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| Year 9 | **Topic:** Entomology  **Period:** Autumn 1 |
| **Overview of topic:**  This half-term begins with the first KS3 Art Assessment of the year (there will be a second assessment held in February/March). There will also be some organisational tasks, such as labelling class sketchbooks and homework sketchbooks, explaining the new Art vocabulary lists, and recapping the Art Department ‘Basics’ (ground rules), etc.  There will then be an introduction to the new Entomology project. There will be a group discussion around morality of including insects/animals in artwork – referencing the work of Damien Hirst, Christopher Marley, etc. Students will be introduced to the 17th century polymath and illustrator Robert Hooke. This will lead on to research tasks, discussions, and quizzes to help students learn about Hooke’s life and work. Students will complete a double page artist analysis on Hooke showing their knowledge and design skills. Students will then learn how to create a well-proportioned and anatomically-accurate drawing of a flea, based on an illustration by Hooke. Students will learn the process of measuring, drawing the outline, filling in the tonal shading, then adding texture. | |
| **Key** **knowledge:**   * Basic colour theory * Basic core skills from Y7 & Y8 * Grid drawing techniques * Positive/negative space * Robert Hooke * 17th century England * Science/entomology   **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Century, science, measure, method, flea, vocabulary, morality, insect, reference, research, discussion, analysis, | Symmetry, grid drawing, colour theory, mark making, values, positive and negative space, observational, tonal shading, entomology, anatomical, polymath, illustrator, design, proportions, texture | | **Key skills:**  ***Know how to…***   * Create a grid drawing * Draw from observation * Work to a deadline * Use different measuring methods * Produce a line drawing * Create directional shading * See tonal values and simplify them * Add tonal shading * Build texture through mark making |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***   * WLD Drawing Club * GCSE Art support – lunch and after school * Art competitions will be promoted * In person and virtual gallery visits * Professional advice/guidance from Mr Sharples (as a practising artist) | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  ‘Reading Warriors’ technique used to support students in accessing texts and communicating their ideas about artwork.  Artist analysis – using bibliography information and associated texts to analyse the work of different artists to directly inform their own work.  **Wider Reading Opportunities/Links:**  Tate – articles School library – art/artist books |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |