



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>JAPANESE ART AND CULTURE</p> <p>(NB Each teacher to use each learning programme as a guide. To be adapted to suit creative interests and to encourage new project ideas and further motivate the students)</p> <p>Zen painting</p>	<p>To develop accuracy and presentation.</p> <p>To learn about Japanese culture and Zen paintings.</p> <p>To be able to create an individual interpretation of a Zen painting and add media in Japanese style.</p>	<p>Scroll</p> <p>Zen</p> <p>Samurai</p> <p>Bushido</p> <p>Personal style</p> <p>Fixative</p>	<p>Introductory task to recap on drawing and design skills developed during Year 8. Drawing of a Japanese image with the focus on accuracy and use of attractive lines and mark-making. Study and discuss facts about Zen paintings.</p> <p>To create original version of a Zen landscape using a combination of ink, chalk and charcoal. To be Zen like in the approach to painting with ink.</p> <p>Study and discuss the history of the Samurai warrior and in particular the Bushido</p>	<p>Year 8 Half Term One—Drawing skills</p> <p>Other cultures</p>	<p>Equipment list: Pencils (HB and 2B), eraser, sharpener, ruler, pencil crayons.</p> <p>Theme research—Japanese Art and culture.</p> <p>Samurai warrior drawing in students chosen media. Aim for accuracy initially and potentially their personal interpretation. Therefore, developing a personal style.</p>
<p>Acrylic paint</p>	<p>To be able to use a wide variety of acrylic paint techniques.</p> <p>To learn how to experiment using acrylic paint.</p> <p>To learn how to create realistic 3D effects by blending and painting using acrylic paints.</p>	<p>Stippling</p> <p>Dry brush</p> <p>Blending</p> <p>Tints and shades</p> <p>Colour associations</p> <p>Coloured ground</p> <p>Blocking in</p> <p>Taking risks</p>	<p>AFL folders handed out and labelled, AFL system explained. Seating plan/groups finalised. Self and peer informal assessment of drawing skills.</p> <p>Discuss facts about Japan and its culture. Focus on the relevance of the Koi fish.</p> <p>Experiment using acrylic paint and discovering the different qualities of different types of paint. Taking risks. Produce a detailed acrylic painted Japanese inspired piece. Main focus being to be able to blend.</p>	<p>Year 8 Half Term Two—Poster paints</p>	<p>Koi fish drawing and developed by blending pencil crayons.</p>



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<p>JAPANESE ART AND CULTURE</p> <p>Drawing skills and techniques</p>	<p>To develop observational drawing skills.</p> <p>To learn how to crop and select to create an attractive and well-balanced composition.</p>	<p>Cropping</p> <p>Balance</p> <p>Form</p> <p>Movement</p> <p>Organic shape</p> <p>Proportion</p>	<p>Learn how to create an observational drawing over a more sustained period of time. Aim to include detail and tone and 3D effects. Focus on pencil and pencil crayon techniques.</p> <p>Observational drawing test – coach students through the drawing. To draw Japanese style masks.</p>	<p>Year 8 Half Term One—Observational drawing</p> <p>Year 8 Half Term Two– Colour blending</p>	<p>Observational drawings.</p>
<p>Other media</p> <p>And New media</p>	<p>To develop the use of other media</p> <p>To use a range of media to develop/enhance drawing skills</p> <p>To design and develop a final piece using new media.</p> <p>To be inspired by Critical Studies resources whilst developing a project.</p>	<p>Originality</p> <p>Design</p> <p>Composition</p> <p>Rendering</p> <p>Speed-sketches</p> <p>Developments</p> <p>Final plans</p>	<p>Year 7 and 8 course review to evaluate areas to focus on this year.</p> <p>Development of other Japanese inspired outcomes using the media that each class needs to develop.</p> <p>Produce work based on Japanese art and culture. Some students to work in groups.</p>	<p>Year 8 Half Term Two—More media studies</p>	<p>Planning and designing. To create a design plan for their individual projects.</p>
<p>Project review and consolidation of outcomes</p>	<p>To learn how to review, refine and modify outcomes.</p>	<p>Refine</p> <p>Review</p> <p>Modify</p>	<p>Students assess outcomes, make improvements, select and mount.</p> <p>Group crit.</p>	<p>Review drawing skills</p>	<p>Own choice personal studies. Select an object or image to draw. Aim to demonstrate as many of the drawing skills learnt during their Year 7 and 8 course.</p>



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<p>POPULAR IMAGERY</p> <p>(NB Each teacher to use each learning programme as a guide. To be adapted to suit creative interests and to encourage new project ideas and further motivate the students)</p>	<p><u>Media to include during this project</u>: -Lino printing (2 colour process). Media the pupils need to experience (areas that have not already been covered or areas they need to revisit). Teachers' choice of media. New media if possible to create a more varied curriculum.</p>		<p>OPTION TALKS TO TAKE PLACE DURING THIS PROJECT. Explain the content of the course. Show examples of GSCE work. Q&A sessions.</p>		
<p>Drawing skills</p>	<p>To build on drawing skills already covered in preparation for GSCE course.</p> <p>To create drawings as starting points for the development of a project.</p>	<p>Repetition</p> <p>Images and icons</p> <p>New culture</p> <p>Dynamic</p> <p>Eye-catching</p> <p>Powerful</p> <p>Striking</p>	<p>Observational drawing in appropriate media to suit objects chosen to draw.</p> <p>Secondary source research and drawing in a range of media.</p>		<p>Secondary source drawings</p> <p>Observational still life drawings</p>
<p>Critical studies discussions and presentations</p>	<p>To be able to analyse and understand critical studies images.</p>	<p>Pop Art</p> <p>Mass production and advertising</p> <p>The masses</p> <p>Elitist</p> <p>Street Art</p>	<p>Group discussion based on critical studies – artist and theme related images.</p> <p>To use Critical Studies knowledge to inform designs and plans based on popular imagery.</p>		<p>Theme research</p> <p>Personal research</p>



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<p>POPULAR IMAGERY</p> <p>Logos</p>	<p>To understand the importance of research, design and marketing when designing a logo and corporate identity.</p> <p>To study logos and breakdown the shape of logos in order to develop original designs.</p>		<p>Group discussions and analysis of logos. Aim to consider the connections with Pop Art.</p> <p>Create an original and organic design inspired by the pupils Pop Art compositions and logo shapes.</p>		<p>Further drawing tasks</p>
<p>Lino cutting</p>	<p>To understand the printing process in order to make informed decisions when developing an original design for a lino cut.</p> <p>To learn how to cut using a lino tool in order to create a lino block.</p> <p>To compare and understand different printing methods.</p>	<p>Impression</p> <p>Incise</p> <p>Textile print</p> <p>Brick format</p> <p>Wood cut</p> <p>Relief printing</p> <p>Etching</p> <p>Lithograph</p>	<p>To consolidate research and drawings to create a clear design plan for lino cutting.</p> <p>To draw on the lino. Practice cutting. Cut lino to create lino block.</p> <p>To produce a quick wax crayon rubbing from the lino block to evaluate the cuts and determine if more detail is needed.</p>		<p>Annotated design sheet</p> <p>Secondary source drawings</p>
<p>Lino printing</p>	<p>To be able to realise designs during lino printing.</p> <p>To understand how this relates to printing in the textiles industry.</p>		<p>Print first colour. Carefully chose colour combination—background paper and printing ink.</p> <p>Analyse print and add more detail (cuts) to the lino block.</p> <p>Print second time.</p>	<p>Year 8 Half Term 2 Monoprinting</p>	<p>Personal studies.</p>



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<p>PERSONAL PROJECT</p> <p>Could include group work and possibly 3D work.</p>	<p>Teacher and pupils to work out any gaps in learning and focus on those during a personal project developed by the pupils.</p>		<p>Discuss and evaluate the KS3 course so far.</p> <p>To develop a small project individually or in groups. Aim to focus on the areas they need to develop further.</p>		<p>Critical studies research</p> <p>Annotated plans</p> <p>Drawing to support the project.</p>
<p>Further preparation for the GCSE course.</p>	<p>To further develop drawing skills.</p> <p>To learn how to manipulate and experiment whilst using new media.</p> <p>To learn how to work independently.</p> <p>To build up knowledge and understanding of a wide range of contemporary art and other art styles/genres.</p>		<p>Observational drawing skills – teacher to coach students.</p> <p>Observational drawing test.</p> <p>New media – increase knowledge and experience of a wide range of media.</p> <p>Critical studies discussions and presentations.</p>		<p>Personal studies</p>