

Purcell Art Department - Framework for Scheme of Work Year 9

Guided learning hours:

Title : Harry Potter and Prop food				
Class : 9 Key Stage : 3 Teacher : N. Sender		Date: Academic year 2019/20 Term  Wednesday: 9.00-10.20		No in group : 22 SEN : 5, SPLD, Sensory Processing Issues EAL : 3 G and T: 1 (perceptual & abstract reasoning)
Time-line	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Week 1	Focus: Intro to art room. Intro to the Prop making project in preparation of trip to Warner Bros Studios.	<p>To introduce the group to the art space and allow them to become familiar with the expectation of using the room</p> <ul style="list-style-type: none"> <li>• Introduce teachers and the art space</li> <li>• Create a set of expectations</li> <li>• Give out art portfolios</li> <li>• Pupils to name and decorate front page to take ownership of portfolios</li> <li>• Introduce the project and discuss the impending trip.</li> <li>• Show video <a href="https://www.youtube.com/watch?v=eemkTcS0zsM&amp;app=desktop">https://www.youtube.com/watch?v=eemkTcS0zsM&amp;app=desktop</a></li> <li>• Discuss props and food and introduction to prop making and its purpose within film production.</li> <li>• Explain trip and expectations, explain the worksheet to be completed during the visit.</li> </ul> <p>Homework: Finish front cover. To watch a Harry potter film or clips and to note down examples of prop and real food seen during the film. Use worksheet as a prompt.</p>	<p>Listening and note taking</p> <p>Group discussion.</p> <p>Verbal feedback</p>	<p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p>EHC: Prompt sheet to help with note taking.</p> <p>G&amp;T extension task: Create more intricate decoration of front cover.</p> <p>Email homework info out to pupils</p>
Week 2	Focus: Visit to Warner Bros Studios, focus Props/Wands	<ul style="list-style-type: none"> <li>• Pupils to use worksheets given in the previous lessons to record observations and ideas.</li> </ul> <p>Homework: complete trip write up and print and stick in photos.</p>		
Week 3	Focus: Improving drawing and photography skills.	<ul style="list-style-type: none"> <li>• Feedback on findings during the trip. Look at the homework produced.</li> </ul>	Develop drawing skills using pencil and colour pencil.	

		<ul style="list-style-type: none"> <li>• Pupils to draw from observation from a range of food products, brought in by Miss Sender (Fruit, sweets, cakes, biscuits etc.).</li> <li>• Begin drawing outline in pencil, photocopy outline drawing ready to add tone in pencil.</li> <li>• Explain adding tone in pencil and colour pencil.</li> <li>• Create a colour pencil drawing using tone and accurate colours.</li> <li>• Pupils will also use the cameras macro lens to photograph their chosen food, to be printed ready for homework 3.</li> </ul> <p><b>Homework: Use worksheet to choose a favourite food to explore. Bring in items or photograph their own food items (must be nut free)</b></p>	<p>Gain a better understanding of using tone with colour.</p> <p>Verbal feedback</p> <p>Group critic and discussion of work produced in the lesson</p> <p>Improve knowledge of using a digital camera.</p> <p>Homework taken in for marking</p>	<p>G&amp;T extension task: Create a sustained drawing from a more challenging angle.</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p>Additional support: Reference photo sheet to be available to aid with the observational drawing.</p> <p>Email homework info out to pupils</p>
Week 4	Focus: Product design	<ul style="list-style-type: none"> <li>• Feedback on homework, collect in homework</li> <li>• Pupils to analyse in pairs and dissect a range of food products designs. Use the worksheet to add observations.</li> <li>• Design their own food product, using the worksheet provided to create a magical food item, inspired by their visit to the studios. Consideration should be paid to the colours used. The font style etc.</li> </ul> <p><b>Homework: to use the photocopied outline to create a full tonal study of chosen food in pencil.</b></p>	<p>Develop shading skills using a pencil and colour pencil.</p> <p>Gain a better understanding of tone in monochrome and colour.</p> <p>Verbal feedback</p> <p>Group critic and discussion of work produced in the lesson</p> <p>Homework taken in for marking</p>	<p>G&amp;T extension task: Develop shading on more complex shapes</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p>Additional support: Additional photographic reference sheets to be available.</p> <p>Email homework info out to pupils</p>
Week 5	Focus: Final Design ideas	<ul style="list-style-type: none"> <li>• Review food product design as a group.</li> <li>• Draw out final ideas, outline only</li> <li>• Photocopy design and try out different colour trials</li> <li>• Work in pairs to discuss designs and which option works the best.</li> <li>• Sell your product to the class.</li> <li>• Add colour to final design</li> </ul> <p><b>Homework : Pupils to complete a final full colour drawing in colour pencil.</b></p>	<p>Develop drawing techniques</p> <p>Gain a better understanding designing using a brief.</p> <p>Use imagination and develop skills of persuasion and an understanding of advertising.</p> <p>Research techniques</p> <p>Group critique</p> <p>Homework taken in for marking.</p>	<p>G&amp;T extension task: Scan image and add colour on Photoshop to create an advertisement for product.</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p>Additional support: Create a prompt sheet to aid design ideas.</p> <p>Email homework info out to pupils</p>
Week 6	Focus: Clay sculpting	<ul style="list-style-type: none"> <li>• Introduce Artist 'Peter Anton'</li> <li>• Group discussion.</li> <li>• Clay H and Safety</li> <li>• Begin to sculpt life sized product using air drying clay</li> </ul>	<p>Gain an understanding of using a 2D design to create a 3D object.</p>	<p>G&amp;T extension task: Create an additional item to work alongside the first product,</p>

		<ul style="list-style-type: none"> <li>• Consider the shape and texture to make the piece look a life like as possible.</li> <li>• Group critique.</li> <li>• Leave clay to dry</li> </ul> <p><b>Homework: Artist Research worksheet Peter Anton</b></p>	<p>Homework taken in for marking.</p> <p>Gain a better understanding of the Artist Peter Anton.</p> <p>Group work</p> <p>Research techniques</p>	<p>e.g. A plate or ketchup bottle.</p> <p>SEN &amp;EAL: Vocabulary sheet including definitions, .key words on board,</p> <p><b>Extra support:</b> Pupils to have extra assistance in making their basic product shape.</p> <p>Email homework info out to pupils</p>
Week 7	Focus: Painting	<ul style="list-style-type: none"> <li>•Transfer drawing onto canvas ready to be painted in Acrylic.</li> <li>• Look at artist 'Joel Penkmen', artist analysis sheet.</li> <li>•Demo on painting and colour mixing</li> <li>• Pupils to paint a small section of Joel Penkmen's work in acrylic.</li> </ul> <p><b>Homework: Artist research worksheet Joel Penkmen</b></p>	<p>Research techniques</p> <p>Note taking</p> <p>Group discussions</p> <p>Gain a better understanding of the Artist Joel Penkmen</p> <p>Homework taken in for marking.</p>	<p>G&amp;T extension task: Create a more detailed notes of Penkmen, to include sketches of his work.</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p><b>Extra support: Pupils to paint over a section of a Penkmen painting</b></p> <p>Email homework info out to pupils</p>
Week 8	Focus: Painting main body of product.	<ul style="list-style-type: none"> <li>• Refresh on the work of Penkmen.</li> <li>• Mix the main body of colour and use acrylic paint to block in the colours on the canvas and the sculpted product.</li> <li>• Review work as a group.</li> </ul> <p><b>Homework: Write up the project.</b></p>	<p>Artist research</p> <p>Group discussions and analysis of an artwork.</p> <p>Homework taken in for review.</p>	<p>G&amp;T extension task:</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p><b>Extra support: Give pupils more help to create the correct colour and consistency of paint.</b></p> <p>Email homework info out to pupils</p>
Week 9	Focus: Paint the shadows and highlights	<ul style="list-style-type: none"> <li>• Create shade of the colours to add tone to create three dimension.</li> </ul> <p><b>Homework: Christmas Card Competition.</b></p>	<p>Develop painting techniques and understand mixing shades and tints</p> <p>Work from a set plan to create a final product.</p> <p>Group review of work</p>	<p>G&amp;T extension task: Use a wider range of colours to show depth.</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p>

			Homework taken in for marking.	<b>Extra Support:</b> Work with individual pupils to help them mix colours.
<b>Week 9</b>	Focus: Details	<ul style="list-style-type: none"> <li>•Pupils to review work so far, in pairs and offer constructive advice.</li> <li>• Add small but important details</li> <li>• Class appraisal</li> </ul> <p><b>Homework: Project Evaluation.</b></p>	<p>Develop an understanding of how to paint small details and their importance.</p> <p>Group review of finished work</p> <p>Homework taken in for marking</p>	<p>G&amp;T extension task: Create a more intricate background to their painting.</p> <p>SEN &amp;EAL: Vocabulary sheet key word, including definitions.</p> <p><b>Extra support: Give pupils more help to create the correct colour and consistency of paint.</b></p> <p>Email homework info out to pupils</p>
<b>Week 10</b>	Focus: Mop Up	<p>Time will be given for pupils to finish their work or to develop their work further.</p> <p>Presentation of project, including final piece.</p>	<p>Evaluation reviewed and full project marked, to include final developed outcome</p> <p>Pupil presentation to the class.</p>	