TOPIC OVERVIEW DOCUMENT

YEAR 9 ART - Anatony– Print, Draw, Paint

TOPIC OVERVIEW:

In this unit you will study Building on from basic mono and drypoint printing in the year 8 curriculum we will develop our understanding and skills in mixed media and layer printing exploring colour and pattern drawing inspiration from Christina Dervin. From Linework skills in print we will transfer to drawing media, drawing inspiration from Leonardo Da Vinci and the Renaissance period, with a focus on accuracy proportion and documenting realism when recording observations. Moving on to colour work we explore the brand 'The forest cloak' exploring and experimenting with their techniques layering and blending in water colour and combining pen and mark making methods examined when studying Da Vinci.

Your previous studies with print making, drawing techniques and colour application in both year 7 and 8 will support your learning in this topic as you will build on this prior learning in a more detailed and complex manner.

This study will also come in useful when you study any form of print making, drawing or painting in GCSE or A level art.…

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Print Ink Layout Shape Line Tone Cells Water colour	Anatony Monoprint, Dry point, Composition Proportion Realism Renaissance Mark making Cross hatching Delicate Water colour	To be able to explain the following through discussion, writing or visually: How to Analyse artists work discussing thoughts ands and ideas How to set out a drawing How to record shape and line How to look at size and proportion How to create tone in a range of different media A range of mark making techniques - Cross hatching, stippling, lines, dots What the Renaissance period was How to apply and layer water colour	To create Sketchbook pages and pieces in response to artists To create drypoint prints To draw recording shape, line and tone How to plan and set out a drawing How to use Pencil and biro to create detailed drawings with accurate shape, line and Proportion To apply mark making to record detail and texture How to layer and blend water colour to record delicate details

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Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Checkpoint 1: **Printmaking** - Artist Research and Response- Christina Dervin mono printing and layering colour and composing page, layering media and text. considering composition and format, Showing understanding through analysing and annotation. Responding to artists visually through own pieces	• Practical • In sketchbook - Responses - the outcomes - understanding visual language	• Create sketchbook pages considering composition and colour choices etc in response to title and Artists work • Recording line, shape & fine details in printmaking • Use colour to show understanding • Understand definitions of Tier 2 and 3 vocab - you use correct artistic language and can apply to your own artist process.
Checkpoint 2: **Drawing** - Artist Research and Response- Da Vinci Creating artist research pages considering composition and format, Showing understanding through analysing and annotation, Visual understanding of drawing & Da Vinci - Through line and Shape, Tone, detail and texture & Mark Making.	• Practical • In sketchbook - Responses - the outcomes - understanding visual language	• Create sketchbook pages considering composition and colour choices etc in response to artist • Students can use imagery to create a range of pieces - recording line and shape, tone, detail aiming for realism and accuracy • Understand definitions of Tier 2 and 3 vocab - you use correct artistic language and can apply to your own artist process.
Checkpoint 3 **Water Colour and Pen.** The Forest Cloak: Creating artist research pages considering composition and format, Showing understanding through analysing and annotation. Line and shape and mark making in fine liner to record detail and texture. Application of colour and water colour to create tonal range	• Practical • In sketchbook - Responses - the outcomes - understanding visual language	• Create sketchbook pages considering composition and colour choices etc in response to artists • Use imagery to create a range of pieces - recording line and shape, tone, detail aiming for realism • Apply water colour by layering and blending to record imagery

		• Understand definitions of Tier 2 and 3 vocab - you use correct artistic language and can apply to your own artist process. •

Milestone assessment:

What does your assessment look like?

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Assessment in Art

Students are assessed in these key areas:

- To analyse and evaluate - your own work the work of artists
- To explore a range of techniques and media - such as print making, pencil and pen
- To record observations & ideas - Planning pieces and drawing from observation
- To develop creative responses - Creating pieces that show skills in line, shape and tone

You will plan your assessment pieces based on the skills and techniques you have learnt in each milestone, making decisions on composition and media choice - creating the art you like to make.

Students receive a **Current Working Practice (CWP)** grade: *Exceptional, Highly Developed, Consistent,* or *Developing.*

Students are assessed in these key areas:

- To analyse and evaluate - your own work the work of artists
- To explore a range of techniques and media - such at Lino, screen& object printing - alongside photography
- To record observations & ideas - Planning pieces and recording observations through print and photographs
- To develop creative responses - Creating pieces that show skill and knowledge in outcome

This milestone your work will be assessed holistically, reviewing the work that you have produced over this milestone.

They also receive a **colour indicator** showing how they are performing against their target (based on KS2 data):

- **A – Amber**
- **G – Green**
- **P – Purple**

In this milestone you will be assessed

You will have 1 lesson, and homework if you need to plan and prepare your idea. Then 1 lesson and homework to complete your piece.

How can I **achieve** in this topic?

- Use excellence models of previous students work as a goal for yourself

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• Watch teacher demonstrations and use the videos we post to support you • Respond to feedback comments to improve your sketchbook and pieces • Give our views and opinions when you analyse and evaluate - go into detail. •	