

## The Warriner School Subject Curriculum Map

Subject: Art	Year Group: Y9	Unit: Birds/Wild art
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> <li>To know what tone is and how to use tone and shading in their drawing</li> <li>To know how to create a biro drawing</li> <li>To know what a mono print is and be able to create a mono print</li> <li>To know the techniques that John Shaw uses and know how to use a wide variety of media and experimental techniques to create an image inspired by him</li> <li>To know how to use a variety of media and experimental techniques to create an image inspired by Kup Kup Land</li> <li>To know how to select colour combinations for their artwork</li> <li>To know how to use colour blending, mixing and overlays of colour in their drawing</li> <li>To know the work of Jon Shaw, Mark Powell and Kup Kup Land and be able to discuss using appropriate vocabulary</li> </ul>		
<p>Context for study: Students will go through the process of creating a biro drawing and a monoprint. These will be used to create artist inspired artwork using a variety of techniques including staining, painting, wax resist, collage, drawing and tessellation collage. Although many of them will have used some of these techniques before we will be building onto them encouraging students to create multi-layered artwork that stems from their initial drawings and develop using an artist's style. This will help to formulate their understanding of what GCSE Art is.</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <ul style="list-style-type: none"> <li>To know that tone, shading and mark making can be used to create detailed drawings</li> <li>To know that biro can be used to create detailed drawings through use of mark making and shading</li> <li>To know that the artist Jon Shaw creates artwork that uses realistic colours in a nonrealistic way</li> <li>To know that watercolour and resist techniques can be used to create interesting art effects</li> <li>To know how to use mark making when using paint to create different types of marks</li> <li>To know that monoprinting can be used to create detailed drawings through use of mark making and shading</li> <li>To know that drawings can be used to build artwork in the style of other artists</li> <li>To know that Kup Kup Land uses carefully considered colour combinations in their artwork</li> <li>To know that the use of own opinions, ideas and evaluations is important when writing about artists.</li> </ul>		
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> <li><i>Students not understanding what the techniques are.</i></li> <li><i>Students not understanding how to mix colours</i></li> <li><i>Feedback given to ensure students know how to improve</i></li> <li><i>Individual direction</i></li> <li><i>Use of exemplar material to help students visually to understand expectations</i></li> </ul> <p><i>Demonstrations of techniques in lessons</i></p>	<p>Literacy and Oracy development opportunities:</p> <ul style="list-style-type: none"> <li><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></li> <li><i>Vocabulary associated with the formal elements of line and tone</i></li> <li><i>To understand tier 2 vocab when looking at others' art</i></li> <li><i>Modelled writing</i></li> <li><i>Encourage students to answer in full sentences</i></li> <li><i>Ensure students are writing in sentences when evaluating</i></li> </ul>	



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Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

- *Baseline test drawing of a birds*
- *Assessment of Ao1, Ao2 and Ao3*
- *Use of exemplar material*

*Final pattern created using the initial drawings. Their understanding of the application of materials and the order in which this is done is key to success, being able to select appropriate colour combinations and using their collage to create their own artwork in the style of these artists.*