

Year 9 Long Term Overview Subject: GCSE FINE ART FOUNDATION YEAR 2022-23

Year 9 Overview:

The year 9 GCSE fine art course aims to support you to develop your own visual style in projects encompassing still life, the environment, and socially engaged art, continuing to build your confidence in communicating and expressing personal ideas through your artwork. Working with a range of 2D, 3D and digital disciplines including drawing, painting, sculpture, ceramics, textiles, and photography. You will research a range of traditional and contemporary artists, helping you to build on your artistic knowledge, critical understanding, and skills which will prepare you for the personal projects in year 10 and 11.

Through this creative process, you will continue to develop your abilities to ‘critique like an artist’ and be encouraged to wonder, question and respond to the world around you. Critiquing like an artist involves:

- Communicating the context, ideas and processes behind your artwork in the form of annotations and group critiques.
- Analysing context, ideas and processes behind the artworks applying learning through the making of your own artworks.
- Developing your abilities to review your artwork as it progresses, refining your ideas as you move through the creative process.
- Enhancing your literacy capabilities through practice as you make, see, design, create, curate, and explore ideas and concepts.

Autumn Term 2022

Project Title: SURFACES (2D)

Project Overview:

Students follow the creative process with the aim of producing their own mixed media 2D artwork inspired by the Modern artist Georgia O’Keeffe and their own observational studies. They use primary and secondary source of natural surfaces as their visual inspiration. They will build on their skills in a range of 2D materials, techniques and processes. They will gain confidence in expressing personal ideas through their visual recording and communication.

Outline of Key Learning

Weekly Content breakdown

Begin to be able to apply some of the aspects of The Creative Process:

Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and

Week 1:

Brief introduction to GCSE Fine Art and the Surfaces project.

<p><i>Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p>Principle: <i>Proportion, Contrast, (Balance; Emphasis)</i></p> <p>Composition</p> <p>Materials <i>Shading pencils; charcoal; acrylic paint; inks; oil pastel; coloured pencil; water colour; various surfaces.</i></p> <p>Techniques and Process <i>Drawing; painting; pen and ink; ink and wash; collage; observational techniques; mixed media.</i></p> <p>Skills: (to continue to develop confidence in their...) ...ability to respond to a theme/brief ...ability to follow the creative process ...ability to use a range of materials technically and creatively to create artworks with intention and purpose ...ability to select appropriate resources to fulfil own creative intention ...ability to think about and discuss their artwork and the work of others.</p> <p>Art Period/Movement/Style <i>Modern, traditional</i></p> <hr/> <p>IBACC Soft skills (habits of mind) To become creative, critical, independent, visual thinkers</p> <ul style="list-style-type: none"> • RESILIENCE <i>Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills</i> • INDEPENDENCE <i>Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS;</i> 	<p>Recap from KS3 learning: Mark-making and formal elements: Line, shape, tone, texture. Addition of using mark-making to create form. (AO3)</p> <p><u>Set Homework 1:</u> <i>mood board of artworks that show drawn texture (e.g. can type' texture in drawing natural form' into the search engine)</i></p> <p>Week 2 and 3: 1...Compositional techniques and thumbnail sketching: rule of thirds; centred; fill the frame 2...Range of observational recording workshops (AO3) . From still life photos or set-ups (primary source). Students to take photos as well as using preexisting resources. Develop understanding of line, tone, texture. Develop understanding of the principle of proportion. Composition. Draw, look, draw, look</p> <p>Dry media: pencil/biro/charcoal/oil pastel etc. (AO3, AO2) Wet media: water colour/pen and ink/ink and wash etc. (AO3, AO2) Various paper surfaces. (AO2) Annotate and review (AO2, AO3)</p> <p><u>Set homework 2:</u> <i>Observational drawing on objects/textures/surfaces from around the house. Students use alternatives materials such as food, makeup etc.</i></p> <p>Week 4: Sketchbook presentation: Present all previous work in sketchbook. Individual and coherent layout. Reflect on learning.</p> <p>Week 5: Colour theory revisit and further development. Double primary system recap and extension. Acrylic paint and its properties (AO2)</p>
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writing frames and the art student handbook. Can use learning outside of lessons.

• COMMUNICATION

Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

INQUISITIVE: *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

IMAGINATIVE: *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

DISCIPLINE: *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

PRESENTATION: *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

COLLABORATIVE: *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

Homework

(linked to class project)

- 1 *mood board of artworks that show drawn texture (e.g. can type' texture in drawing natural form' into the search engine)*
- 2 *Observational drawing on objects/textures/surfaces from around the house. Students use alternatives materials such as food, makeup etc.*
- 3 *Create a mood board of cropped natural surfaces – secondary and/or primary sources. Draw from these.*
- 4 *Drawing on found surfaces (e.g. tickets, newspaper etc.). Can use secondary sources.
Extra HW – complete any work in book.*

Assessment method: Teacher assessment alongside classwork where overall level will be awarded.

Week 6:

Introduction to Modern Art. Modern artist Georgia O’Keeffe: Artist research page: Scaled and cropped composition and colour. Apply colour knowledge to pastiche. (AO1, AO3)

Set homework 3: *Create a mood board of cropped natural surfaces – secondary and/or primary sources. Draw from these.*

To plan for week 7 - DIRT Live marking assessment:

Week 7:

DIRT Live marking assessment:

Students set target for themselves to improve one previous task. Students work on refinements and write a comment on progress at the end of the lesson. Some students present work.

Week 8 and 9:

Observational painting in acrylic. Cropped surface composition from still life (Links to studied artists). (AO3)

Further observational painting: wet media: Water colour, ink (AO3)

Further colour studies: dry media: oil/chalk pastels. (AO3)

Week 10 and 11:

Drawing/painting on collaged, mixed media textured paper surfaces.

Refine and Experiment: Which material works best on which surface? Why?

Begin to learn about the principle of contrast. (AO2, AO3)

Set homework 4: *Drawing on found surfaces (e.g. tickets, newspaper etc.). Can use secondary sources.*

Week 12 and 13:

<p>Ongoing Formative Teacher: <i>DIRT in sketchbooks (two per half term)</i> <i>Plus...</i> <i>Assessment grid at the back of books highlighted with areas for (long term) development.</i> <i>Student self and peer assessment.</i> <i>Key terminology Spelling and comprehension test.</i></p> <p>End of unit assessment: <i>Holistic grade based on all classwork and homework...Current level working at.</i></p>	<p>Large-scale 2D multimedia collage final piece. (AO4) Natural surface study on a textured background. Range of different media selected from previous experiments in sketchbook.</p> <p>Week 14 Evaluation of project and presentations. Titled: DIRT – evaluate project as a dedicated, independent, reflection task. Students present work to class.</p>
<p>Spring Term 2023</p>	<p>Project Title: SURFACES (RELIEF/3D)</p>
<p>Project Overview: Students follow the creative process with the aim of producing a ceramic relief artwork inspired by the contemporary artists The Boyle Family. Students respond to their experience of 'made' surfaces in their local environment as a visual inspiration and develop confidence in combining 2D and 3D materials, techniques, and processes, specifically painting and ceramics.</p>	
<p>Outline of Key Learning</p>	<p>Weekly Content breakdown</p>
<p>Begin to be able to apply some of the aspects of The Creative Process: <i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p>Principle: <i>Pattern; Contrast; Balance; Emphasis; Proportion.</i></p> <p>Composition</p> <p>Materials <i>Shading pencils; acrylic paint; oil pastel; sand; plaster; sawdust cardboard; PVA; clay; camera.</i></p> <p>Techniques and Process</p>	<p>Week 1 and 2: Introduction to made surfaces Artist research page – The Boyle family. (AO1) – celebrating and seeing beauty in the everyday, ordinary surfaces we usually take for granted.</p> <p>Response: Create photographs of made surfaces around local area. Focus on textures and different surfaces. Consider formal elements and the principles. Create cropped/close-up compositions considering the rule of thirds. (AO3)</p> <p><u>Set homework 5: Complete Boyle family research page</u></p> <p>Week 3 and 4: Painting workshop – Introduction into Acrylic painting techniques e.g. texturise (with mediums), imprint. How to</p>

Drawing; Painting: texturizing, imprinting, wet in wet, wet on dry, stippling, dry bush; Clay: relief, slab, coil, carve, impress, slip and score, low/mid/high relief; Photography.

Skills: *(to continue to develop confidence in their...)*

- ...ability to respond to a theme/brief
- ...ability to follow the creative process
- ...ability to use a range of materials technically and creatively to create artworks with intention and purpose
- ...ability to select appropriate resources to fulfil own creative intention
- ...ability to think about and discuss their artwork and the work of others.

Art Period/Movement/Style

Contemporary painting and sculpture; Contemporary ceramics

IBACC Soft skills (habits of mind)

To become creative, critical, independent, visual thinkers

• **RESILIENCE**

Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills

• **INDEPENDENCE**

Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.

• **COMMUNICATION**

Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

INQUISITIVE: *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

IMAGINATIVE: *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

DISCIPLINE: *Craft & improve your work through a process of refinement and*

create the illusion of various surface textures. Build on colour theory). (AO2)

Responses linked to the Boyle family: Using primary source photographs as inspiration, create realistic surface experiments using different materials (e.g. sandpaper, flour mixed in the paint etc.) and apply learnt painting techniques. (AO2)

Week 5

DIRT Live marking assessment:

Students set target for themselves to improve on the previous task (painting). Students work on refinements and write a comment on progress at the end of the lesson. Some students present work.

Set homework 6: Record textures and patterns in surfaces outside of school.

Week 6, 7, 8 and 9:

Students to produce a ceramic final piece in the style of the Boyle family (AO4)

Thumbnail sketch plan of ceramic relief (one period)
Introduction to clay, experiment with media creating clay tiles focusing on relief and textures. (one period)

Techniques: sculpt, mold, carve, build, impress, slip and score. Consider formal elements and principles in 3D.

Document work in sketchbooks. (AO2)

Ceramic workshop (AO2)

Build up surface shapes onto a base slab varying the level of relief the

Once fired (some time in summer term) - Apply learnt painting techniques (acrylic not glaze) – to be completed within the next project due to drying and firing time.

Set Homework 7: Keyword test

development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.

PRESENTATION: *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

COLLABORATIVE: *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

Homework

(linked to class project)

- 5 *Complete Boyle family research page.*
 - 6 *Record textures and patterns in surfaces outside of school.*
 - 7 *Keyword test*
- Extra HW – complete any work in book.*

Assessment method: Teacher assessment alongside classwork where overall level will be awarded.

Ongoing Formative Teacher:

DIRT in sketchbooks (two per half term)

Plus...

Assessment grid at the back of books highlighted with areas for (long term) development.

Student self and peer assessment.

Key terminology Spelling and comprehension test.

End of unit assessment:

Holistic grade based on all classwork and homework...Current level working at.

Week 10:

Evaluation of project and presentations.

Titled: DIRT – evaluate project as a dedicated, independent, reflection task.

Students present work to class.

Summer Term 2023	Project Title: Visions of Protest
<p>Project Overview: Students follow the creative process with the aim of producing their own piece of 'Street Art' expressing ideas on social, political and cultural themes, with focus on race, gender identity and mental health. They will study the work of Banksy, Neequaye Dreph Dsane and Mr Samo. They will question the purpose of art as well as considering the importance of audience. Students continue to build confidence with materials, techniques and processes and learn how to use their art to communicate powerful messages on social and political and cultural themes.</p>	
Outline of Key Learning	Weekly Content breakdown
<p>Begin to be able to apply The Creative Process: <i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p>Principle: <i>Pattern; Contrast; Balance; Emphasis</i></p> <p>Composition</p> <p>Materials <i>Shading pencils; acrylic paint; oil pastel; sand; plaster; sawdust cardboard; PVA; camera.</i></p> <p>Techniques and Process <i>Drawing; painting: texturising, imprinting, wet in wet, wet on dry, stippling, dry bush; low/mid/high relief; photography; stenciling; heat pressing; Digital (Photoshop</i></p> <p>Skills: (to continue to develop confidence in their...) ...ability to respond to a theme/brief ...ability to follow the creative process ...ability to use a range of materials technically and creatively to create artworks with intention and purpose ...ability to select appropriate resources to fulfil own creative intention ...ability to think about and discuss their artwork and the work of others.</p>	<p>Week 1 and 2: Introduction to the project. Discussion: <ul style="list-style-type: none"> • What is art? • What is Street Art? • Vandalism or Art? • How does art communicate powerful messages? </p> <p>Artist research page– Banksy. Artworks: 'Flower thrower'; 'Girl with Balloon'. Students begin to consider art as a social, political and cultural platform. They begin to consider audience. (AO1)</p> <p>Week 3 and 4: Students learn the process of stencil art (AO2) They begin with pastiche moving onto experimental stencil printing beginning to develop their own visual ideas. (AO2)</p> <p><u>Set Homework 8: Complete Banksy research page</u></p> <p>Week 4 and 5 Students investigate the work of Neequaye Dreph Dsane and Mr Samo. They compare and contrast the works to Banksy. What is the BLM? What is its importance? What are the alternative views? Students continue to consider the role of art and audience.</p>

Art Period/Movement/Style

Contemporary; Street Art

IBACC Soft skills (habits of mind)

To become creative, critical, independent, visual thinkers

• **RESILIENCE**

Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills

• **INDEPENDENCE**

Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.

• **COMMUNICATION**

Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

INQUISITIVE: *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

IMAGINATIVE: *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

DISCIPLINE: *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

PRESENTATION: *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

COLLABORATIVE: *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

(AO1, AO3)

DIRT Live marking assessment (in week 5):

Students set target for themselves to improve on the previous task (artist pages)). Students work on refinements and write a comment on progress at the end of the lesson. Some students present work.

Week 6

Students work individually or in pairs to develop a design idea for a street art piece inspired by one or more of the artists studied.

The aim is to communicate a message based on with the aim to express ideas on social, political and cultural themes, with focus on race, gender identity and mental health.

(AO3)

Set Homework 8: Mood board of artists/street artists that have created work in the student's chosen area.

Week 7 and 8

Visual trials and experiments.

They apply their previous learning to best suit their intention (ie select a process that best suits their artists choice/design)

Students develop their visual by exploring alternative materials and techniques. (AO2)

Week 9, 10 and 11

Produce the final piece (AO4)

Set Homework 9: Keyword test

Week 12

Students discuss official and unofficial sites for exhibition. They curate and display their street art pieces around the college. Photograph to document.

Evaluation of project and presentations.

Titled: DIRT – evaluate project as a dedicated, independent, reflection task.

Homework

- 1 *Complete Banksy research page.*
- 2 *Mood board of artists/street artists that have created work in the student's chosen area.*
- 3 *Keyword test*
Extra HW – complete any work in book.

Assessment method: Teacher assessment alongside classwork where overall level will be awarded.

Ongoing Formative Teacher:

DIRT in sketchbooks (two per half term)

Plus...

Assessment grid at the back of books highlighted with areas for (long term) development.

Student self and peer assessment.

Key terminology Spelling and comprehension test.

End of unit assessment:

Holistic grade based on all classwork and homework...Current level working at.

Students present work to class.
(AO4)