

Year 9 Curriculum Enrichment: VOLUNTARY: Community Action

Unit Title: Generations	Number of lessons: 9 doubles
DofE: Voluntary	
Lessons in sequence: <ul style="list-style-type: none"> One week of preparation for visiting residents at local care home Highgrove House and two weeks visiting people at the home. One week attending St Laurence's Church and helping with gardening, cleaning and assisting with the foodbank and a further week support other community projects. One week attending Astley Park Special School and working with pupils there. One lesson encouraging pupils to become courageous advocates. Three lessons of doing 'art in the park' in Astley Park. The artwork will be donated to residents at Astley View Care Home. <p>Week 1: Introduction the unit- Creating art for the local community to enjoy</p> <p>Weeks 2 + 3: Series of art based activities taken place in the local park (weather permitting)</p> <ul style="list-style-type: none"> Natural Art inspired by Andy Goldsworthy Watercolour pictures of local landmarks from Astley Park Cyanotypes prints of nature found around the park. 	
Prior knowledge: (What are we assuming that pupils know from KS2/3? What do pupils need to know before they learn it?)changes result Performance skills from Years 7 and 8 Choreography skills Composition skills Letter writing (English) How to talk to elderly people Use of line, use shape Design Colour (studied in Yr 7) Texture – how to create texture (Yr 7) Form (Yr 7) making things look 3D building on visual elements that they learn in Yrs 7 and 8 Work in practical environment Working as part of a team Being a responsible learner in a public place.	Common misconceptions Performance cannot be rushed – needs practice Work needs to be carefully planned before starting to practice The meaning of courageous advocacy Art has to be created in a classroom Art has to be created using pencils/ paint/ crayons
Key substantive knowledge: <ul style="list-style-type: none"> Festivals (pupils need a working knowledge of festivals as these are used as themes) The meaning of courageous advocacy: standing up for social justice <p>Art in the Park:</p> <p>In this unit we would expect pupils to understand that Art can be created from different mediums and sources found in and around the local park.</p> <ul style="list-style-type: none"> How to sketch out local landmarks, using the correct pencils and technique. How to apply paint correctly and accurately. How to use the work of other artists to inspire their own pieces How to use natural materials in a creative way to produce pieces of art. How to use natural sources (Sunlight) to create prints. 	
Key disciplinary knowledge: <ul style="list-style-type: none"> editing and creating tracks 	

<ul style="list-style-type: none"> • Choreography • Composition • Artistic skills 		
Assessment opportunities: Performance on the final weeks		
Key terms: Santander Festivals Choreography Performance Presentation Confidence Compromise Courageous advocacy Social Justice Nature Light Exposure Cyanotype Gradient Tonal/ Tone Perspective Elements	Cross curricular aspects / Numeracy / Literacy / British Values / Careers aspirations / Citizenship / SMSC Letter writing (English) Art skills / performance skills Citizenship – working with older members of the community / volunteering FBVs – tolerance Skills and knowledge in these sessions complement option choices.	
PLTs: Teamworker Creative thinker Reflective practitioner	Christian values: Service Respect Koinonia Patience Humility, Compassion Creation Love Justice	Character attributes: Confidence Independence Cooperation Time management Life skills Tolerance
Hinterland: (<i>"Hinterland" refers to the supporting details, the examples and anecdotes that students don't need to remember accurately, but that furnish the richness of their understanding and contribute to the building of tacit knowledge</i>) Information about festivals and seasons: Christmas, Easter, Autumn, Spring, Chinese New Year, Valentine's Day Exemplars shown from previous groups to generate ideas Social injustice in the community (Chorley A&E / poverty in the local community / clothes mountain) <i>Example of a sculptor</i> <i>Teachers would show examples</i> <i>Take photos of other pupils' work</i>		

Lesson Objective:	Lesson Outcomes:	Key strategies (key subject knowledge and pedagogical subject knowledge)	Assessment opportunities
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Lessons 1-3: Highgrove House	Pupils can: <ul style="list-style-type: none"> research / discuss relevant aspects of the theme: seasons or festivals work together as a team to decide on an approach for creative work Assign roles and organise group tasks perform their compositions / drama / choreographies before elderly residents integrate and chat to elderly residents at Highgrove House 	<i>Key substantive:</i> <ul style="list-style-type: none"> Understanding of seasons and festivals choreography techniques letter writing for an elderly recipient Know how to speak to and interact with an elderly person. 	Performing before residents at the home.
Lesson 4: St Laurence's Church	Pupils can: <ul style="list-style-type: none"> Recognise the importance of helping others in the community. Engage with people at St Laurence's Church Take part in community projects which could include: sorting donated food / gardening / cleaning the church 	<i>Key substantive:</i> <ul style="list-style-type: none"> Understanding of the opportunities for helping others in the community. Knowing how to clean / garden / sort food effectively. 	
Lesson 5: Astley Park School	Pupils can: <ul style="list-style-type: none"> Interact with children who have learning difficulties or physical disabilities. Treat others with dignity and respect. Share their talents and expertise with others. 	<i>Key substantive:</i> <ul style="list-style-type: none"> Understanding of how to interact with young people with learning difficulties or physical disabilities. Know how to read to others. 	
Lesson 6: Learning about courageous advocacy and learning about standing up for social justice.	Pupils learnt about various community projects and the meaning of courageous advocacy. Pupils can: <ul style="list-style-type: none"> write a formal letter standing up for a cause in their local area they feel strongly about. 	<i>Key substantive:</i> <ul style="list-style-type: none"> How to write a formal letter what key issues there are in their local area. 	

	Know how to air their views in the correct way to their local MP.		
Lesson 7: Watercolour sketch of local landmark	Pupils can: <ul style="list-style-type: none"> Identify a key landmark/ Area of interest and use the key skill of perspective to sketch out an outline. Use of the correct pencil to sketch the image. Apply watercolours accurately and correctly to drawing. Add finer details using different medias. 	Key Knowledge/Skill- -Correct use of pencils and grade. -One & Two point perspective -Colour theory- How to mix colours (Tints & Shades)	Peer and self-assessment -Sharing outcomes with others to gain feedback and praise success.
Lesson 8: Natural Art inspired by Andy Goldsworthy	Pupils can- <ul style="list-style-type: none"> Gather resources throughout the park to make a composition in the style of Andy Goldsworthy. Make arrangement in a creative and imaginary way. To consider the illusion of the different styles of art. To work as a team to collaboratively create a piece of art.	Key knowledge/Skill- -How to interpretate a chosen artists work (How can they gain inspiration from an artist and apply it to their own practice) -How to create a composition, considering shape and size of their selected materials. -Presentation of their outcomes. -Working as a team to select and arrange their artwork.	Peer and self-assessment -Sharing outcomes with others to gain feedback and praise success.
Lesson 9: Cyanotypes prints of nature	Pupils can- <ul style="list-style-type: none"> Understand the process of Cyanotype and how to use sun as a natural exposure. Select materials which can e used to create a print Create an arrangement to expose the print.	Key Knowledge/ Skill – -How Cyanotype prints work (showing examples) -Selecting appropriate materials to use to get an effective print.	Peer and self-assessment -Sharing outcomes with others to gain feedback and praise success.