

SCHEME OF WORK	Theme	HEROES	Year	9
	Style/period/culture	Influence of Greek sculpture on contemporary Comic book heroes	Duration	12wks

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IMPACT – Level 5 target objectives: Most pupils

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Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I explore ideas and select appropriate resources to develop my work. I competently analyse artwork and show an understanding of different ideas shown by different artists and cultures.	I explore a wide range of appropriate materials/techniques showing competent control. Competently evaluate my own and other artists work and show how my observations have been used to refine my own work.	I make insightful notes and record thoughts and observations from primary and secondary sources with direct relevance to my own ideas.	My outcomes realise my ideas and demonstrate adequate control.	Pupils discuss concept of heroism and what makes a hero. Are there different types of hero and can anyone be one? Understand how different cultures have used heroism for propaganda and as a metaphor for cultural identity. (Article 13, 29)

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INTENT – Description of aims and learning targets

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Enable pupils to understand the concept of heroism and what this means in different cultural settings in relation to propaganda and cultural identity. Understand the link between techniques used in Greek sculpture and their influence on the appearance of modern-day comic book heroes. Explore personal heroes and identity, including tragic heroes and icons in American Pop art. Develop the ability to discuss issues as part of a forum; use ICT as part of the making process; develop students ability to work systematically and use a variety of different methods and materials; enable students to critically reflect on and adjust their work creating plans for progression; develop pupils ability to utilize a wide range of research resources, develop recording, investigating and analysing skills; develop the use of art specific language to express their views. Students will have well organised and presented work in their sketchbook that shows the progression of their ideas, their views and opinions in visual and other forms, and their development of a final piece.

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Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

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KEYWORDS/CONCEPTS	ILLUSTRATIVE EXAMPLES: Artists works
Physicality, stance, back-story, anti-hero, villain, composition, propaganda, metaphor, onomatopoeia, diagonal, lines of force, types of hero (human rights, sporting, scientific, political, music etc), Personal qualities of a hero. Can anyone be a hero?	Laocoon and sons 175-50 Michaelangelo 'David' 1501-04 Gerricault 'Raft of the medusa' Andy Warhol 'Marylyn series' Frank Miller 'Sin city'

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literacy	Speaking & listening reading use writing frames
Assessment for learning	Individuals set targets meet targets review work identify strengths & weaknesses
ICT	Search and select info. Combine images/text Manipulate imagery
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