


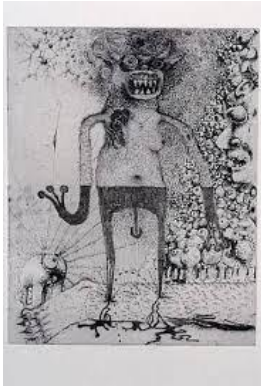





Colton Hills Community School medium term planning

Topic title: 'Fantastic Beasts'	Year: 9 Term: Autumn	Why we teach this: For students to produce creative work, explore and record their own ideas of 'fantastic beasts' inspired by a range of artists. Students will gain an understanding of 'surrealism' in order to create drawings in a variety of different media.	Why we teach this here: Students work through the art and design process, consolidating prior learning and selecting materials, processes, and techniques appropriate to their choice of theme and skills set.
Big questions: What is surrealism? Who is Salvador Dali? What does 'fantastic beasts' mean to you? How can I show an artist's influence in my own work? What am I good at and where/how can I improve my skills further? How can I combine animals with everyday objects? What is a dreamscape? How can I develop my designs further to include a dreamscape?		Builds on previous topics: The design process – analyse, create, review, develop, realise intentions.	Links to future topics: Consolidate the formal elements of art & observation drawing. Analysing the work of artists and showing an understanding in applying to their own designs.
Skills developed: We give the opportunity for students to analyse the work of artists, designers and craftspeople and create personal and meaningful practical outcomes in a range of media. In order to realise intentions, we teach students to be analytical, questioning and independent learners reviewing and refining their work to produce effective outcomes.		Key knowledge: <ul style="list-style-type: none"> • A range of different drawing styles, materials and techniques. • To gain an understanding of surrealism. • To show an understanding of the work of a range of artists who were inspired by surrealism. • To learn how to develop original ideas influenced by research material and observation studies. • To review, modify and develop designs to create effective outcomes inspired by different artists. • To evaluate work and progress in order to improve further and inform future work. 	
AO1 - Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	AO2 - Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	Independent study tasks/resources: <ul style="list-style-type: none"> • Tate Kids – What is surrealism? • Salvador Dali • Victor Nunes 	Key vocabulary: Fantastic Beasts Surrealism Imagination Experimental Exquisite corpse

<p>AO3 - Record ideas, observations and insights relevant to your intentions in visual and/or other forms.</p>	<p>AO4 - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual or other elements.</p>	<ul style="list-style-type: none"> • Jess Albert • Maria Rivans • Katie McCann 	<p>Colour Animals Everyday objects Collage Drawing Painting Record Insects</p>
<p>Cultural capital opportunities: Students to research meaning and purpose of artists work and consider their influences, including symbolism/tradition.</p>		<p>Whole school Curricular Concept links:</p> <ul style="list-style-type: none"> • Precious Planet • Artistic Creativity 	<p>Combine Analyse Monoprint Hybrid Develop Evaluate</p>

Learning objectives	Tasks	
<p><u>Summer - Weeks 1-2</u></p> <ul style="list-style-type: none"> To be able to combine two or more insects together to create a hybrid drawing. To make informed choices in order to develop an interesting and imaginative design. To learn how to apply an appropriate colour scheme and anilinky paint effectively. 	<ol style="list-style-type: none"> Students to create their own hybrid insect drawings in the style of illustrator Jess Albert. Add an appropriate colour scheme and anilinky influenced by the artist. 	<ul style="list-style-type: none"> Small questions How would you describe Jess Alberts artwork? What media does she use? How do you apply anilinky effectively? Retrieval focus Artist analysis and how to apply anilinky Independent study To complete any unfinished work
<p><u>Autumn - Week 3</u></p> <ul style="list-style-type: none"> To gain an understanding of Surrealism. To develop an understanding of Surrealist artists interest in the unconscious mind. To experiment creating your own Victor Nunes style drawings. 	<ol style="list-style-type: none"> Students to gain an understanding of surrealism. (Watch Tate Kids 'What is surrealism?' https://www.tate.org.uk/kids/explore/what-is/surrealism) Students to create their own drawings in the style of Victor Nunes using pen lids, popcorn, and pinecones etc. 	<ul style="list-style-type: none"> Small questions What is surrealism? What unexpected things would you put together? Retrieval focus Artist analysis Independent study To complete any unfinished work
<p><u>Weeks 4-5</u></p> <ul style="list-style-type: none"> To learn what an exquisite corpse is. To work collaboratively in order to create your own unique fantasy creature. 	<ol style="list-style-type: none"> Students to work in pairs in order to create their own fantasy creature. 	<ul style="list-style-type: none"> Small questions What does exquisite corpse mean? Retrieval focus Design process and collaborative working Independent study To complete any unfinished work

<p style="text-align: center;"><u>Weeks 6</u></p> <ul style="list-style-type: none"> To learn and understand the process of monoprinting. To be able to develop and refine design in order to create an effective monoprint. 	<p>1) Students to turn their exquisite corpse design into a monoprint.</p> 	<ul style="list-style-type: none"> Small questions What is monoprinting? How can you develop your exquisite corpse design? Retrieval focus Printmaking Independent study To complete any unfinished work
<p style="text-align: center;"><u>Weeks 7-9</u></p> <ul style="list-style-type: none"> To learn how to combine an inanimate object with an animal. To learn how to analyse the style of artists work in order to create a your own imaginative design. 	<p>1) Students to combine an inanimate object with an animal in the style of Redmer Hoekstra. Students to consider characteristics that are similar between both (like shapes, textures, etc.). Outcome can be either painted or completed in pencil crayon.</p> 	<ul style="list-style-type: none"> Small questions What unexpected things would you put together with an animal? What animal would you combine with ___? Retrieval focus Design process Independent study To complete any unfinished work
<p style="text-align: center;"><u>Weeks 10-11</u></p> <ul style="list-style-type: none"> To be able to use collage techniques to create your own hybrid animal in the style of Katie McCann. To make informed choices in order to develop an interesting and imaginative design. To learn and understand the process of collage. 	<p>Using found images, students are to create their own hybrid animal inspired by Katie McCann.</p> 	<ul style="list-style-type: none"> Small questions Which are your preferred designs? How do you plan to do develop them? Retrieval focus Design and development process Independent study To complete any unfinished work

<p><u>Weeks 12-14</u></p> <ul style="list-style-type: none"> • To learn the meaning of 'dreamscape'. • To learn how to develop your collage into painting in the style of Salvador Dali. • To gain an understanding of Salvador Dali and the meaning behind his artwork. 	<p>1) Students to develop their collage into painting in the style of Salvador Dali using watercolour. (Watch - https://www.tate.org.uk/kids/explore/who-is/who-salvador-dali)</p> 	<ul style="list-style-type: none"> • Small questions How can my collage be developed into Dali inspired painting? Who is Salvador Dali? What is a dreamscape?
<p><u>Weeks 15</u></p> <ul style="list-style-type: none"> • To be able to work independently in order to complete any outstanding work. • To be able to improve your work by responding to teacher feedback. 	<p>1) DIRT – Students to complete any outstanding work.</p>	<ul style="list-style-type: none"> • Retrieval focus Painting
		<ul style="list-style-type: none"> • Independent study To complete any unfinished work
		<ul style="list-style-type: none"> • Small questions How can you improve your work further? What outstanding work do you need to complete? What have you learnt in this project?
		<ul style="list-style-type: none"> • Retrieval focus All tasks above
		<ul style="list-style-type: none"> • Independent study Complete any unfinished work