

ART

Year 9 Term 3&4 – Mid Term Planning

Unit 2: Social and political issues

Unit Intent and overview

- 1.To help students understand the role of Art in the evolution of humans, and the importance of Art in our day to day lives.
- 2.To explore the role of Art in social and political movements, focussing on how works communicate ideas and feelings.
- 3.To understand the power of protest and the role that Art plays in this.
- 4.To study several movements in detail, to learn how specific ideas were communicated, and how Art supported them.
- 5.To explore the methods and mediums within social and political art to develop own skills and understand how the techniques help convey meaning.

Overview - This unit is intended to support students in understanding the wider social implications of Art. This feeds forward to the understanding and application of Art as a method of protest and communication socially, as well as personally. Students to look at the role of Art in the evolution of human beings. Students will look at how Art helped to create community and how this translates in our current world. Students to look at key political and social moments (historically and contemporary). They will study how Art was relevant to these ideas and how they were communicated. Students will look at Protest Art and the power that creativity brings to protest. Students will understand several key movements and how Art helped people to cope, communicate, survive, come together and overcome. Students will use their knowledge to choose a political or social issue that they will then respond to by creating their own artwork. Students will develop their mixed media skills and the knowledge of how mediums and techniques help convey meaning through development of their own work. Student will develop their own Artists encyclopaedia. This unit covers a wide range of subjects to begin to prepare students for GCSE level Art. Students will build their research and analysing skills, their practical and medium skills and their ability to link artwork to a theme.

Lesson & knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
1 Student will know what	Choices breakdown Students will be introduced to the art choices for year 10. This will involve a breakdown of each	The arts	1-hour lesson of group discussion and question, building up a double page of research based on the art choices.	Sketchbook *Pen	

<p>each art subject involves, and which one is best to suited them.</p>	<p>subject, mind maps of what the students think the subject is and how it is used. Feeds on from the Year 8 careers scheme of work. Feeds forward to the students supporting each other to make the right choice for them for Year 10 subjects.</p>		<p>Students are to complete a mind map page of key information about the arts choices with added stretches.</p>	<p>*6B Pencil</p>	
<p>2</p> <p>How to complete a 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>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). 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. Feeds on from the key aspects of art and drawing. First lesson of Terms 1,3 and 6 throughout Years 7&8. 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>Art Dictionary Key words will be added to the dictionary every lesson, the words will link to lesson - Line Shape Assessment</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.</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 used and what students should focus on.</p> <p>Drawing Assessment slip to be completed by teacher.</p>	<p>Sketchbook *6B pencils *Rubbers *Sharpener</p>	

<p>3</p> <p>What is social and political art?</p> <p>Why do artists create it?</p> <p>Why is this important?</p>	<p>Social and political issues introduction</p> <p>Students are to be introduced to social and political art and how it is used to promote awareness and show the truth of issues. This will be done through group discussion, presentation and a title page.</p> <p>Feeds on from Year 8 Careers unit and Year 9 Art History unit.</p> <p>Feeds forward to students being introduced to Barbara Kruger and the themes of her work. This will develop the students' knowledge of what social and political issues are which feeds forward to their understanding of meanings and themes.</p>	<p>Society</p> <p>Politics</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 political and social art 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, including a definition, a list of social and political issues, past and current, sketches of some of the issues.</p>	<p>Sketchbook</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	<p>Reading task -</p> <p>Who is Barbara Kruger?</p>
<p>4</p> <p>Who is Barbara Kruger?</p> <p>What does she do?</p>	<p>Barbara Kruger theme page</p> <p>Students are to complete a theme page on Barbara Kruger, this develops the students' knowledge of how social and political art is used and how the artist used it to show her opinions and views.</p>	<p>Political issues</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 	<p>Sketchbook</p> <p>Artist information</p> <p>Images</p>	

	<p>Feeds on from Lesson 3, where students were first introduced to the idea of social and political art.</p> <p>Feeds forward to Lesson 5, where students will add their own opinion of the artist and their work.</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>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 have worked towards completing 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>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	
<p>5</p> <p>What is the meaning and themes behind Barbara Kruger's work?</p>	<p>Barbara Kruger theme page</p> <p>Students are to complete a theme page on Barbara Kruger by adding their opinion and meaning, this develops the students' knowledge of how the artist used social and political art and how the artist used it to show her opinions and views.</p> <p>Feeds on from Lesson 6 where students were introduced to the artists and where students had begun to create their theme page.</p>	<p>Text and image</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 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 	<p>Sketchbook</p> <p>Artist information</p> <p>Images</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	

	<p>Feeds forward to Lesson 8, where students begin their own version of a Barbara Kruger artwork.</p>		<p>skills through the development of a theme page.</p> <p>3. Theme pages will be assessed with a theme page assessment slip which will be used by the teacher.</p> <p>Students will work towards completing 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>6</p> <p>What techniques do Barbara Kruger use?</p>	<p>Barbara Kruger own version Students will begin their own typography poster inspired by Barbara Kruger. Students will work from their ideas page. This will help them develop their knowledge and ideas into practical creative pieces. Feeds on from Lessons 3-5 where students researched and begun to understand political and social art and how it was used by Barbara Kruger. Feeds forward to the completion of a text and image poster in Lessons 7 and 8, this will show the students used their knowledge in the practical creative work.</p>	<p>Grain</p>	<p>1. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes.</p> <p>2. Students will show their knowledge of social and political art and Barbara Kruger through the development of their own creative practical piece of work.</p> <p>3. This piece of artwork will be assessed with the theme page slip by the teacher.</p> <p>Students will have completed an A3 final piece linking to the theme</p>	<p>Sketchbook Colour medias Glue *6B pencil *Ruler</p>	<p>Research 3 political issues and explain what they are and how we can prevent them?</p>

			<p>they picked and showing aspects of their ideas. ** This lesson, students should have a complete outline sketched ready to add colour next lesson.</p> <p>This develops student's knowledge by turning it into practical skill</p>		
<p>7</p> <p>How are you going to use Barbara Kruger's techniques in your work?</p>	<p>Barbara Kruger - own version Students will continue with their own typography poster inspired by Barbara Kruger. This will help them develop their knowledge and ideas into practical creative pieces. Feeds on from Lessons 3-5, where students researched and begun to understand political and social art, and how it was used by Barbara Kruger; and Lesson 6, where the students started their poster. Feeds forward to the completion of a text and image poster in Lessons 7 and 8. This will show the students used their knowledge in the practical creative work.</p>	<p>Typography</p>	<ol style="list-style-type: none"> 4. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes. 5. Students will show their knowledge of social and political art and Barbara Kruger through the development of their own creative practical piece of work. 6. This piece of artwork will be assessed with the theme page slip by the teacher. <p>Students will work towards completing an A3 final piece linking to the theme they picked and showing aspects of their ideas. ** This week students should have added all base colour and adjusted any lines.</p> <p>This develops student's knowledge by turning it into practical skill</p>	<p>Sketchbook Colour medias Glue *6B pencil *Ruler</p>	

<p>8</p> <p>How did you use Barbara Kruger in your own work?</p> <p>What is text and image?</p>	<p>Barbara Kruger - own version and evaluation Students will finish with their own typography poster inspired by Barbara Kruger. This will help them develop their knowledge and ideas into practical creative pieces. They will then evaluate their final poster. Feeds on from Lessons 3-5, where students researched and begun to understand political and social art and how it was used by Barbara Kruger, and Lessons 6 and 7, where the students started their poster and have added colour. Feeds forward to the completion of a text and image poster in Lesson 9, where students are introduced to another set of text and image artists.</p>	<p>Gender equality</p>	<p>7. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes.</p> <p>8. Students will show their knowledge of social and political art and Barbara Kruger through the development of their own creative practical piece of work.</p> <p>9. This piece of artwork will be assessed with the theme page slip by the teacher.</p> <p>Students will work towards completing an A3 final piece linking to the theme they picked and showing aspects of their ideas and an evaluation discussing what went well and what the students would improve.</p> <p>This develops student's knowledge by turning it into practical skill and self-evaluation skills</p>	<p>Sketchbook Colour medias Glue *6B pencil *Ruler</p>	
<p>9</p> <p>What is text and image?</p>	<p>Image analysis Bob and Roberta Smith Make Art Not War 1997 and Edward Ruscha Students will complete an analysis of an image using a help</p>	<p>War protest</p>	<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</p>	<p>Sketchbook Images *pen *6B pencil</p>	

<p>How does text and image send a message to the viewer?</p>	<p>sheet and as a class. Doing this develops the student's skills to read an image and analyse what the meaning and theme is within an image. It also promotes development of subject specific words.</p> <p>Feeds on from Lessons 1-8, where students were introduced to the key aspects of political and social art, and the basic idea of text and image.</p> <p>Feeds forward to using their image analysis to be inspired to design their own text and image message posters in Lessons 10-12.</p>		<p>their understanding and opinion of the artist's work.</p> <p>Students will work towards completing an image analysis showing notes on opinion, meaning, feeling, subjects, colour, details, text, wording and message.</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>10</p> <p>How does planning your idea make for a better outcome?</p>	<p>Plan a protest typography poster</p> <p>Students are to complete an idea page which documents what they plan to create and the message they want to give. This message can link to anything to do with society. This helps the students develop the skills to document their ideas and plans.</p> <p>Feeds on from Lesson 9, where students analysed text and image message art.</p> <p>Feeds forward to Lessons 11 and 12, where students need to create the work that they planned and documented on their ideas page.</p>	<p>Message</p>	<ol style="list-style-type: none"> 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 text and image. 2. Students will show their knowledge through the development of their ideas page. This will show how students have interpreted 	<p>Sketchbook *pen **6B pencil</p>	<p>Typography practice sheets</p>

			<p>how to use text and image to portray a message.</p> <p>Students will work towards completing a title page, including sketches of their idea and explain their text choice and message meaning.</p> <p>This will develop the students understanding of the importance of documenting ideas and being inspired by the artist.</p>		
<p>11</p> <p>How are you going to use your knowledge of text and image in your own work?</p>	<p>Create poster Students will begin their own text and image message based off their plan. Students will work from their ideas page. This will help them develop their knowledge and ideas into practical creative pieces. This will be a completed outline sketch of the poster. Feeds on from Lesson 10, where students developed their final piece idea through sketches and notes. Feeds forward to the completion of a text and image message in Lesson 12, showing how the students used their knowledge in the practical creative work.</p>	<p>Contemporary art</p>	<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 text and image 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 text and image message linking to society.</p>	<p>Sketchbook Colour medias Glue Scissors *6B pencil</p>	

			This develops student's knowledge by turning it into practical skill.		
12	<p>Create poster Students will continue their text and image poster design, always referring back to their ideas page. They will add colour and detail to their drawn outline.</p> <p>Feeds on from Lesson 11, where students had drawn their outline of their design.</p> <p>Feeds forward to the completion of a text and image message in Lesson 1, Term 4, through re-capping and adding details. Students should also evaluate their text and image message poster.</p>	Language	<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 text and image 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 text and image message linking to society.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	<p>Sketchbook Colour medias</p> <p>Glue</p> <p>Scissors</p> <p>*6B pencil</p>	
Half term					
1	<p>Recap of typography poster, finish poster and evaluation Students will have a re-cap on the last term through a presentation and group questioning. Students will then finish adding detail to their text and image message and then</p>	Global issues	<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 text and image and the artist through 	<p>Sketchbook Colour medias</p> <p>Glue</p> <p>Scissors</p>	

<p>understanding of your own techniques?</p>	<p>evaluate what they have done, using the what went well and even better if method. Feeds on from Term 3, where students were introduced to social and political art, and text and image art. Feeds forward to Lesson 2, where students will be introduced to a social artist that uses different methods to convey a message.</p>		<p>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 toward completing an A3 final colour text and image message linking to society. This also needs to have an evaluation of what the student has done, what went well and how they would improve it.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	<p>*6B pencil</p>	
<p>2 Who is Keith Haring?</p>	<p>Keith Haring theme page Students will be introduced to the new artist by the teacher. Students are to start a theme page on Keith Haring, this develops the students' knowledge of how social and political art is used and how the artist used it to show her opinions and views. Feeds on from Term 3, where students were first introduced to the idea of social and political art and different artists that used text and image to show their message.</p>	<p>Pop art</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. Teachers will give verbal feedback throughout the lesson</p> <p>2. Students will show their knowledge and research skills through the</p>	<p>Sketchbook Artist information Images *6B pencils *Rubbers *Sharpener</p>	<p>Reading task - Who is Keith Haring? https://www.tate.org.uk/art/art-terms/g/graffiti-art/lists/five-things-know-keith-haring</p>

	<p>Feeds forward to Lesson 3, where students will add their own opinion of the artist and their work. This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>		<p>development of a theme page.</p> <p>3. Theme pages will be assessed through the use of a theme page assessment slip which will be used by the teacher.</p> <p>Students will work towards a completed 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>3</p> <p>What is Keith Haring's Themes and messages?</p>	<p>Keith Haring theme page Students are to complete a theme page on Keith Haring, this develops the students' knowledge of how social and political art is used and how the artist used it to show her opinions and views. Students will be adding their opinion of the artist's work in this lesson.</p> <p>Feeds on from Term 3 where students were first introduced to the idea of social and political art and different artists that used text and image to show their message, and Lesson 2, where students begun to research the artist.</p> <p>Feeds forward to Lesson 4, where students will independently analyse one of the artists pieces.</p>	<p>Culture</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. Teachers will give verbal feedback throughout the lesson 2. Students will show their knowledge and research skills through the development of a theme page. 3. Theme pages will be assessed through the use of a theme page 	<p>Sketchbook Artist information Images *6B pencils *Rubbers *Sharpener</p>	

	This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.		assessment slip which will be used by the teacher. Students will work towards completing 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.		
4 What technique and mediums did Keith Haring use?	Image analysis 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. Feeds on from Lessons 2-3, where the students researched the artists, and Term 3 where students were introduced to the key aspects of political and social art and the basic idea of text and image. Feeds forward to using their image analysis to be inspired to design their own piece of artwork linking to the artists style.	Symbolism	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. Students will work towards completing an image analysis showing notes on opinion, meaning, feeling, subjects, colour, details, text, wording and message. 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.	Sketchbook Image Questions *Pen	
5	Keith Haring copy	Social activism	1. Teacher will helicopter and give verbal feedback	Sketchbook Images	

<p>How did Keith Haring you shape and line?</p>	<p>Students will complete a copy of a Keith Haring image; this will enable the students to practice Keith Haring's style of drawing and experiment with different mediums to find the best technique. <i>Feeds on from Lessons 2-4, where students researched and analysed the artist's work.</i> <i>Feeds forward to Lesson, 6 where students will focus on adding bold primary colour.</i></p>		<p>throughout the lesson to stretch and challenge the students drawing skills. 2. Students will show their knowledge and skill of the artists and their techniques through the development of their copies. This will show how students have interpreted the social and political art unit.</p> <p>Students will work towards a completed A4 copy of a Keith Haring piece.</p>	<p>Colour pencils *6B pencils *Rubbers *Sharpener</p>	
<p>6 How did Keith Haring use colour?</p>	<p>Keith Haring copy Students will add colour to their copy, experimenting with different mediums and find the best technique to create block colour. <i>Feeds on from Lesson 5, where students started their copy by sketching out all lines and shapes.</i> <i>Feeds forward to students completing their own art piece inspired by Keith Haring.</i></p>	<p>Mural</p>	<p>1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge the students drawing skills. 2. Students will show their knowledge and skill of the artists and their techniques through the development of their copies. This will show how students have interpreted the social and political art unit.</p> <p>Students will work towards a completed A4 copy of a Keith Haring piece.</p>	<p>Sketchbook Images Colour pencils *6B pencils *Rubbers *Sharpener</p>	<p>Keith Haring worksheet – drawing.</p>

<p>7</p> <p>How will you develop your own art piece through the use of your knowledge of the artist?</p>	<p>Keith Haring own version Students will sketch out their art piece inspired by Keith Haring. There will be a support sheet for them and sketching ideas for support, if necessary. Feeds on from Lessons 5 and 6, where students practiced Keith Haring's style and technique through an image copy. Feeds forward to Lessons 8 and 9, where students will add colour and detail to their pieces.</p>	<p>Ignorance</p>	<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 text and image 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 a completed A3 final piece inspired by Keith Haring, using his techniques.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	<p>Sketchbook Images</p> <p>Colour pencils</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	
<p>8</p> <p>What mediums work best for this technique?</p>	<p>Keith Haring own version Students will use this lesson to add colour to their sketch and define their lines with black mediums. Feeds on from Lesson 7, where students sketched out their Keith Haring inspired piece. Feeds forward to Lesson 9, where students will complete their pieces and self-evaluate.</p>	<p>Line drawing</p>	<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 text and image and the artist through the development of their 	<p>Sketchbook Images</p> <p>Colour pencils</p> <p>*6B pencils</p> <p>*Rubbers</p>	

			<p>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 a completed A3 final piece inspired by Keith Haring, using his techniques.</p> <p>This develops student's knowledge by turning it into practical skill.</p>	*Sharpener	
<p>9</p> <p>Students will self-evaluate to develop their understanding of how they can improve their technique and skills.</p>	<p>Keith Haring own version and evaluation</p> <p>Students will complete the last pieces of detail in their Keith Haring inspired artwork. They will then evaluate their own work through the method of what went well and even better if.</p> <p>Feeds on from Lessons 7 and 8, where students used their knowledge from Lessons 2-5 and put it into practice to create their own art piece.</p> <p>Feeds forward to Lesson 10, where students will be quizzed on their knowledge of what they have learnt in this unit</p>	Bold colour	<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 text and image 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 a completed A3 final piece inspired</p>	<p>Sketchbook Images</p> <p>Colour pencils</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	Reading Task- Quiz revision

			<p>by Keith Haring, using his techniques. With an evaluation explaining what went well and what they would improve.</p> <p>This develops student's knowledge by turning it into practical skill.</p>		
<p>10</p> <p>Students need to know of the recall previously learnt knowledge</p>	<p>Social and Political arts quiz</p> <p>Students will complete a quiz based on social and political arts and the artists they have researched to show develop of knowledge through turning what they know into a practical skill.</p> <p>Feeds on from Terms 3 and 4, where students learned about social and political arts, artists, text and image and different techniques.</p> <p>Feeds forward to Term 6, where students will be introduced to new art movements and a different artist that conveys their theme through different styles including 3D.</p>	<p>Social issues</p>	<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 qu</p> <p>This develops the students recall skills of knowledge.</p>	<p>Sketchbook</p> <p>Quiz questions</p> <p>*Pen</p> <p>*6B pencil</p>	