TOPIC OVERVIEW DOCUMENT

YEAR 9 ART - Anatony– Photography, 3D & Choice

TOPIC OVERVIEW:

We will work on your ipads to create digital sketchbooks. We will explore still life and material reaction photography to drawing inspiration from the photographers Alexia Sinclair or Klari Reis. Ceramic skills from year 7 will be revisited and built upon learning how to create 3d vessels using thumb and slab pot construction techniques inspired by the brand 'weird and wonderful' ceramics.
After studying a wide range of artists and media throughout KS3 you will move on to research and source an artist of your choice whose work is inspired by anatomy. We will then explore the artist's media and methods creating work in response to them. Allowing and encouraging personalisation and own artist flair.

Your previous studies with photography and ceramics in 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 ceramics or photography later in your art education. Moving into GCSE and A level art personal choice and individually becomes a much heavier focus, this unit gives you a taste of that approach.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Photography, Light, Camera, reaction time Clay Manipulate Personal meaningful	**Still life** Three dimensional Ceramics Slab pot Thumb pot Slip glaze	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 up a photoshoot How to take photographs successfully How to edit photographs How to build and glaze ceramic structures How to select and artist and how to respond to their work	Taking photographs inspired by the photographers work Using editing to change and manipulate Constructing 3d ceramic vessels Glazing Selecting artists that interest you Creating working inspired by your chosen artist

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**

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Checkpoint 1: Photography Alexia Sinclair or Klari Reis: Taking original images , Creating a digital sketchbook to record and document, responding to photographers work. Using editing to respond to a photographer, documenting through screenshots. Edits and reflection annotation	• Practical • Digital slides - Responses - the outcomes - understanding visual language	• Create digital sketchbook pages considering composition and colour choices etc in response to title and Artists work • Taking original photographs • Using editing techniques to change and manipulate • Understand definitions of Tier 2 and 3 vocab - you use correct artistic language and can apply to your own artist process.
Checkpoint 2: Ceramics - Weird and wonderful - Creating artist research pages considering composition and format, Showing understanding through analysing and annotation. Creating artist research pages considering composition and format, Design ideas and planning pieces. Making Ceramic pieces including making and glazing	• Practical • In sketchbook - Responses - the outcomes - understanding visual language	• Create sketchbook pages considering composition and colour choices etc in response to artist • Planning own Ceramic pieces • Making and constructing vessels • Understand definitions of Tier 2 and 3 vocab - you use correct artistic language and can apply to your own artist process.
Checkpoint 3 Selection of own artist - response in visual and written analysis. Creating artist research pages considering composition and format. Creating pieces inspired by the artists selected	• Practical • In sketchbook - Responses - the outcomes - understanding visual language	• Create sketchbook pages considering composition and colour choices etc in response to the artist • Create a piece inspired by their work • Understand definitions of Tier 2 and 3 vocab - you use correct artistic language and can apply to your own artist process. •

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Milestone assessment:

What does your assessment look like?

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
- 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.
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