

# Art Long Term Plan Year 9 2020-21

## Temperance Term

W/C	7 September	14 September	21 September	28 September	5 October	12 October	19 October	
Topic	Natural Forms: investigation	Natural Forms: developing ideas	Natural Forms: developing ideas	Natural Forms: developing ideas	Natural Forms: developing ideas	Natural Forms: drawing for another purpose.	Natural Forms: ceramics introduction. Low relief tile.	<b>HALF TERM</b>
	Introduction to topic. Exploring images around the theme	Producing a piece of work in response to images around the theme. Exploring pattern, line, form (e.g oil pastel)	Producing a piece of work in response to images around the theme. Exploring pattern, line. (e.g pen and ink)	Producing a piece of work in response to images around the theme. Exploring pattern, line. (e.g. printing / low relief)	Producing a piece of work in response to images around the theme. Exploring pattern, line. (e.g. printing / low relief?)	Designing a tile based on the research completed so far. Understanding difference between a drawing and a design sketch	Introduction to ceramics. Demonstration of shaping and joining clay. Health and safety instructions. Pupils start tile.	
Challenge		To be experimental and original	To be experimental and original	To be experimental and original	To be experimental and original	To be experimental and original	To be experimental and original. To take risks whilst acknowledging limits of processes	
Assessment	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	
W/C	2 Nov	9 Nov	16 Nov	23 Nov	30 Nov	7 Dec		
Topic	Natural Forms Low relief tile. (ceramics)	Natural Forms: artist research	Natural Forms: artist research	Natural Forms Adding colour to tile. (ceramics)	Natural Forms: design ideas	Natural Forms: design ideas		<b>CHRISTMAS</b>
Activity	Pupils apply their shaping and joining skills in order to make their tile	Pupils will develop their critical analysis of artist by researching ceramic artist	Pupils will develop their critical analysis of artist by researching ceramic artist	Pupils will “cold finish” their ceramics using oil pastel and ink. Pupils will demonstrate	Pupils will use their drawing skills to communicate design ideas. They use	Pupils will use their drawing skills to communicate design ideas. They use their research and	Natural Forms: (ceramics) sculpture 1	
								Students use ceramic techniques create the final piece.  Start creating a making Diary



## Art Long Term Plan Year 9 2020-21

		inspired by natural forms	inspired by natural forms	understanding of theme.	their research and knowledge to design 3D natural form.	knowledge to design 3D natural form.		
Challenge	To be experimental and original. To take risks whilst acknowledging limits of processes	Using GCSE level criteria to develop Critical thinking. Be able to judge and interpret.	Using GCSE level criteria to develop Critical thinking. Be able to judge and interpret	To be experimental and original. To take risks whilst acknowledging limits of processes	To be experimental and original. To take risks whilst acknowledging limits of processes	To be experimental and original. To take risks whilst acknowledging limits of processes		To be experimental and original. To take risks whilst acknowledging limits of processes
Assessment	Self-assessment	Peer/ self-assessment	Teacher assessment	Teacher assessment	Self-assessment	Teacher assessment		Self-assessment and teacher verbal feedback



# Art Long Term Plan Year 9 2020-21

## Justice Term

W/C	11 Jan	18 Jan	25 Jan	1 Feb	8 Feb	HALF TERM	22 Feb
Topic	Natural Forms: sculpture 2 (ceramics)	Natural Forms: sculpture 3 (ceramics)	Natural Forms: Adding colour to sculpture (ceramics)	Taster GCSE Project: Introduction	Taster GCSE Project: AO1		Taster GCSE Project: AO1
	Students continue to use ceramic techniques to create their Natural Form piece.  Students create a making diary entry.	Students continue to use ceramic techniques to create their Natural Form piece.  Students create a making diary entry.	Finish sculpture using glaze/ paint and complete final evaluation	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	To be experimental and original. To take risks whilst acknowledging limits of processes	To be experimental and original. To take risks whilst acknowledging limits of processes	To be experimental and original. To take risks whilst acknowledging limits of processes	Using GCSE level questioning and analysis	Using GCSE level criteria to develop Critical thinking		Using GCSE level criteria to develop Critical thinking
Assessment	Self-assessment	Self-assessment	Teacher assessment	Teacher VF	Teacher VF		Teacher VF
W/C	1 Mar	8 Mar	15 Mar	22 Mar	29 Mar		EASTER
Topic	Taster GCSE Project: AO1, AO3	Taster GCSE Project: AO1, AO3	Taster GCSE Project: AO3	Taster GCSE Project: AO2	Taster GCSE Project: AO2	Taster GCSE Project: AO2	
	Creating two artist pages using GCSE Level criteria	Creating two artist pages using GCSE Level criteria	Creating valuable critical annotations	Creating Experiments using different materials that links the previous learning together.	Creating Experiments using different materials that links the previous learning together	Creating Experiments using different materials that links the previous learning together	

## Art Long Term Plan Year 9 2020-21

Challenge	Using GCSE level criteria to develop Critical thinking	Using GCSE level criteria to develop Critical thinking	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	Teacher VF	Teacher VF	Teacher VF	Teacher VF		Teacher VF

## Art Long Term Plan Year 9 2020-21

### Courage Term

W/C	26 April	3 May	10 May	17 May	24 May	HALF TERM
Topic	Taster GCSE Project: AO3	Taster GCSE Project: AO3	Taster GCSE Project: AO4	Taster GCSE Project: AO4	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	Students create their final piece, they must include fine detail and have strong links to the research they have created in their books	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	Using GCSE level criteria to develop Critical thinking	Using GCSE level criteria to develop Critical thinking	Using GCSE level criteria to develop Critical thinking	
Assessment	Teacher Assessed	Teacher Assessed	Teacher VF	Teacher VF	Teacher VF	
W/C	7 June	14 June	21 June	28 June	5 July	
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 questioning and analysis	Using GCSE level questioning and analysis	Using GCSE level criteria to develop Critical thinking	Using GCSE level criteria to develop Critical thinking	Using GCSE level criteria to develop Critical thinking
Assessment	KS3 Internal Exams		Teacher VF	Teacher VF	Peer Assessed	Teacher Assessed