



ART Scheme of Learning

Year 9 Module 3 / SaveThePlanet

Intent – Rationale

The vital role of art and design plays in our school community is to allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Previous project work will inform what they do in this one – regarding practical and critical skills, how to research and find suitable material to create their own work from</p>	<ul style="list-style-type: none"> Yr 9 projects are very much like the foundations for Year 10 work , so they will lead to year 10 work
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Geography, ecology, recycling, science and biology 	<p>SP 2/3/4 C 1234</p> <ul style="list-style-type: none">
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Critical work from artists and information gathering skills 	<ul style="list-style-type: none"> n/a



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Students building a sketchbook of experimental art practices in response to recycling and waste and ways to explore the theme . Ss will develop own decision making with materials and equipment to use learning new skills throughout. Ss will observe and record from a range of objects, such as plastic, rubbish and secondary sources that display different surface qualities, exploring pattern, texture, shape, colour and form. They will be taking photos and recording through observation. These become their sources for 6/9 squares which will make up a final work, where they can experiment with a range of materials without being too precious.</p> <p style="text-align: center;"><u>Apply</u></p> <p>Create their own work from the saveourplanet starting point theme, using mixed media/layering & different media combinations. Ss may go into graphics or fine art in their work</p> <p style="text-align: center;"><u>Extend</u></p> <p>Larger scale paintings and mixed media works is encouraged.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Painting techniques and compositional references 	<ul style="list-style-type: none"> • Sketchbook work • Final artwork

Intent – Concepts



	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation	KNOWLEDGE process & context
Skills – aims/expe ctations: INTENT	What creative ideas will be learned, and/or reinforced? What creative problems will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/ processes will be learned?	What selection skills and evaluation will be learned, and/or reinforced?	What critical/contextual knowledge will be learned?
Teaching and learning activities IMPLEME NTATION	How will Ss be able to develop their own creative ideas?	How will Ss experiment and explore these specific skills?	What evaluation method will be used?	In what way will this knowledge be learnt?
Assessme nt Criteria IMPACT	What does success look like in their practical work?	What evidence will students produce to reflect their making skills?	What evidence will students show to confirm what they have learnt?	What does success look like in their portfolio of work from this project?

Please use these headings to identify/flag up each lesson focus: **Observational stage /or Research stage /Exploration & Experimentation phase / Idea development / Development/Design & planning / Conclusion /Final outcome phase/ Focus on Technique/ Creativity & Flow/ Demonstration/ IT work / Use of exemplar / Artist study / Critical skills / Retrieval activity**








	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	Research stage, Observational stage and Intro: into the project which starts with a still life drawing stage where students will make a careful observational study of a pile of rubbish, plastic bottles, cans etc. Specific skills taught in the drawing stage are building on vessels project from last year. Ss make careful observational studies of plastic crushed bottles using tonal study	A range of drawing tools should be used – pencil, charcoal, biro and colour pencils All lessons must use a You tube video as a starter: Sources file in the save the planet folder	A4 drawing	Make a sketch of a crushed plastic item, using tone Water bottles, used yoghurt pot, used cling film, confectionary in wrappers,
2	Observational stage Continuation of the observational work but starting the lesson with 20 mins of broaching the different aspects of Climate change using the sources sheet. Specific skills taught in the drawing stage are building on vessels project from last year. Demonstration of pen and ink and brush and ink from the plastic sources	A range of drawing tools should be used – pencil, charcoal, biro and colour pencils A You tube video as a starter Pen/ink /Brush/ink A3 exemplar media	A4 drawing	Observational study of the top of a bin. A5 Colour pencils or paint
3	Observational stage Short video comment David Attenborough Continuation of the observational work Input of Year 9 Subject choices.	Careers in Art and option choices ppt https://www.youtube.com/watch?v=fyYpExl8AJU		Watch a video on plastic pollution found on YouTube...
4	Observational stage Continuation of the observational work but starting the lesson with 20 mins of broaching the different aspects of Plastic pollution and waste using the sources sheet. Ss will concentrate on studies of individual plastic bottles – using a range of drawing skills such as Line, negative space, gestural mark making.	Use Savethe planet ppt : https://robertcarretrust.sharepoint.com/:p:/r/sites/RCT-Files-Staff/Shared%20Documents/KSHS/Departments/Curriculum/Art/ArtDeptPlanning/Paperwork/2020/KS3/Term%205_6/SaveOurPlanet/Yr9SaveThePlanet_Ideas.pptx?d=wdeb4651e9f9a47318350cc9e71117eae&csf=1&web=1&e=txfhq4	A5 Paintings	



5	Artist study work – Ss are introduced to a number for artists that create work based upon the theme – Ss will discuss and respond to the work verbally and in written form in their sketch book, they will create a visual record of the work and make a comparison with two examples.	A3 sources with range of artist work / Slide show	Artist study work	Completion of Artist study work	
6	Continuation of previous lesson / One to One intervention		2 A5 paintings	Take at least 5 photos and print them out which are your observations of plastic pollution, you can set them up or plan the photos however you wish.	
7	Own Photos - Ss have printed and brought in images that sum up plastic pollution to them from what they have witnessed and recorded. With their collection of images students will create paintings from the photos to experiment with watercolours A5 and explore their images. Tracing paper techniques and painting technique demonstration. Ss will be introduced to restrictive colour palette.	Printed out internet pics / watercolours			
8	Continuation of previous lesson / One to One intervention	Printed out own photos Watercolours/ range of media		Collect 6 images that sum up your response or ideas from the theme of plastic pollution which you can use to experiment with media in the lessons.	
	Corita Kent work – Using demonstration images available students will create simple 2/3 colour collages using card based upon Kent's screen prints and slogans / words pulled from the resources: Students sketch out words	http://corita.org/about-corita Scalpels / cards / scissors / trace paper / A3 Sources collected from demonstrations and typographical posters	2 Collages created A5	Peel off several labels _ ensure they are clean, cut or tear them to make a collage of an animal that is being affected by plastic pollution	
	Corita Kent work –2 nd Lesson Using demonstration images available students will create simple 2/3 colour collages using card based upon Kent's screen prints and slogans / words pulled from the resources: Students sketch out words	http://corita.org/about-corita Scalpels / cards / scissors / trace paper / A3 Sources		Search the internet for facts about plastic pollution – typographical posters.	
	Ss begin their own interpretation of the theme, working from the brief Ss will select one of the start points in which to make their work and choose what media / direction to work in. T goes through the steps sheet.	PowerPoint of exemplar Steps sheet and brief sheet		Take a series of photographs exploring fruit and vegetable unnecessary packaging. Peppers in plastic, oranges in netting, grapes in tub, carrots in a bag,	
	Reminder session – Ss revisit the step-by-step sheet in their sketchbooks – the last para. Ss then complete the intention sheet, which is for them to clarify their focus. This is then to be stuck into sketchbooks	Intention sheet Step by step sheet			
	All students will be working on their final outcome – they will have approx. 3 hours in which to conclude their artwork. One to one demonstrations and intervention. Instruction into acrylic painting or media that is being used	A3/A2 paper and range of materials	A3 or A2 artwork	Further images of the main artwork subject to ensure accuracy and detail.	
	All students will be working on their final outcome – they will have approx.1 hours in which to conclude their artwork. Ss instructed in fine brush and finishing touches in their artwork and how to conclude their artwork	A3/A2 paper and range of materials		Presentation and completion of / labelling and titling all work made for this project ready for hand in and marking	



	All students will be working on their final outcome – they will have approx.1 hours in which to conclude their artwork. Ss instructed in fine brush and finishing touches in their artwork and how to conclude their artwork	A3/A2 paper and range of materials		Create an animal out of rubbish and photograph in your garden or anywhere
	Students seen individually with their sketchbook and final work – feedback from assessment.	A3/A2 paper and range of materials		

	List keywords:		Prior learning – be specific: Finding sources		Practical skills taught & learnt: Typography techniques – painting process -		Links to other subjects: Geography, Ecology, Recycling
	Reading & Research evidence; Video / News articles and current events		Written work evidence: Artists study work – facts & statistics from recycling & waste		Ideas and creative work produced: Own work in response to the theme – creating a thought-provoking artwork		Assessment: Sketchbook works Final outcome