

## Art Long Term Plan Year 9 2019-20

### Temperance Term

W/C	2nd September	9th September	16th September	23rd September	30th September	7th October	14th October	21st October							
Topic	<b>Base Line Test</b>	Natural Forms Ceramics: Introduction into ceramics	Natural Forms Ceramics: Using clay the basics	Natural Forms Ceramics: creating textures	Natural Forms Ceramics: Mood Pages	Natural Forms Ceramics: Designing	Natural Forms Ceramics: Final concept	Natural Forms Ceramics: Making 1							
	Using GCSE elements.	Health and safety of using ceramics.	Students start to use clay to create textured samples.	Complete making our samples.	Using natural form images to create a mood page.	Using our mood pages students create different designs for a natural form inspired piece.	Create a final design for the Natural form piece	Use ceramic techniques to start to create the final piece. Start creating a making Diary							
Challenge		Using GCSE level questioning and analysis		Using GCSE level criteria to develop Critical thinking			More advanced texture making techniques								
Assessment	Teacher assessment		Teacher VF			Peer Assessment	Teacher VF								
W/C	<b>HALF TERM</b>														
Topic									4th November	11th November	18th November	25th November	2nd December	9th December	<b>CHRISTMAS</b>
									Natural Forms Ceramics: Making 2	Natural Forms Ceramics: Making 3	Natural Forms Ceramics: Firing week	Natural Forms Ceramics: Introducing glazes	Natural Forms Ceramics: Glazing 1	Natural Forms Ceramics: Glazing 2	
Challenge									Students continue to use ceramic techniques to create their Natural Form piece. Students create a making diary entry.		Look at the glazes available and alter designs to use these colours.	Students learn how to use glazes by using their textured samples.	Students use Glazing techniques to start to create the final piece. Creating a Making Diary entry		
									More advanced texture making techniques		Using GCSE level criteria to develop Critical thinking	Looking at glazes in more detail			
Assessment	Teacher VF		Self Evaluation	Teacher VF											

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## Justice Term

W/C	6 <sup>th</sup> January	13 <sup>th</sup> January	20 <sup>st</sup> January	27 <sup>th</sup> January	3 <sup>rd</sup> February	10 <sup>th</sup> February	<b>HALF TERM</b>
Topic	Natural Forms Ceramics: Glaze firing week	Natural Forms Ceramics: Documenting our findings	Natural Forms Ceramics: Evaluations	Taster GCSE Project: Introduction	Taster GCSE Project: AO1	Taster GCSE Project: AO1	
	Students have this week to complete any outstanding tasks	Student photograph and present their final piece in their books like a GCSE student	Students take part in an evaluation task.	Students are introduced to GCSE level projects and the requirements needed for this project.	Creating mood pages and brainstorms about their chosen theme.	Creating observational images that link with the theme, using different materials	
Challenge	Using GCSE level criteria to develop Critical thinking			Using GCSE level questioning and analysis			
Assessment	Teacher VF		Teacher Assessment	Teacher VF			
W/C	24 <sup>th</sup> February	2 <sup>nd</sup> March	9 <sup>th</sup> March	16 <sup>th</sup> March	23 <sup>rd</sup> March	30 <sup>th</sup> March	
Topic	Taster GCSE Project: AO1, AO3	Taster GCSE Project: AO1, AO3	Taster GCSE Project: AO3	Taster GCSE Project:AO2			
	Creating two artist pages using GCSE Level criteria		Creating valuable critical annotations	Creating Experiments using different materials that links the previous learning together.			
Challenge	Using GCSE level criteria to develop Critical thinking			Using GCSE level questioning and analysis	Using GCSE level criteria to develop Critical thinking	Using GCSE level questioning and analysis	
Assessment	Teacher VF						
	<b>EASTER</b>						

# Art Long Term Plan Year 9 2019-20

## Courage Term

W/C	20 <sup>th</sup> April	27 <sup>th</sup> April	4 <sup>th</sup> May	11 <sup>th</sup> May	18 <sup>th</sup> May	HALF TERM
Topic	Taster GCSE Project: AO3		Taster GCSE Project: AO4			
	Students create concepts/ ideas for a final piece for the project	Refining the best ideas to create the final rough outcome for the project.	Students create their final piece, they must include fine detail and have strong links to the research they have created in their books			
Challenge	Using the GCSE Booklet for suggestions in how to use more in-depth vocabulary.	Using GCSE level criteria to develop Critical thinking				
Assessment	Teacher Assessed	Teacher Assessed	Teacher VF			
W/C	1 <sup>st</sup> June	8 <sup>th</sup> June	15 <sup>th</sup> June	22 <sup>nd</sup> June	29 <sup>th</sup> June	
Topic	Taster GCSE Project: AO4	Taster GCSE Project: AO4	Mini Graphics Comic Project: Week1	Mini Graphics Comic Project: Week2	Mini Graphics Comic Project: Week3	Mini Graphics Comic Project: Week4
	Students create their final piece, they must include fine detail and have strong links to the research they have created in their books	Students evaluate their own progress and their final piece.	Students look at comics and their development, looking at different examples and illustrators	Using surrealism game sheet students create a comic strip that uses elements shown by one of the illustrators	Students a large section from their comic strip and paint it using different techniques	Students a large section from their comic strip and paint it using different techniques
Challenge	Using GCSE level questioning and analysis			Using GCSE level criteria to develop Critical thinking		Using GCSE level criteria to develop Critical thinking
Assessment	KS3 Internal Exams		Teacher VF		Peer Assessed	Teacher Assessed