



Alcester Academy Curriculum Planning: Key Stage 4

Department: Art		Year Group: 9				
Term	Topic/ subject	Assessment Objectives	Knowledge	Skills	Literacy, numeracy and SMSC opportunities	Final assessment task and title
Autumn 1	Conflict	1, 2 &3	<ul style="list-style-type: none"> - What conflict is? - The effects of conflict upon society. - Current affairs. - Historical events. - Students develop knowledge of the world around them. 	<ul style="list-style-type: none"> - Research skills, reading into their chosen areas of focus and adding to any information provided by staff – developing knowledge. - Learning to physically manipulate photographs and consider composition and presentation 	SMSC – diversity, world-wide events. The effects of religious and political differences. Use of subject-specific vocabulary, key words and terminology. Use of newspapers, the internet, 'The Day' website to prompt discussion.	<p>Creation of title page and a series of research pieces, focusing upon chosen conflicts and their connected city.</p> <p>Use of photography and mixed media to challenge presentational skills.</p>
Autumn 2	As above	1-4	<ul style="list-style-type: none"> - The effects of conflict upon society. - Current affairs. - Historical events. - Students develop knowledge of the world around them. - What conflict is? 	<ul style="list-style-type: none"> - Learning to compose photographs - Research of war artist's work and style e.g key words, appreciation, annotation etc. - Students develop photography skills and begin to explore digital manipulations - Incorporation of appropriate literature. 	Literacy through war poetry and/or memorial inscriptions. The work of other artists.	Composition to explore layering, physical manipulations and digital manipulations
Spring 1	Conflict & Remembrance	1-4	<ul style="list-style-type: none"> - How conflict is remembered and respected. - Studying war memorials and understanding their importance. - Students will personalise their approach and investigate the use of literacy within remembrance through war poetry or memorial inscriptions. 	<ul style="list-style-type: none"> - Research skills – knowledge of war memorials around the world and specific focus on selected war memorial - Own photography or selection of images. - Incorporation of appropriate literature. 	Literacy through war poetry and/or memorial inscriptions.	War memorial piece incorporating knowledge of the project so far and investigations of remembrance.
Spring 2	As above & <i>Family History Project - What has War got to do with</i>	1-4	<ul style="list-style-type: none"> - Self-led investigation to develop students' knowledge of their own family history exploring any connections students have with war. 	<ul style="list-style-type: none"> - Develop investigative skills, speaking to family members about project. - Drawing links between families and wars. - Presenting information discovered 	Literacy through war poetry and/or memorial inscriptions.	Family history project.



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	<i>me?</i>			<ul style="list-style-type: none"> - Incorporation of appropriate literature. 		
Summer 1	Conflict	1-4	<ul style="list-style-type: none"> - How conflict is remembered and respected. - Studying war memorials and understanding their importance. - Students will personalise their approach and investigate the use of literacy within remembrance through war poetry or memorial inscriptions. 	<ul style="list-style-type: none"> - Research skills – knowledge of war memorials around the world and specific focus on selected war memorial - Own photography or selection of images. - Incorporation of appropriate literature. 	Literacy through war poetry and/or memorial inscriptions.	
Summer 2	Conflict & Final Piece	1-4	<ul style="list-style-type: none"> - How conflict is remembered and respected. - Studying war memorials and understanding their importance. - Students will personalise their approach and investigate the use of literacy within remembrance through selected war, family history discoveries or memorial inscriptions. 	<ul style="list-style-type: none"> - Concluding all knowledge to compose final outcome. - Presenting information - Incorporating family history project where appropriate. 	Literacy through war poetry and/or memorial inscriptions.	Final piece incorporating knowledge of the project so far and investigations discovered.