Alcester Academy Curriculum Planning:

Department: ART	**Year Group: 9**						
Term	Topic/ subject	Assessment Objectives	Knowledge acquisition	Skill building ***Intent***	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Conflict	1,2,3	What conflict is. The effects of conflict upon society. Current affairs. Historical events. Students develop knowledge of the world around them.	Research skills, reading into their chosen areas of focus and adding to any information provided by staff. The use of a variety of materials and processes.	**Literacy** Use of subject-specific vocabulary, key words and terminology. Use of newspapers, the internet, 'The Day' website to prompt discussion. SMSC – diversity, world-wide events. The effects of religious and political differences.	Written feedback and responses to drive further development. Creation of title pages and a series of research pieces, focusing upon chosen conflicts and their connected city. Use of mixed media to challenge drawing and presentational skills.	**Support** - TA support if needed. Use of the projector to aid accuracy. Photography is introduced to remove the pressures of technical challenge if needed. **Challenge** - larger scale pieces, introduction of more challenging media e.g. acrylics on canvas/MDF.
Autumn 2	Conflict	1,2,3,4	Which cities have been/are affected by conflict? How? What are the characteristics of these cities? How have they changed?	Use of mixed media and biro drawings, focusing upon use of tone and showing knowledge through the incorporation of well-considered images and information.	**Literacy** Research, information and annotation of ideas and knowledge. Quizzing tasks e.g. the Spanish Civil War and Picasso's 'Guernica' **Social** – diversity, world-wide events. The effects of religious and political differences. The reason(s) for conflict and their impacts. The change of cities since conflict.	Creation of research pieces, focusing upon chosen conflicts and their connected city. Use of mixed media to challenge drawing and presentational skills.	As above. Written responses can be supported and challenged through assessed knowledge.

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Spring 1	Conflict	1,2,3,4	How conflict is remembered and respected. Students will personalise their approach and investigate the use of literacy within remembrance through war poetry or memorial inscriptions.	Research of focus, photography or selection of images. Incorporation of appropriate literature. Designs for final outcomes. Research of artists' work and styles. Self-led family history-based research project. 'What's war got to do with me?'	**Literacy** Literacy through war poetry and/or memorial inscriptions. Interviewing family members, focusing upon spoken word, written records, photography. Questioning and sifting through information. **Social** - Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work? Family history research. **Cultural** – Explore ideals and purpose of memorials. What symbolism is involved?	Final piece incorporating knowledge of the project so far and investigations of remembrance. Creation of on-going homework task – 'What's war got to do with me?' AfL to provide feedback for further development.	**Support** - TA support if needed for the family history project. **Challenge** - More advanced and sophisticated research encouraged. Presentation of research challenged.
Spring 2	The City	1,2,3,4	What makes a city? What are the individual characteristics of a city? Students explore a chosen aspect of the city.	Research skills, looking at areas of focus within the city and adding to any information/guidance provided by staff. The use of a variety of materials and processes.	**Literacy** Use of key words and vocabulary. Annotation to show knowledge of city characteristics. **Social** - Study of chosen areas of the city. Investigation of social characteristics and issues. **Cultural** – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	Creation of research pieces, focusing upon chosen aspects of the city. Use of mixed media to challenge drawing and presentational skills.	**Support** - TA support if needed. Use of the projector to aid accuracy. Photography is introduced to remove the pressures of technical challenge if needed. **Challenge** - larger scale pieces, introduction of more challenging media e.g. acrylics on canvas/MDF.
Summer 1	The City	1,2,3,4	Students continue to explore a chosen aspect of the city, focusing upon their opinions, experiences and	Research skills, reading into chosen areas of focus and adding to any information/advice gained from staff.	**Literacy** Use of key words and vocabulary. Annotation to show knowledge of city characteristics.	Study pieces, annotation and final outcomes. AfL through verbal and targeted written comments,	**As above**

			encouraged use of their own photography. Links to other artists and photographers made.	The use of a variety of materials and processes. Links to the work of other artists to support ideas and developments. Study drawings/paintings, using the characteristics of chosen artists' styles as focus. These drive final outcomes at different stages of the project.	Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. **Social** - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work? **Cultural** – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	prompting responses to drive next steps.	
Summer 2	The City	1,2,3,4	Final outcomes produced at appropriate stages of the project during this half term. Each point is personalised and links with the student's portfolio. Students continue developing their pathways following AfL and other intervention/guidance from staff and peers.	As above	As above	Final outcomes	As above