Long Term Plan - 2023 / 24– BTEC introduction – Year 9 Cycle 1-2

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Cycle 1 | W/C 29/08 | W/C 05/09 | W/C 12/09 | W/C 19/09 | W/C 26/09 | W/C 03/10 | W/C 10/10 | W/C 17/10 | W/C 07/11 | W/C 14/11 | W/C 21/11 | W/C 28/11 | W/C 05/12 |
| Cycle 1 Direct observation from set up in sketchbooks in graphite/using the rubber/creating depth/measuring/making changes/extended drawing/using tone. |  Direct observation from set up in sketchbooks in graphite/using the rubber/creating depth/measuring/making changes/extended drawing/using tone. | Students are guided through artist presentation pages in preparation for BTECStudents present page on Kirchner and Schiele. Double page with black backgrounds/annotation done using Researching an artist worksheet. Students are encouraged to discuss the meanings and History behind the work of Kirchner and the characteristics of Schiele. | Students continue present page on Kirchner and Schiele. Double page with black backgrounds/annotation done using Researching an artist worksheet. Students are encouraged to discuss the meanings and History behind the work of Kirchner and the characteristics of Schiele. | Facial expressions/posing for each other/Schiele/Kokoshka /face with handsExplore the techniques of drawing the face. Break it down to studies of different parts of the face. Eyes, nose etc. | Facial expressions/posing for each other/Schiele/Kokoshka /face with handsExplore the techniques of drawing the face. Break it down to studies of different parts of the face. Eyes, nose etc. | Look at German expressionism wood cuts/analyse and compare to lino printing. Discuss expressive qualities.Design Lino print (A5) from their own drawings. Model the lino cutting process. Use project PP as guide. | Lino cutting from observational drawings of faces. In the expressionist style using background mark making. | Two lessons of printing. In second lesson students can collage prints together. Using the least good ones to combine together to make new interesting composite images. | Continued printing and collage work.Data Day / Planning DayY11 Mocks | Y11 M Students present final lino prints and collage in their sketchbooks. | Independent planning for their own expressionist outcome. Work in sketchbook focusing on development of portrait ideas. | Independent planning for their own expressionist outcome. Work in sketchbook focusing on development of portrait ideas. |
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| Cycle 2 | W/C 12 /12 | W/C 02/01 | W/C 09/01 | W/C 16/01 | W/C 23/01 | W/C 30/01 | W/C 06/02 |
|  | Term 3 | Y8/10 Cycle Assessment |  |  | Y7/9 Cycle Assessment |  |
| Students start final piece outcome |  Final Piece | Final PieceUse DIRT activity to set targets-student act on targets. | Final Piece | Teacher assessment of final outcomes. | Peer assessment Presentation of final outcomes |  |