesson 11, and students evaluating their work.</p>		<p>3. This piece of artwork will be assessed by the teacher with a what went well and what could be improved comment.</p> <p>Students will work towards completing an A3 final colour drawing linking to the theme they picked and showing aspects of their ideas.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	<p>*Pen *6B pencil</p>	
<p>11</p> <p>Students need to know how to use the knowledge they have learned and develop it into practical creative skills.</p> <p>Students need to know how to self-evaluate their process and final piece.</p>	<p>Own Surrealist drawing</p> <p>Students will finish off their own Surrealist drawing. This will help them develop their knowledge and ideas into practical creative pieces. Students will then complete an evaluation explaining their final piece.</p> <p>Feeds on from Lesson 8, where students developed their final piece idea through sketches and notes, and Lessons 9 and 10, where students worked on their own creative final piece.</p> <p>Feeds forward to the assessment quiz in Lesson 12, where students will be assessed on their knowledge of Surrealism.</p>	Objects	<p>1. Support and verbal feedback to develop the student's ideas and creative outcomes.</p> <p>2. Students will show their knowledge of Surrealism and the artist through the development of their own creative practical piece of work.</p> <p>3. This piece of artwork will be assessed by the teacher with a what went well and what could be improved comment.</p> <p>Students will work towards completing an A3 final colour drawing linking to the theme they picked and showing aspects of their ideas.</p> <p>Students will have a completed evaluation where they will explain how the final piece links to realism and their still life drawings, how the artists</p>	<p>A3 paper</p> <p>Glue</p> <p>Colour pencils</p> <p>Scissors</p> <p>*Pen *6B pencil</p>	

			<p>inspired them and what the meaning and feeling of their own final piece is.</p> <p>This develops student's knowledge by turning it into practical skill and their self-evaluation skills.</p>		
<p>12</p> <p>Students need to know of the recall previously learnt knowledge about Surrealism.</p>	<p>Surrealist Quiz Students will complete a quiz based on Surrealism and the image analysis artists to show develop of knowledge through turning what they know into a practical skill. Feeds on from Lessons 2 – 11, where students learned about Surrealism and three different artists. Feeds forward to Term 3, where students will be introduced to a new art movement.</p>	Surrealism	<p>3. Students quiz will be marked as a class at the end of lesson through peer assessment, group assessment and questioning.</p> <p>4. Students will show what information they have retain this term through completing the quiz. Quiz is to be completed in silence.</p> <p>Students will complete an assessment quiz.</p> <p>This develops the students recall skills of knowledge.</p>	<p>Sketchbook Quiz</p> <p>*Pen</p>	
Half Term					
<p>1</p> <p>How to complete a drawing assessment.</p> <p>Students to know they will be assessed.</p>	<p>Drawing Assessment Students are to complete an assessment of their practical skills. As part of this, they will be shown the process involved in completing a drawing assessment (they will do these many times throughout KS3).</p>	<p>Art Dictionary Key words will be added to the dictionary every lesson, the words will link to lesson -</p>	<p>1-hour drawing assessment into their sketchbooks using a double page and their 6B pencil. Assessment is to be done in silence and students should be encouraged to use the whole time to add to and improve their work. Students are to draw a still life setup that will be in the middle of the room. The main aim is to get students to</p>	<p>Sketchbook</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	<p>Reading task -</p> <p>How is Georgia O'Keeffe?</p> <p>Paper worksheet</p>

<p>Students to know how to use basic art skills in their own drawing.</p> <p>Students to know how to improve their assessment from their last assessment feedback.</p>	<p>Students will be shown the criteria against which they will be assessed: Line, Tone, Shape, Detail, Mark-making. Students will also practice basic drawing skills and know what skill they need to use to improve their drawings.</p> <p>Feeds on from the key aspects of art and drawing. First lesson of Term 1,3 and 6 throughout Years 7&8. Terms 1 and 2 in Year 9, students will review their assessment grid and focus on highlighted skills.</p> <p>Feeds forward to the development of drawing skills and knowledge of the basic aspects of drawing. Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment.</p>	<p>Scale</p> <p>Realism</p> <p>Assessment</p>	<p>focus on tone, line shape, detail, pattern, mark making, composition.</p> <p>*Students will need to review their last assessment slip for feedback, so they know what to focus on. Drawing Assessment slip to be completed by teacher.</p>		
<p>2</p> <p>Students need to know how Modernism is used and what it is.</p>	<p>Introduction to Modernism Art movement</p> <p>Students to be introduced to modernism and complete a definition page. This will develop the students' knowledge and understanding of what defines modernism as an Art movement.</p>	<p>Symbolism</p>	<p>1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work.</p>	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>*Pen</p>	

	<p>Feeds on from Term 1, Lessons 2 and 3, where students were learning about all the art movements and the basic knowledge of them.</p> <p>Feeds forward to Lessons 3, 4 and 5, where students will be introduced to “The Mother of Modernism” artist. This will help students see how Modernism was used to show symbolism.</p>		<ol style="list-style-type: none"> Group discussion and introduction to Modernism which will include questioning to keep the students focused and involved with the presentation. Students will show their understanding and knowledge through a Modernism page including key information about the movement. <p>Students will work towards completing a title page, including a definition, list of artists that link to the movement and the themes behind the movement.</p> <p>This will develop the student's basic knowledge of Art Movements from the timeline lessons into detailed knowledge about the Modernism Art movement.</p>	<p>*6B Pencil *Rubber *Sharpener *Ruler</p>	
<p>3</p> <p>Students need to know how artists used/use Dadaism in their own work.</p> <p>Students need to know</p>	<p>Theme Page – Georgia O’Keeffe</p> <p>Students are to complete a theme page on Georgia O’Keeffe, this develops the students' knowledge of how Modernism was used in the height of its times and how the artist used it to show her opinions and views.</p> <p>Feeds on from Lesson 2, where students were introduced to modernism as an art movement</p>	Abstract	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson. 	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>Information sheet</p> <p>*Pen</p>	

<p>how to select the important parts of information when researching.</p> <p>Students need to know how to develop an opinion from the knowledge they have built through their research.</p>	<p>and Term 1, art movement timeline.</p> <p>Feeds forward to Lessons 4 and 5, where they develop an opinion and complete an image analysis.</p>		<ol style="list-style-type: none"> Students will show their knowledge and research skills through the development of a theme page. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will have completed a title page, including information of the artist, opinion of the artist's work, what the students thinks the meaning and feeling of the artist's work is.</p> <p>This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>	<p>*6B Pencil *Rubber *Sharpener *Ruler</p>	
<p>4</p> <p>Students need to know how artists used/use modernism in their own work.</p> <p>Students need to know how to select the important parts of information</p>	<p>Theme Page – Georgia O’Keeffe</p> <p>Students are to complete a theme page on Georgia O’Keeffe, this develops the students' knowledge of how modernism was used in the height of its times and how the artist used it to show her opinions and views.</p> <p>Feeds on from Lesson 2, where students were introduced to Modernism as an art movement and Term 1, art movement timeline. Also feeds on from Lesson 3, where students started their theme page.</p>	Convey	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson. Students will show their knowledge and research skills through the development of a theme page. 	<p>Sketch book</p> <p>Colour pens and pencils</p> <p>Information sheet</p> <p>*Pen *6B Pencil *Rubber *Sharpener</p>	

<p>when researching.</p> <p>Students need to know how to develop an opinion from the knowledge they have built through their research.</p>	<p>Feeds forward to Lesson 5 where they use their theme page research to complete an image analysis.</p>		<p>3. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher.</p> <p>Students will work towards completing a title page, including information on the artist, opinion of the artist's work, what the students thinks the meaning and feeling of the artist's work is.</p> <p>This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>	*Ruler	
<p>5</p> <p>Students need to know how artists convey their work through Modernism.</p> <p>Students need to know how Modernism is used to show artistic freedom.</p>	<p>Image analysis</p> <p>Students will complete an analysis of an image using a help sheet. Doing this develops the student's skills to read of image and analysis what the meaning and theme is within an image. It also promotes development of subject-specific words.</p> <p>Feeds on from Lessons 3 and 4, where students research the artist and their works.</p> <p>Feeds forward to the development of their own natural macro colour drawing throughout Lessons 6-12.</p>	Social issues	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>2. Students will complete a full image analysis to show their understanding and opinion of the artist's work.</p> <p>3. Image analysis will be marked as part of the theme page assessment slip.</p> <p>Students will work towards completing an image analysis showing notes on opinion, meaning, feeling, subjects, colour, details.</p> <p>This will develop the students image analysis skills and their ability to read</p>	<p>Sketch book</p> <p>Artist image</p> <p>Analysis help sheet</p> <p>*pen</p>	<p>Finish image analysis if not completed in lesson.</p>

			of image and pick up on what shows the meaning and feeling.		
6 Students need to know how to draw a still life set up in a Realist style.	Natural object drawing Students are to complete a still life object drawing. This develops students basic drawing skills. <i>Feeds on from Terms 1, 2 and 3 drawing assessment skills.</i> <i>Feeds forward to Lessons 7-11, where students will use their drawings to create a Georgia O'Keeffe inspired drawing.</i>	Natural lines	1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their realism drawing skills through the still life drawing. <i>Students will work towards completing a still life drawing focused on scale, detail and realism.</i> This will develop the students basic drawing skills.	Sketch book Natural objects *6B pencil *Rubber *Sharpener	
7 Students need to know how to draw a still life set up in a Realist style	Natural object drawing Students are to complete a still life object drawing. This develops students basic drawing skills. <i>Feeds on from Terms 1, 2 and 3 drawing assessment skills.</i> <i>Feeds forward to Lessons 8-11, where students will use their drawings to create a Georgia O'Keeffe inspired drawing.</i>	Natural patterns	1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their realism drawing skills through the still life drawing. <i>Students will work towards completing a still life drawing focused on scale, detail and realism.</i> This will develop the students basic drawing skills.	Sketch book Natural objects *6B pencil *Rubber *Sharpener	

<p>8</p> <p>Students need to develop macro skills to be able to show detail and natural patterning.</p>	<p>Zoom in – Macro section of natural drawing</p> <p>Students are going to use their previous drawing and focus on one part with a view finder. Students are going to zoom in on the drawing. This develops students basic drawing skills, macro and detail skills.</p> <p>Feeds on from Terms 1, 2 and 3 drawing assessment skills. Also Lessons 6 and 7 as students are using their drawings as reference.</p> <p>Feeds forward to Lessons 9-11, where students will use their drawings to create a Georgia O'Keeffe inspired drawing.</p>	<p>Macro</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their Realism drawing skills through the still life drawing. <p>Students will work towards completing macro still life drawing in pencil, focused on scale, detail and Realism.</p> <p>This will develop the students basic drawing skills.</p>	<p>Sketch book</p> <p>View finder</p> <p>*6B pencil *Rubber *Sharpener</p>	
<p>9</p> <p>Students need to develop macro skills to be able to show detail and natural patterning.</p>	<p>Zoom in – Macro section of natural drawing</p> <p>Students are going to use their previous drawing and focus on one part with a view finder. Students are going to zoom in on the drawing. This develops students basic drawing skills, macro and detail skills.</p> <p>Feeds on from Terms 1, 2 and 3 drawing assessment skills. Also Lessons 6 and 7 as students are using their drawings as reference.</p> <p>Feeds forward to Lessons 9-11, where students will use their</p>	<p>View finder</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their realism drawing skills through the still life drawing. <p>Students will work towards completing a still life macro drawing in pencil, focused on scale, detail and realism.</p> <p>This will develop the students basic drawing skills.</p>	<p>Sketch book</p> <p>A3 paper</p> <p>View finder</p> <p>*6B pencil *Rubber *Sharpener</p>	

	drawings to create a Georgia O'Keeffe inspired drawing.				
10	<p>Zoom in and large scale in colour</p> <p>Students are going to use their previous drawing and focus on one part with a view finder. Students are going to scale up onto A3 and zoom in on the drawing. This will get the students to experiment with continuous line and details. This develops students basic drawing skills, scaling and detail skills.</p> <p>Feeds on from Terms 1, 2 and 3 drawing assessment skills. Also Lessons 6-9 as students are using their drawings as reference.</p> <p>Feeds forward to Lesson 11, where students will continue to use their drawings to create a Georgia O'Keeffe inspired drawing and add colour.</p>	Mark making	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their Realism drawing skills through the still life drawing. 3. The final piece will be marked by the teacher with feedback of what went well and even better if. <p>Students will have worked to complete a large-scale colour macro piece across three lessons.</p> <p>This will develop the students basic drawing skills.</p>	<p>Sketch book</p> <p>A3 paper</p> <p>View finder</p> <p>Oil Pastels</p> <p>Water Colours</p> <p>*6B pencil</p> <p>*Rubber</p> <p>*Sharpener</p>	<p>Reading task</p> <p>Modernism Art movement quiz.</p>
11	<p>Zoom in and large scale in colour</p> <p>Students are going to use their previous drawing and focus on one part with a view finder. Students are going to scale up onto A3 and zoom in on the drawing. This will get the students to experiment with continuous line</p>	Continuous line	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students. 2. Students will show development of their realism drawing skills through the still life drawing. 	<p>Sketch book</p> <p>A3 paper</p> <p>View finder</p> <p>Oil Pastels</p>	

highlight detail and patterns.	<p>and details. This develops students basic drawing skills, scaling and detail skills. Students will start to add colour to their macro image.</p> <p>Feeds on from Terms 1, 2 and 3 drawing assessment skills. Also, Lessons 6-10 as students are using their drawings as reference.</p> <p>Feeds forward to Lesson 12, where students will finish and evaluate their drawings inspired by Georgia O'Keeffe.</p>		<p>3. The final piece will be marked by the teacher with feedback of what went well and even better if.</p> <p>Students will work towards completing a large-scale colour macro piece across three lessons.</p> <p>This will develop the students basic drawing skills.</p>	<p>Water Colours</p> <p>*6B pencil</p> <p>*Rubber</p> <p>*Sharpener</p>	
<p>12</p> <p>Students need to know how to scale up macro pieces and used different tones of colours to highlight detail and patterns.</p> <p>Students need to know how to self-evaluate their process and final piece.</p>	<p>Zoom in and large scale in colour</p> <p>Students are going to use their previous drawing and focus on one part with a view finder. Students are going to scale up onto A3 and zoom in on the drawing. This will get the students to experiment with continuous line and details. This develops students basic drawing skills, scaling and detail skills. Students will start to add colour to their macro image. Students will complete an evaluation on their final piece.</p> <p>Feeds on from Terms 1, 2 and 3 drawing assessment skills. Also,</p>	Blending	<p>1. Teacher will helicopter and give verbal feedback to support and stretch and challenge students.</p> <p>2. Students will show development of their realism drawing skills through the still life drawing.</p> <p>3. The final piece will be marked by the teacher with feedback of what went well and even better if.</p> <p>Students will work towards completing a large-scale colour macro piece across three lessons with an evaluation of their work.</p> <p>This will develop the students basic drawing skills.</p>	<p>Sketch book</p> <p>A3 paper</p> <p>View finder</p> <p>Oil Pastels</p> <p>Water Colours</p> <p>*6B pencil</p> <p>*Rubber</p> <p>*Sharpener</p>	

	Lesson 6-12 as students are using their drawings as reference. Feeds forward to development of GCSE skills.				
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