

ART

Year 9 Term 6 – Mid Term Planning

Unit 3: Sculpture and cubism

Unit Intent and overview

1. To develop the students' knowledge of artists and how they use different art forms.
2. To develop the students' knowledge and skill focused on 3D sculpture and painting.
3. To introduce students to Cubist sculpture and Cubist portraits.

This unit will be used to introduce students to Cubism and the main artist influence of cubist portrait, Pablo Picasso. Students will explore the use of 2D Cubism and how shape and structure play an important role in creating Cubism. Students will also be introduced to Picasso and the meaning behind his work. Students will develop their 3D sculpture skills by developing their 2D pieces into 3D sculptures. This unit will develop the students drawing, painting, planning, 3D and theme page skills.

Lesson & knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
<p>1</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</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).</p> <p>Students will be shown the criteria against which they will be assessed: Line, Tone, Shape, Detail, Mark-making.</p> <p>Students will also practice basic drawing skills and know</p>	<p>Art Dictionary</p> <p>Key words will be added to the dictionary every lesson, the words will link to lesson</p> <p>-</p> <p>Line</p> <p>Shape</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 used and what students should focus on.</p>	<p>Sketchbook</p> <p>*6B pencils</p> <p>*Rubbers</p> <p>*Sharpener</p>	

<p>skills in their own drawing.</p>	<p>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>Assessment</p>	<p>Drawing Assessment slip to be completed by teacher.</p>		
<p>2 To know who Pablo Picasso is and why his work is important to the Cubism movement.</p>	<p>Introduction to Pablo Picasso and Cubism Students to be introduced to Cubism and Pablo Picasso. This will develop the students' knowledge and understanding of what defines Cubism is and how Pablo Picasso used it. Students will start their theme page in this lesson. Feeds on from Terms 1-3, where students were introduced to art movements and the basic knowledge of them. Feeds forward to Lessons 3 and 4, where students will research the artist and complete a theme page.</p>	<p>Cubism</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 using a theme page assessment slip which will be used by the teacher. <p>Students will work towards a completed title page, including information of the artist, opinion of the artist's work, what</p>	<p>Sketchbook Information sheet Artists pictures *Pen</p>	<p>Reading task - Who is Pablo Picasso? https://libguides.tts.edu.sg/c.php?g=48481&p=310053</p>

			<p>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>3</p> <p>To build knowledge on Picasso, what the meaning of his work was and what techniques and skills are used to create Picasso's Cubism.</p>	<p>Theme page on Picasso Students are to continue with their theme page on Picasso, this develops the students' knowledge of how cubist was used the artist and what the meaning behind their work was. Feeds on from Lesson 2, where students started to research the artists and layout their theme page. Feeds forward to Lesson 4, where students will be developing an opinion on the artist's work and their use of cubism.</p>	<p>Self portrait</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 using a theme page assessment slip which will be used by the teacher. <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>This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>	<p>Sketchbook</p> <p>Information sheet</p> <p>Artists pictures</p> <p>*Pen</p> <p>*6B pencil</p>	

<p>4</p> <p>To develop the students research skills to develop an opinion of the artist work.</p>	<p>Theme page on Picasso Students are to continue with their theme page on Picasso. The students will add their opinion and the meaning and feeling of the artist's work. Feeds on from Lesson 3, where students started to explain the artist's work and what the meaning of the work was. Feeds forward to Lesson 6, where students will complete a copy of a Picasso portrait to build knowledge and skill in the in the artists method.</p>	<p>techniques</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 using a theme page assessment slip which will be used by the teacher. <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>This will develop the students understanding and allow them to use aspects of the artist's work to create their own version.</p>	<p>Sketchbook</p> <p>Copy of cubist portrait</p> <p>Colour pencils</p> <p>Oil Pastels</p> <p>*6B pencil</p>	<p>Image analysis of Picasso' s GUERNICA</p>
<p>5</p> <p>To know how Picasso used Cubism as an art technique to</p>	<p>Picasso portrait copy Students are to start a copy of a Picasso portrait. The students need to add all the details and break down the portrait into shapes. This will develop the students' knowledge and skill of how to</p>	<p>Shape</p>	<ol style="list-style-type: none"> 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 cubism through the development of their 	<p>Sketchbook</p> <p>Copy of the image</p> <p>*6B pencil</p>	

<p>create portraits.</p>	<p>create a portrait using Cubism. Feeds on from Lessons 2-4, where students developed their knowledge of Cubism and Picasso. Also, Year 8 Fauvism unit which is a style of Cubism. Feeds forward to Lesson 6 where the students are to add detail and colour to the line and shape of the portrait copy.</p>		<p>copies. This will show how students have interpreted cubism.</p> <p>Students will have worked towards completing an A4 copy of a Picasso portrait in colour.</p> <p>This will develop the students understanding of how cubist portraits are drawn and the breakdown of the shapes</p>		
<p>6 To know how Picasso used cubism as an art technique to create portraits.</p>	<p>Picasso portrait copy Students are to start a copy of a Picasso portrait. The students need to add all the details and break down the portrait into shapes. This will develop the students' knowledge and skill on how to create a portrait using cubism. Feeds on from Lessons 2-4, where students built their knowledge of Cubism and Picasso. Also, Year 8 Fauvism unit, which is a style of Cubism. Feeds forward to Lesson 6, where the students are to add detail and colour to the line and shape of the portrait copy.</p>	<p>Structure</p>	<ol style="list-style-type: none"> 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 cubism through the development of their copies. This will show how students have interpreted cubism. <p>Students will work towards a completed A4 copy of a Picasso portrait in colour.</p> <p>This will develop the students understanding of how cubist portraits are drawn and the breakdown of the shapes.</p>	<p>Sketchbook Copy of the image *6B pencil</p>	<p>Cubist portrait worksheet</p>

<p>7</p> <p>How to link their knowledge and practice of Cubism and Picasso to develop their own cubist portrait.</p>	<p>Cubist self-portrait sketch Students are to draw a Cubist self-portrait drawing in their sketchbooks. Their Cubist portrait homework worksheet will help them develop this with the use of different shapes. Feeds on from Lessons 5 and 6, where students practiced the Cubist skills through a Picasso copy. It also links to the Cubist portrait homework sheet which allowed them to develop their use of shape. Feeds forward to Lesson 8, where they will add colour and details to their own portrait to develop their self-portrait.</p>	<p>Geometric</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge the students drawing skills. 2. Students will show their learnt knowledge and skill through how they use them to create their own cubist drawing. <p>Students will work towards completing an A4 Cubist self-portrait in colour or 6B tone.</p> <p>This will develop the students understanding and skill of how they use shape and structure to create their own self portrait.</p>	<p>Sketchbook</p> <p>Copy of the image</p> <p>*6B pencil</p>	
<p>8</p> <p>How to link their knowledge and practice of Cubism and Picasso to develop their own cubist portrait.</p>	<p>Cubist self-portrait sketch Students are to add colour and detail to their Cubist self-portrait drawing in their sketchbooks. They need to use tonal drawing if they do not want to add colour. Feeds on from Lesson 7, where students created a self-portrait outline based on Cubism. Feeds forward to Lesson 9, where students will use their self-portrait drawing to begin a 3D cubist portrait sculpture.</p>	<p>Composition</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge the students drawing skills. 2. Students will show their learnt knowledge and skill through how they use them to create their own cubist drawing. <p>Students will work towards completing an A4 cubist self-portrait in colour or 6B tone.</p> <p>This will develop the students understanding and skill of how they use</p>	<p>Sketchbook</p> <p>Copy of the image</p> <p>Colour pencils</p> <p>*6B pencil</p>	<p>Reading task - What is Cubist sculpture? https://www.ideaart.com/magazine/cubist-sculpture</p>

			shape and structure to create their own self portrait.		
9	<p>3D – cut outs</p> <p>Students are to use their self-portrait drawing to breakdown and plan the shapes they need to cut out for the start of their 3D project. Students will need to draw this out in their sketchbook and then start to cut out the shapes need using cardboard.</p> <p>Feeds on from Lessons 7 and 8, where students created a self-portrait based on 2D Cubism.</p> <p>Feeds forward to Lesson 10 where students will continue cutting out their shapes and sticking them together.</p>	Sculpture	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge the development of their 3D plans. 2. Students will show their knowledge and skill of cubism through developing their 2D work to 3D cubism. <p>Students will have worked towards completing a 3D self-portrait Cubist sculpture.</p> <p>This will develop the students understanding and skill of how they use shape and structure to create their own sculpture.</p>	<p>Sketchbook</p> <p>Scissors</p> <p>Cardboard</p> <p>Glue</p> <p>*6B pencil</p>	
10	<p>3D – assemble</p> <p>Students are to continue to create their sculpture structure by cutting out and assemble their shapes and nets using cardboard, PVA and masking tape.</p> <p>Feeds on from Lesson 9, where students had begun to create a 3D structure for their 3D cubist portrait.</p> <p>Feeds forward to Lesson 11, where students will Papier Mache their cardboard structure to bound the</p>	Surfaces	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students' ideas and structures. 2. Students will show their knowledge and skill of cubism through developing their 2D work to 3D cubism. <p>Students will work towards a completed 3D self-portrait Cubist sculpture.</p> <p>This will develop the students understanding and skill of how they use shape and structure to create their own sculpture.</p>	<p>Sketchbook</p> <p>Scissors</p> <p>Cardboard</p> <p>Glue</p> <p>*6B pencil</p> <p>-----</p>	

	shapes, reinforce the structure and create a smooth surface.			Papier Mache materials.	
11	<p>3D – Papier Mache Students will be papier machining their structures. This will bound the shapes and reinforce the structure. Feeds on from Lessons 9 and 10, where students had created a 3D structure for their 3D cubist portrait. Feeds forward to Lesson 12, where students will use paint to add detail and colour.</p>	Papier Mache	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students' structure. 3. Students will show their knowledge and skill of cubism through developing their 2D work to 3D cubism. <p>Students will work towards a completed 3D self-portrait Cubist sculpture. This will develop the students understanding and skill of how they use shape and structure to create their own sculpture.</p>	<p>Sketchbook</p> <p>Scissors</p> <p>Cardboard</p> <p>Glue</p> <p>*6B pencil</p> <p>Papier Mache materials.</p>	
12	<p>3D- paint Students will begin to add colour to their sculptures using paint. Students will need to paint their sculpture white first to be able to get the correct coverage with colour paints. Feeds on from Lessons 9-11, where students have created and built their 3D portrait. Feeds forward to Lesson 13 where students will add detail and tone.</p>	<p>Abstract</p> <p>Line</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students' ideas for painting their sculpture. 2. Students will show their knowledge and skill of Cubism through developing their 2D work to 3D cubism. <p>Students will work towards a completed 3D self-portrait Cubist sculpture. This will develop the students understanding and skill of how they use shape and structure to create their own</p>	<p>Sculpture</p> <p>Paint</p> <p>Paint brushes</p> <p>Water</p>	

			sculpture. It will also develop their painting skills.		
13	<p>3D – paint Students will continue to paint their sculptures, adding detail and tone to create a portrait out of the 3D structure. Feeds on from Lessons 9-11, where students have created and built their 3D portrait and lesson 12 where students paint their base colours. Feeds forward to Lesson 14, where students will finish adding details and evaluate their sculptures.</p>	<p>Detail</p> <p>Blend</p>	<p>1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students' ideas for painting their sculpture.</p> <p>2. Students will show their knowledge and skill of Cubism through developing their 2D work to 3D Cubism.</p> <p>Students will work towards a completed 3D self-portrait Cubist sculpture. This will develop the students understanding and skill of how they use shape and structure to create their own sculpture. It will also develop their painting skills, use of tone and detail.</p>	<p>Sculpture</p> <p>Paint</p> <p>Paint brushes</p> <p>Water</p>	
14	<p>3D – paint and evaluate Students will finish painting the final details to their sculptures and then evaluate their final piece using a question help sheet. Feeds on from Lessons 7-13, where students created a 2D self-portrait, planned the sculpture and built their 3D portrait. Feeds forward to the use of 3D and painting at GCSE level.</p>	<p>Layering</p>	<p>1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students' ideas for painting their sculpture.</p> <p>2. Students will show their knowledge and skill of Cubism through developing their 2D work to 3D Cubism.</p> <p>3. Teacher will assess the student's final piece with a "What went well comment and an "even better if"</p>	<p>Sculpture</p> <p>Paint</p> <p>Paint brushes</p> <p>Water</p> <p>-----</p> <p>Sketchbook</p> <p>*Pen</p>	<p>*** Art Choices summer project.</p>

<p>Students will develop evaluation and analysis skills through self-evaluation of their 3D piece.</p>			<p>Students will work towards a completed 3D self-portrait Cubist sculpture.</p> <p>This will develop the students understanding and skill of how they use shape and structure to create their own sculpture. It will also develop their painting skills.</p>		
--	--	--	---	--	--