PENSBY HIGH SCHOOL ART DEPARTMENT – SHORT TERM PROJECT PLAN

Spring TERM - year 9

LESSON ACTIVITIES					
HOUR 1-3	**HOUR 4-5**	**HOUR 6-8**	**HOUR 9-10**	**HOUR 11-13**	**HOUR 14-15**
Introduction to portrait artists showing ppt of traditional masters such as Rembrandt and more contemporary such as Ed Fairburne. Class discussion using the formal elements grid to direct conversation and thinking.	Students to choose one contemporary and one traditional artist to analyse and to draw from in book.	• Students to continue to analyse and draw/paint from their artists. Students to work in groups to discuss their findings and review the drawings produced.	• Experimental observation studies in mirror drawing portrait using weakest hand and continual line.	• Experimental portrait studies using charcoal and mirrors looking at negative space between features.	• Complete shaded drawing in book using strong hand and own choice of media looking in mirror.
ASSESSING THE LEARNING OUTCOMES OF THIS UNIT					
SELF ASSESSMENT	ORACY PEER ASSESSMENT	TEACHER ASSESSMENT	SELF ASSESSMENT TWITTER – staff respond to comments	PEER ASSESSMENT	TEACHER ASSESSMENT
PROJECT OUTCOMES: A clear understanding of how to look at and analyse artists work. Two selected artists in book with own					

interpretations of their work. Experimental drawings in book learning how to “see” the face and draw what is there.
PERSONALISING THIS PROJECT: Staff should differentiate according to ability of their class, with teachers offering stretch and challenge beyond CEK tasks embedded in lessons.
EXTENDED HOMEWORK: Artists analysis and experimental drawing looking at their work. A finished drawing of the face using strong hand and shading.

LESSON ACTIVITIES					
HOUR 16-18	**HOUR 19-20**	**HOUR 21-23**	**HOUR 24-25**	**HOUR 26-28**	
• Introduce scaled portrait drawing in pencil using a grid.	May break up the grid further to make drawing more accurate. Continue with scaled drawing, add shading using cross-hatching and rubber.	• Continue with pencil A2/A3 scaled drawing of a portrait using a grid. Add shading using cross-hatching and rubber.	• Continue with shading using cross-hatching and rubber. Complete at home if not finished.	Introduce printmaking artists to demonstrate importance of markmaking and pattern in print. Explore designs for poly-print; incorporate a variety of artists to create an exciting and varied composition. 4 sketches in book.	
ASSESSING THE LEARNING OUTCOMES OF THIS UNIT					
SELF ASSESSMENT TWITTER – staff to respond to comments	TEACHER ASSESSMENT	PEER ASSESSMENT	FINAL TEACHER ASSESSMENT OF PROJECT		
PROJECT OUTCOMES: A3 pastel drawing of a natural form and a continuation of experimental studies using pen and wash and grounds.					
PERSONALISING THIS PROJECT: Staff should differentiate according to ability of their class, with teachers offering stretch and challenge beyond CEK tasks embedded in lessons.					
EXTENDED HOMEWORK; Georgia O`Keefe artists` page- analysis and own drawings. Andy Goldsworthy analysis and own interpretation of a sculpture/drawing using natural forms in the environment.					