

Meden School Curriculum Planning							
Subject	Art & Design	Year Group	9	Sequence No.	1	Topic	Heritage

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Knowledge of drawing:</p> <ul style="list-style-type: none"> • Proportion (shape, size) • Tone (Shading) • Detail & texture (mark making) <p>Basic knowledge of mark making:</p> <ul style="list-style-type: none"> • Directional marks • Type of mark • Thickness of mark • Layering of marks <p>Understanding of colour theory:</p> <ul style="list-style-type: none"> • Warm/ cold colours • Harmonious • Complimentary • Primary & secondary <p>Retrieval Questions:</p> <p><u>Week 1:</u> What does Heritage mean? What is the heritage of Warsop and the surrounding area?</p>	<p><u>Week 1:</u> To understand what is meant by heritage and what the heritage of the local area is:</p> <ul style="list-style-type: none"> • Mining Industry (Pleasley Colliery, Clipstone Headstocks, Teversal Colliery, Ollerton, Thorseby). • Agricultural and farming land • Warsop Church, Tudor Barn and Watermill. • War Memorials. • Art Deco buildings now demolished <p>Heritage - The history, traditions, practices, etc. of a particular country, society, or company that exist from the past and continue to be important.</p> <p><u>Week 2:</u> To realise how maps can be used in Art and for students to be able to document a journey in the local area through drawing and using an aerial viewpoint. https://www.upcyclist.co.uk/2017/08/paper-artists-recycled-maps/</p> <p>Aerial viewpoint or bird's-eye view is an elevated view of an object from above, with a perspective as though the observer were a bird, often used in the making of blueprints, floor plans, and maps. It can be an aerial photograph, but also a drawing.</p>	<p>Do students know their own family's heritage? Ask them to research for homework and feedback next lesson. If they feel uncomfortable researching their family they could look at the local area more.</p>

<p><u>Week 2:</u> What are maps and what are they used for? How can maps be used in Art? What is an aerial viewpoint?</p> <p><u>Week 3 - 5:</u> What makes a successful drawing? How can you draw using different materials? What are the similarities or differences between the way these materials are used?</p> <p><u>Week 6:</u> Who is Romek Marber and what are the key features of his work?</p> <p><u>Week 7 –9:</u> Who is Romek Marber and what are the key features of his work? How can you replicate Romek Marber’s style? What is meant by mixed media? What is meant by monochromatic?</p> <p><u>Week 10 & 11:</u> Who is Romek Marber and what are the key features of his work? What is digital editing software used for? How can you use it to develop your artwork further?</p> <p><u>Week 12:</u></p>	<p><u>Week 3 - 5:</u> To be able to draw accurately using a range of materials and techniques whilst exploring the theme of heritage. Students will need to demonstrate their previous knowledge and understanding of drawing techniques and processes from Year 7 and 8:</p> <ul style="list-style-type: none"> • Proportion – the size and shape of something in relation to the whole to ensure an accurate copy. • Tone – refers to the light and dark of something. Tone is added through the use of shading with a pencil or mark making with a pen. • Texture - the feel of a surface, it can be rough or smooth. Mark making is used to create the appearance of texture or details. • Collage – adding paper or other materials to a surface to create a background. <p><u>Week 6:</u> Show knowledge and understanding of who Romek Marber is and the key features of his work.</p> <ul style="list-style-type: none"> • Born 25 November 1925 and died 30 March 2020 • Born in Poland, he survived the Holocaust and helped transform graphic design in Britain • Arrived in Britain in 1946, applied for an education grant from ‘The Committee for the Education of Poles in Great Britain’, which had been established in the 1940s to support Polish servicemen and their families displaced by World War II. • Wanted to do painting but was advised to take Commercial Art. • Art director at Penguin from 1960 to 1972 asked Marber to submit a proposal for a new cover approach for the Penguin Crime series. He was asked to do twenty titles in four months between June and October. These became his signature style. • Monochromatic (green), bold, layered and graphic. 	<p>Do students know about different creative sectors they could look at for their career path? Highlight that Romek Marber is a commercial artist. What do they think this is?</p> <p>Commercial Artist – are the people that design this type of advertising. Commercial art - sometimes referred to as advertising art - is used to inform, promote, and sell goods and services by using visual images to communicate a message.</p> <p>Why do you think he was pushed towards this sector than a freelance artist? More stable, regular income than a painter who may only sell one painting a year.</p> <p>What other areas can they name?</p> <ul style="list-style-type: none"> - Photographer - Architect
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<p>How is your work similar to Romek Marber's? Out of your designs which one do you like best and why? What is a mock up used for?</p>	<ul style="list-style-type: none"> • The image on Marber's covers occupies just over two-thirds of the space, while the title section at the top is divided into three bands carrying colophon/series name/price, the title and the author's name, with the type ranged left. The design was seen as so successful that Penguin adopted it, essentially unchanged, for both the blue and orange literature covers. <p>https://romekmarber.com/portfolio/penguin/?portfolioCats=22</p> <p><u>Week 7-9:</u> To be able to replicate the style of Romek Marber and produce a piece of artwork on the local heritage. To understand the process of producing a piece of work inspired by his graphic style:</p> <ul style="list-style-type: none"> • Collage background (building on work from Unit 5 in year 8) • Mono-printed aerial views or maps (linking in earlier work from Week 2) • Drawings in pen or pencil depicting the local area and heritage. (taking ideas from the earlier drawing in weeks 3 & 4) • The addition of watercolours to add a monochromatic colour scheme to areas of the work inspired by Romek Marber. <p>Mono print - a type of printmaking where the intent is to make unique prints, that may explore an image serially. Other methods of printmaking create editioned multiples, the monoprint is editioned as 1 of 1.</p> <p>Monochromatic - Monochromatic colours are all the colours of a single hue. Monochromatic colour schemes are derived from a single base hue and extended using its shades, tones and tints.</p> <p><u>Week 10 & 11:</u> To be able to use digital editing software such as Pixlr to digitally manipulate and layer text in order to create a poster in the style of Romek Marber's book covers.</p>	<ul style="list-style-type: none"> - Graphic Design - Illustrator - Game Design - Web Design - Theatre Productions - Special Effects Make Up Artist - Art Therapist - Interior Designer
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	<ul style="list-style-type: none"> • Be able to use a filter to alter or enhance the artwork • To be able to change the colour scheme if needed. • Be able to position the image to the bottom 3rd of the paper • Be able to layer text (the place names) onto the top 3rd section. <p><u>Week 12:</u></p> <ul style="list-style-type: none"> • Be able to produce a range of outcomes in order to compare and contrast in your evaluation to select the best one. • To be able to show how your poster would look in the local area using a mock up. <p>Mock up - In manufacturing and design, a mock up, or mock-up, is a scale or full-size model of a design or device, used for teaching, demonstration, design evaluation, promotion, and other purposes. A mock up may be a prototype if it provides at least part of the functionality of a system and enables testing of a design.</p>	
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Meden School Curriculum Planning							
Subject	Art & Design	Year Group	9	Sequence No.	2	Topic	Hares (Ceramic Project)
Retrieval	Core Knowledge			Student Thinking			
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'			
<p>Knowledge of drawing:</p> <ul style="list-style-type: none"> • Proportion (shape, size) • Tone (Shading) • Detail & texture (mark making) • Continuous line or contour drawing. <p>Basic knowledge of mark making:</p> <ul style="list-style-type: none"> • Directional marks • Type of mark • Thickness of mark • Layering of marks <p>Understanding of colour theory:</p> <ul style="list-style-type: none"> • Warm/ cold colours • Harmonious • Complimentary • Primary & secondary <p>Basic knowledge & understanding of working with clay:</p> <ul style="list-style-type: none"> • Construction (slab & pinch pot) • Joining (slip & score) 	<p><u>Week 1& 2:</u></p> <p>Understanding of what a client brief is and what it is used for:</p> <ul style="list-style-type: none"> • White Post Farm have requested you to design and make a piece of artwork inspired by the hare. The piece of artwork will be for sale in their gift shop so will need to appeal to a large target audience of young people and adults. The artwork should be no larger than 30cm x 40cm. • Creative sector jobs like a photographer, architect, product designer, theatre set design and so forth all work for a customer or client who will have specific requirements for the artwork/ product. These need to be considered when coming up with ideas. <p>Be able to use warm up exercises to help build observational skills and help with drawing the hare accurately. For example, continuous line drawing or contour drawing.</p> <p>Be able to draw a hare using the correct shapes and proportions.</p> <p>Be able to use the grid method to help with proportions of a more sustained drawing of a hare.</p> <p>Proportions – refer to the size and shape of one element in relation the whole in order to create a realistic representation.</p>			<p>The client chosen for this unit is White Post Farm so they have a local connection. Discuss with students what other places in the area could be their client for this project.</p> <ul style="list-style-type: none"> • Willow Farm • Wheelgate • Chatsworth • Matlock • Blue Bell Dairy <p>Which one do they think is best and why?</p>			

<ul style="list-style-type: none"> Decorating (etch, carve & relief) <p>Retrieval Questions:</p> <p><u>Week 1 & 2:</u> Who is your client? What are they asking you to do? What does a hare look like? How can you check your drawing is in proportion? How do you apply tone to your drawing?</p> <p><u>Week 3 & 4:</u> What is texture? How do you draw texture?</p> <p><u>Week 5:</u> What is charcoal? How do you draw with charcoal? What are the similarities between charcoal and other drawing materials used?</p> <p><u>Week 6:</u> Who is Nichola Theakston and what are the key features of her work?</p> <p><u>Week 7 & 8:</u> What is an armature? What is an armature used for in sculpture? How do you construct a 3D model of a hare from clay? How do you create texture with clay?</p>	<p>Continuous line drawing – drawing without taking the pen or pencil off the paper. Used for contour drawing. A quick drawing method.</p> <p>Contour drawing – observing the shapes and outline of something. Not adding any shading or tone. Usually done as a continuous line drawing.</p> <p>Grid method – adding an equally sectioned grid on top of an image with a blank grid to draw onto. By focusing on a section at a time rather than the whole it can help with shapes, detail and proportions. A ruler can be used alongside the grid method to help with checking proportions.</p> <p>Be able to apply tone to a drawing to help it look more realistic and 3 dimensional.</p> <p>Tone – refers to the light and dark of something. Applied through the use of shading. If using a pencil through use of pressure control.</p> <p><u>Week 3 & 4:</u> To understand what the definition of texture is and how it can apply to drawing a hare (fur).</p> <p>Be able to use mark making to create different textures using a pen to draw with (lines, dots, cross hatch, scribbles). Realise that the closer the marks are together the darker the area will appear. (Builds on mark making covered in Year 7, Units 3 & 4)</p> <p>Be able to apply the mark making to a drawing of a hare. Using directional marks, a variety of marks and building up marks to create tone in order to add more realism and depth to the drawing. Students will be able to draw confidently in pen rather than pencil.</p> <p>Texture – refers to the feel or appearance of a surface. It can be smooth, bumpy, rough or fluffy.</p>	
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<p>What is a kiln used for?</p> <p><u>Week 9:</u> What colours are needed to paint a hare? Where do the darker shadows need to be? How do you mix brown?</p> <p><u>Week 10:</u> Who is Sarah Weyman and what are the key features of her work?</p> <p><u>Week 11 -13:</u> What are the key features of Sarah Weyman's work? How can you replicate her style? What is meant by mixed media?</p>	<p>Mark Making – using small marks or lines to build up detail or texture in a drawing.</p> <p><u>Week 5:</u> Be able to apply their drawing skills to using charcoal. Understand that they can create different tones with the charcoal by smudging it or combining it with white chalk. Understand they can also layer mark making to create texture and detail.</p> <p>Charcoal - Charcoal is one of the oldest drawing materials, dating back nearly 30,000 years. Charcoal is made from twigs of willow or vine that have been heated at a high temperature in an enclosed vessel without oxygen. https://www.metmuseum.org/about-the-met/collection-areas/drawings-and-prints/materials-and-techniques/drawing/charcoal</p> <p><u>Week 6:</u> Be able to know who the artist Nichola Theakston is and the key features of her work:</p> <ul style="list-style-type: none"> • Nichola Theakston studied fine art at Exeter (1986 – 89) and ceramics at Cardiff College of Fine Art & Design (1990). Since graduating Nichola has established herself as one of Britain's foremost wildlife sculptors. • Typically coil or slab built constructions. Work is often at risk during construction and the resulting fragility is integral to both concept and aesthetic. • Before starting a sculpture she will draw or make quick maquettes in clay. Drawing allows for a fresh and colourful expression and will often add another dimension to the 3d work. As an artist she is trying to find ways to capture this initial freshness and spontaneity in a finished piece whilst giving equal consideration to understanding form and proportion. 	
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	<p><u>Week 7-8:</u></p> <p>To be able to construct a 3D model of hare using clay, inspired by the work of Nichola Theakston:</p> <ul style="list-style-type: none"> • To know what is meant by an armature and to use a paper armature as a starting point on which to mould the clay to. • Be able to use the slab method to create a Hare bust or full figure sculpture. • To be able to create texture in the clay using mark making, either using tools or by hand. • To consider proportions of the hare in order to create a realistic model. <p>To understand the clay process of drying out and the purpose of the kiln.</p> <p>Armature - In sculpture, an armature is a framework around which the sculpture is built, when the sculpture could not stand on its own. This framework provides structure and stability, especially when a plastic material such as wax, newspaper or clay is being used as the medium.</p> <p><u>Clay techniques:</u></p> <p>Slab technique – a flat, rolled out piece of clay that can then be shaped and added to. Ideal for relief work or the start of a mask or plaque.</p> <p>Carve – To remove sections of clay.</p> <p>Etch – To scratch into or draw into the clay to add detail.</p> <p>Relief (adding) – to attach pieces of clay to build up areas.</p> <p>Score & Slip – When attaching 2 pieces of clay together both pieces need to be scored and then water applied to create slip and stick them together.</p> <p>Press – materials can be pressed into the clay to create texture or a patterned surface, such as foil or lace.</p> <p>Kiln – A thermally insulated chamber, a type of oven, that produces temperatures sufficient to complete some process, such as</p>	
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	<p>hardening, drying, or chemical changes. Kilns have been used for millennia to turn objects made from clay into pottery, tiles and bricks. Ours is over in DT.</p> <p><u>Week 9:</u> To be able to use watercolours to effectively paint their clay sculpture:</p> <ul style="list-style-type: none"> • Be able to identify where the lighter and darker areas need to be and apply correctly. • To be able to mix appropriate colours for the hare. <p>Brown is mixed using all 3 primary colours (red, yellow and blue).</p> <p><u>Week 10:</u> Be able to know who the artist Sarah Weyman is and what the key features of her work are:</p> <ul style="list-style-type: none"> • Sarah is a self taught artist based in a picturesque Hamstone village in rural Somerset. • The true focus of the painting is not necessarily in the shape of the rabbit, but the artist's ability to integrate a variety of shapes, patterns, and colours to create an emotional piece. Even the bleeding of the watercolour, the wavy whiskers and the patterns that go beyond the bounds of the figure act to develop character and unity. • Paints in a loose, spontaneous style & makes as much use of colour as she possibly can. <p><u>Week 10-13:</u> For students to be able to replicate Sarah Weyman's style in their own study of a hare:</p> <ul style="list-style-type: none"> • Student's initial drawing will be in proportion and placement on the page will be considered. • Students will show an understanding of using mixed media through use of layering collage, watercolours and pens. • Students will consider colour schemes and use of harmonious colours. 	
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	<ul style="list-style-type: none"> Students will identify and be able to work in a similar loose application of watercolours used by Sarah Weyman. Students will be able to recognise natural form motifs and include them within their work to add detail. 	
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Meden School Curriculum Planning							
Subject	Art & Design	Year Group	9	Sequence No.	3	Topic	Graphic Illustration
Retrieval	Core Knowledge			Student Thinking			
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and ‘do something about them!’			
Knowledge of drawing: <ul style="list-style-type: none"> Proportion (shape, size) Tone (Shading) Detail & texture (mark making) Continuous line or contour drawing. Basic knowledge of mark making: <ul style="list-style-type: none"> Directional marks Type of mark Thickness of mark Layering of marks Understanding of colour theory:	<u>Week 1:</u> Show an understanding of what the client brief is and what is asking them to do: CLIENT BRIEF: The outdoor activity centre Extreme Positivity wants to publicise its sports activities to young people to promote the importance of ‘Health and Exercise’. It aims to build self-confidence and health and fitness through a range of products, targeting an audience of 11–16 years old. The company would like you to design an image or artwork for a billboard. <u>The final response must:</u> <ul style="list-style-type: none"> use images or language appropriate for the audience celebrate being active to build self-confidence 			Why is eating healthy and staying active important? What is eating healthy? <ul style="list-style-type: none"> Balance and moderation Looking after your body but also mental wellbeing (social aspect of exercise). Not becoming obese, minimising risks of long term illnesses like diabetes. If hand sanitiser can be used as an art material what other unusual things can art be made from? Raise awareness that art can be made from anything and you don’t need to have access to expensive art materials and equipment. <ul style="list-style-type: none"> Spices like turmeric and beetroot juice. 			

<ul style="list-style-type: none"> • Warm/ cold colours • Harmonious • Complimentary • Primary & secondary <p>Basic knowledge of mixed media.</p> <p>Basic knowledge of mono-printing.</p> <p>Retrieval Questions:</p> <p><u>Week 1:</u> Who is your client? What are they asking you to do? What is a billboard?</p> <p><u>Week 2:</u> How do you draw in pen? What does hand sanitiser do to your work?</p> <p><u>Week 3 & 4:</u> Who is Alex Williamson and what are the key features of his work? How do you structure an artist analysis? What do you need to remember when doing an extended piece of writing?</p> <p><u>Week 5 & 6:</u> How can you replicate Alex Williamson's work?</p>	<ul style="list-style-type: none"> • promote 'Health and Exercise'. <p><u>Week 2:</u> Be able to draw effectively using blue biro to record the theme of the project:</p> <ul style="list-style-type: none"> • Correct proportions have been used. • Wide range of tone has been used and correctly placed. • Mark making has been used to add detail and texture. <p>To be able to experiment with unusual materials to develop their drawing, like gel hand sanitiser. Students will learn that the sanitiser makes the pen bleed so softer tones can be achieved. Students can explore a range of pens to see which ones work best, like black or blue biro and fine liners.</p> <p><u>Week 3 & 4:</u> Be able to know who the artist Alex Williamson is and recognise the key features of his work:</p> <ul style="list-style-type: none"> • Born in England in 1973 and now lives and works as an illustrator" and Graphic Artist in London. He has a BA Graphic Design (printmaking) from Leeds Metropolitan University and an MA in Communication Design from the RCA. Alex creates original artwork using cut-out, collage and print techniques, combining found materials, drawing and photography. His work is concerned with experimental graphic process, fiction and narrative. • Alex works on a wide range of commercial commissions and projects in the publishing, corporate, editorial and advertising sectors as well as producing and exhibiting personal experimental work. He also lectures in Design for Interaction and Moving Image on the Graphic Design BA at the London College of Communication. <p>Be able to analyse his work and write an extended piece of writing about him and his artwork:</p>	<ul style="list-style-type: none"> • Found surfaces like boxes or envelopes to draw onto.
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<p><u>Week 7:</u> Who is Andreea Robescu and what are the key features of her work?</p> <p><u>Week 8 – 12:</u> How do you create a meaningful, informed and skilful outcome?</p>	<p>Form - describe the work including colours, textures, layout, size etc. Process – Identify how the work is made, including materials and processes. Content – Explain what the work is about and what the artist is inspired by. Context – Recognise that there might be things in the period of time or that place that effect the artists work. Opinion – being able to explain if they like or dislike the work. Links – Consideration to why they are looking at this particular artist for this project. Impact – Consider what ideas they can take from the artist to try in their own work.</p> <p>Be able to recognise that paragraphs should be used to structure the writing and spelling, punctuation and grammar should also be checked to ensure a high quality piece of writing.</p> <p><u>Week 5 & 6:</u> To be able to replicate the artist’s work to show a deeper understanding of the key features:</p> <ul style="list-style-type: none"> • Limited colours • Text • Drawing • Areas of collage or block colour • Layering • Mark making <p><u>Week 7:</u> To know who the artist Andreea Robescu is and the key features of her work:</p> <ul style="list-style-type: none"> • a contemporary multidisciplinary artist based in Barcelona. • Her art breaks the boundaries of how the body and facial features are illustrated through photography in the fashion industry and by using a more relaxed and fun way of looking at things she expressed and embraced the human sexuality in a playful and empowering way. 	
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	<ul style="list-style-type: none"> • Bold colours and abstract shapes play a big part of Andreea's work. She's creating powerful visuals using everything from markers to acrylics, pencils and ink, sometimes even her bare hands making the whole process a very personal one. Her energetic illustrations attracted the eye of various global brands and publications. <p><u>Week 8-12:</u> Be able to respond to the client brief and to produce an informed, meaningful and skilful outcome:</p> <p>Informed</p> <ul style="list-style-type: none"> • You have used ideas from the 2 artists looked at earlier in the project. • Your work replicates the shape and scale of a billboard. <p>Meaningful</p> <ul style="list-style-type: none"> • You have shown a sport activity • Your work builds self confidence • Your work celebrates being active • You have promoted being healthy and active • Your work appeals to 11 -16 year olds. <p>Skilful</p> <ul style="list-style-type: none"> • You have used all your materials effectively and consistently by using the correct proportions, adding tone, using mark making to add detail and texture. • There has been consideration to your colour scheme. • You have layered your materials well. • Your outcome has been well thought out and is balanced. 	
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