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| **Core Knowledge Map** | | | |
| Subject: Art | Year: 9 | | Term: One- Day of the Dead |
| What are we learning? | | | |
| Tonal skills, observational, contextual studies, printmaking transfer, ceramic, designing, paper cutting. | | | |
| How will I be assessed | | | |
| Using DIRT sheets, students are able to mark their work and see how they progress alongside teacher marking – partially achieved, achieved and Advancing | | | |
| Big questions: | | | |
| -How do we use tone in artwork and what does it do?  -What is a primary source and why is it important to work from observation  -How do other cultures create art  -What do we know about the work of Karen Hickerson and Thaneeya Mcardle?  -How do we made a design for a 3D piece of art?  - What do the clay techniques slip, score and smooth do?  -Is it wrong to celebrate someone’s death? Why/Why not? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| * Students will be able to apply and build on knowledge from years 7 and 8. | | * Students will be able to apply tone to Art work * Students will be able to write contextually about others Artist work spiralling to GCSE. * Students will be able to draw from observation. * Students will be able to create a 3D outcome. * Students will understand oil pastel transfer which will help build their knowledge of printmaking. | |
| Core knowledge: | | Key vocabulary: | |
| * Tonal drawing * Scale and proportion * Cultural and contextual references * key clay terminology and techniques * paper folding and cutting, following a guide * Oil pastel transfer | | * Tone * Observation * Mark making * Proportion * Day of the Dead * Calveres * Slip, Score and Smooth * Transfer * Ceramic | |
| Need more help? | | | |
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