

Year 9 GCSE Art – Surroundings			
<p>During Year 9 students will complete their first unit, titled Surroundings, to submit for assessment for component one, the personal portfolio. Students will have the opportunity to explore a variety of artworks and artists. As a result, students will experiment with media, process and technique, as well as record their own ideas through photography, drawing and annotation. Ultimately, students will combine their knowledge, understanding, skills and intentions to produce a drawing minor final piece, and a painting major final piece, which will both encompass a sense of place.</p>			
Autumn Term		Spring Term	Summer Term
What will be learned?	<p>This project requires pupils to:</p> <ul style="list-style-type: none"> actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills develop and refine ideas and proposals, personal outcomes or solutions with increasing independence acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work demonstrate safe working practices in art, craft and design. 		
	<p>During autumn term Year 9 students will explore a range of contextual sources, from artists to artwork, to take a look at possible creative avenues in response to the topic title. In late September pupils will visit the Tate Modern and Tate Britain, with the intention of experiencing art works in person and collecting source imagery. The primary imagery collected will be used to inform selection of contextual sources for inspiration and for the initial recording of ideas. Pupils will select and produce artist information pages, and subsequently respond to inspiration by producing several sketchbook drawings and compositional developments. Pupils will realise an A3 large scale drawing piece, to support the development of working to a large scale.</p>	<p>In Spring Term pupils will begin to transition into the painting element of the title. Pupils will experiment with a range of surfaces, paints, and paint tools, whilst responding to artists of inspiration. Pupils will develop ideas and refine processes through the experimentation process.</p>	<p>During summer term pupils will focus on developing and refining their final piece ideas. Students will develop and evidence an understanding of their creative intentions, based on the evaluation of the strengths and weaknesses. Pupils will continue to explore a vast range of material, technique and process experiments, whilst continually assessing against the effectiveness/desired outcomes. Pupils will design and realise their 2D painting outcome at this stage.</p>

<p>Content sequencing</p> <p>(Where does this fit – what have they done before which supports it, where does it link with future units?)</p>	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Analysis of artists artwork Drawing freehand from observation Mixing clean, clear colour Applying colour with a variety of brush techniques Application of the basic elements, with a variety of dry media 	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Analysis of artists artwork Drawing freehand from observation Mixing clean, clear colour Applying colour with a variety of brush techniques Application of the basic elements, with a variety of dry media Creating a sense of depth through the use of tints and tones Balance and composition 	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Analysis of artists artwork Drawing freehand from observation Mixing clean, clear colour Applying colour with a variety of brush techniques Application of the basic elements, with a variety of dry media Creating a sense of depth through the use of tints and tones Balance and composition
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	Future Learning: <ul style="list-style-type: none"> • Deeper, creative and inspirational analysis of artwork • Creating a sense of depth through the use of tints and tones • Balance and composition 	Future Learning: <ul style="list-style-type: none"> • Experimentation with a range of methods to apply dry and wet surface colour • Experimentation with a range of working surfaces, for 2D materials 	Future Learning: <ul style="list-style-type: none"> • Realisation of creative intentions
Memory for Learning (What skills will students be required to exhibit?)	Students regularly have the opportunity to: <ul style="list-style-type: none"> • Learn information about artists, art movements, art works, materials and techniques prior experimenting/practising themselves. • Encounter memorable images, which connect materials and techniques to first hand life experiences. • Experience topics in art through several senses • Receive directions in multiple formats: demonstration/modelling, verbally, peer discussion, written on the board, final exemplars. • Link information to physical practise, and project to project, through the use and reflection on the basic elements of Art. • Repeat creative process patterns by looking at contextual sources, then experimenting, then recording ideas, and finally the creation of a final piece. • Be active readers • Practise retrieving prior knowledge 		
Powerful knowledge in the classroom (what areas/themes/concepts will be explored)	The topic intends for our pupils: <ul style="list-style-type: none"> • To increase skillset in the use of the basic elements; line, tone, texture, colour, pattern, shape and form. • To work from first hand observation, experience, imagination and other sources. • To investigate how to express and realise ideas using the basic elements and qualities of a range of media. • To draw to express perception and invention, to communicate feelings, experiences and ideas. • To make informed choices about media, techniques and processes. • To make purposeful images and artefacts. • To explore and experiment with ideas, materials, tools and techniques. • To explore the visual, tactile and other sensory qualities of their own and others' work. • To engage with ideas, images and artefacts, identifying how values and meaning is conveyed. • To analyse, select and question critically, making reasoned choices when developing personal work. • To reflect on and evaluate their own and others' work, continuously adapting and refining during the creative process. • To learn key technical terms. 		
SEND in the classroom (How will support be seen?)	Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs.		
	Teachers ensure that those with SEN needs are individually catered for, to ensure appropriate solution to any potential barriers to learnings and/or outcomes. In a general sense, teachers can provide support within this project by ensuring: <ul style="list-style-type: none"> • Demonstrations are carried out via a visualiser, to support accessibility and safety. • Writing frames with both questions and sentence starters, to support critical thinking and creativity. • Key points and notes are printed off, to avoid the need for copying from the board. • Seating plans are required in all classes, to ensure students are able to communicate, respond and interact with each other and the teacher in discussions. • Use of middle/front table resource collection spots, so that materials and equipment can be found easily and put away in the right place. • Make tasks accessible through students using specialist resources where appropriate: i.e. scissors. • Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. • Use real objects related to the topic – e.g. for work on texture, use a range of natural objects such as clay, wool, bark, stones, shells and leaves. Help students to understand their different qualities and characteristics through touching, smelling, seeing and hearing. 		

	<ul style="list-style-type: none"> • Support activities where students do not have the necessary mobility and dexterity – e.g. using software or tools like a graphics tablet to simulate traditional drawing materials. • Enable students to research recommended websites online – e.g. websites of museums, galleries and exhibitions – to support or supplement other modes of research. • Allow teachers and students to review and evaluate work or consider next steps by viewing scanned or photographed images, forms or examples of students’ work from previous lessons on the interactive whiteboard. • Managing group work sensitively • Liaising with the CTA, to ensure risk assessment of lesson content, for those the CTA is supporting. 		
Homework	<p><u>Homework 1</u> Create a double page secondary source collage of images relating to the Title ‘Surroundings’ (paintings).</p> <p><u>Homework 2</u> Produce a realistic A4 tonal pencil drawing of a London landscape. Challenge: Find an artist, who works with similar imagery, in a similar style, and reference.</p> <p><u>Homework 3</u> Visual analysis and small artwork section copy</p> <p><u>Homework 4</u> Produce a set of composition sketches to document final piece ideas</p>	<p><u>Homework 1</u> Produce an A4 drawing, inspired by the first artist reference.</p> <p><u>Homework 2</u> Produce an A4 drawing, inspired by the second artist reference.</p> <p><u>Homework 3</u> Produce a series of photo edits, inspired by artist references and creative intentions</p>	<p><u>Homework 1</u> Produce a final piece plan, making use of printed images, artist analysis, photographs, and illustrations.</p> <p><u>Homework 2</u> Across a double page, keep a ‘final piece’ journal/diary. Take pictures of the piece as it is being made, and evaluate the process, technique, materials, strengths and identify areas for improvement Challenge: Explain what actions were taken throughout the creation of the piece, to respond to problems encountered.</p>
Assessment	<p>Each project should be marked via the assessment and feedback sheet, which demonstrates success criteria for each of the assessed tasks. Feedback is structured as a checklist, which allows pupils to see their achievements and next steps. Both teachers and students access these.</p>		

Literacy opportunities	<ul style="list-style-type: none"> • Read, research, analyse, critique and evaluate key artists and their artworks • Read, research, analyse, critique and evaluate art movements • Analyse, critique and evaluate their own creations, using sequencing • Incorporating story telling/concepts into art making
Numeracy/Computing skills	<ul style="list-style-type: none"> • Symmetry • Geometry • Proportion • Ratio • Rule of thirds • Perspective • Scale • Colour mixing

Behaviours of Excellence (Character Development)	<ul style="list-style-type: none"> • Meet and greet • Whole class and individual praise • Seating plans • Build relationships with pupils • Opportunity to express/creative • Establishing trust with materials/techniques • Help station • Top tips
Equality in the classroom (Diversity opportunities)	<ul style="list-style-type: none"> • Studying artists who were from poorer, lower-class backgrounds • Studying artists who exhibited problems with mental health • Studying artists who have been successful in their field

Useful links		Publication list	Online resources	Events/exhibitions
		Drawing and painting the landscape: A course of 50 lessons Painting and Composition	The Big Painting Challenge Landscape Artist of the Year	Tate Britain Tate Modern Kew Gardens
Careers Information, Advice and Guidance	Level 3 A-Level qualifications	<ul style="list-style-type: none"> • Studying artists who have made a living from creating works of art • Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions • References to A Level studies and university degrees • References to careers 		
	Level 3-6 Higher Education	<ul style="list-style-type: none"> • Studying artists who have made a living from creating works of art • Studying artists who have studied at UK universities • Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions 		