

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn Half Term 1</b>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>- Baseline assessment</li> <li>- Research skills</li> <li>- pencil skills</li> <li>- Facial portrait</li> </ul>	<b>Key topic test – pencil sketched facial portrait</b>  All other pieces receive verbal and self / peer reflection	The SoW in Year 9 start to build the links and skills needed for GCSE study. This project also builds upon the skills taught in Years 7 & 8.	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> </ul>
<b>Autumn Half Term 2</b>	<b>Expressive Portraiture</b> <ul style="list-style-type: none"> <li>- Portraits in different styles and mediums</li> </ul>	<b>Key topic test – expressive portrait</b>  All other pieces receive verbal and self / peer reflection	This is a more difficult artistic concept to grasp and so it is taught when the pupils have more maturity and skills.	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> </ul>
<b>Spring Half Term 3-4</b>	<b>Disco Balls</b> <ul style="list-style-type: none"> <li>- Artist research – Sari Shryack</li> <li>- Sari Shryack artist copy</li> <li>- Tints and tones theory</li> <li>- Painting tints and tones</li> <li>- Disco ball- painted final piece</li> </ul>	<b>Key topic test – painted disco ball</b>  All other pieces receive verbal and self / peer reflection	Again this project develops on the skills previously taught. The addition of group work is another development and is put at the end of the year when pupils have acquired enough skills to work in this way	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> </ul>

<b>Summer</b>  <b>Half</b>  <b>Term 5-6</b>	<b>Journey Book</b> <ul style="list-style-type: none"> <li>- Mind map – journeys</li> <li>- Artist research – Ann Cowen</li> <li>- Ann Cowen artist copy</li> <li>- Continuous line drawing</li> <li>- Concertina sketch book</li> <li>- Mixed media final piece</li> </ul>	<b>Key Topic Test:</b> <ul style="list-style-type: none"> <li>- Journey mind map</li> <li>- Ann Cowan artis copy</li> <li>- Journey concertina sketch book</li> </ul> <p>All other pieces receive verbal and self / peer reflection</p>	<p>The work in this project progresses in difficulty from those in the first term. It allows for previous skills and theory taught to be developed.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> </ul>
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