

Art Department at John Masefield High School  
 Summer Term 2019 – 2020  
 Year 9

School week	Year group	Task	NOTES
<p>(1 lesson per week / 1 hour per week)</p> <p><b>w/b 20<sup>th</sup> April</b></p> <p><b>w/b 27<sup>th</sup> April + w/b 4<sup>th</sup> May</b></p> <p><b>w/b 11<sup>th</sup> May + w/b 18<sup>th</sup> May + w/b 25<sup>th</sup> May</b></p> <p><b>w/b 1<sup>st</sup> June + w/b 8<sup>th</sup> June</b></p> <p><b>w/b 15<sup>th</sup> June + w/b 22<sup>nd</sup> June + w/b 29<sup>th</sup> June + w/b 6<sup>th</sup> July</b></p> <p><b>w/b 13<sup>th</sup> July</b></p>	<p>KS3 Year 9</p>	<p style="text-align: center;"><b>Artist tool box. Skill development short term tasks.</b></p> <p style="text-align: center;"><b>INSECT:</b></p> <p>Support imagery on epraise. Create high quality pencil tone observation of insect. Focus on tone, texture and details. Lesson 4</p> <p>Support imagery on epraise. Students to explore use of complementary and harmonious colours to develop image linked to insect theme.</p> <p style="text-align: center;"><b>Composition:</b></p> <p>Students to explore and develop an understanding of the the 6 main different compositions used in image and pattern creation. After sourcing examples students are encouraged to create personal responses in media of their choice (availability). Responses will need to be a mix of representational images as well as abstract patterns.</p> <p style="text-align: center;"><b>Typography: Font and design</b></p> <p>Lettering and font style plays a considerable role in many artistic and visual graphical responses. Students will explore the relationship between font style and theme as well as developing lettering alongside imagery to express meaning.</p> <p style="text-align: center;"><b>Personal Journal</b></p> <p style="text-align: center;"><b>Creative composition, media and self-led theme development</b></p> <p>This task is split over 4 weeks and should take students 8+ hours to complete. Detailed guidance can be found on Epraise.</p> <p>Students will look at examples of sketch books, visual journals, scrap booking to help inspire their idea. Students will construct a physical sketch book including cover. Students will decide on an overall theme that is personal to them and consider what visual responses could be represented by that, what media could be used. Students will manage their time to work through the population of the pages in their journal. Feedback available from teacher weekly.</p> <p style="text-align: center;"><b>Exhibition piece</b></p> <p>Students are to consider their work from the academic year. They are tasked to use an approach and/ or media which they have found the most successful since the start of the year to produce a one of stand-alone piece. The image choice is up to the student. Expectations is that image will be A5 in size although students may work larger if appropriate to the approach selected. Images will form part of an exhibition display on the return to school.</p>	<p>Students will require basic art materials (Pencil, rubber and sharpener) This task focusses on observational skills and use of line, tone and texture using pencil Colours (paints or colour crayons) Work should be emailed to teacher for feedback.</p> <p>Work should be emailed to teacher for feedback. Students should have access to a range of media which might include collage, paint or dry media (pen, pencil, crayon)</p> <p>Students will need access to internet to research examples suggested on Epraise. Some students may wish to print out lettering to enable them to trace proportions and main structure when developing their responses.</p> <p>Students should take own photographs They should actively use google/ pinterest to source inspiration and include this as part of their preparation. Students should use a range of media and techniques which they have explored so far in the course. Students will need access to scissors, glue (PVA or glue stick) as well as magazines and newspapers.</p> <p>This is the students first chance to show that they can lead a theme and manage tasks over a series of lessons which is an important skill when students complete coursework. Work should be emailed to teacher for feedback as well as brought back to school on your return</p>