

Curriculum Overview Templates– Holly Lodge Girls’ College

Overview needed by 27th October

Year 9		Term 1	Term 2	Term 3
	Title	Architecture: Introduction to Architecture and Detail	Architecture: Inspiration, materials and sculpture	Architecture: Inspiration, materials and sculpture
	Curriculum Content	<ul style="list-style-type: none"> • Definition of ‘Architecture/Architect’ • Identifying architecture locally, nationally & internationally • Patrick Caulfield research • What is detail? • Drawing from a primary source and simplification of object/shapes • Using a view finder • Recapping the Design Development Cycle • Numeracy and Art • Repeating pattern for design development • Experimentation with colour combinations • Reflecting and annotating ideas • Application to everyday items 	<ul style="list-style-type: none"> • Further research into international architecture • Antoni Gaudi research • High quality tonal drawing skills and techniques • Friedensreich Hundertwasser research • Aerial maps in the style of Hundertwasser • Plan and create personal piece in response to artist research <p>DG and SMR to rotate clay work between Term 2 and Term 3 to allow for materials, technician requirements and kiln time.</p> <ul style="list-style-type: none"> • Gargoyle and grotesque research • Create clay sculpture inspired by gargoyles and grotesques • Health & safety of clay 	<p>DG and SMR to rotate clay work between Term 2 and Term 3 to allow for materials, technician requirements and kiln time.</p> <ul style="list-style-type: none"> • Gargoyle and grotesque research • Create clay sculpture inspired by gargoyles and grotesques • Health & safety of clay <p>BOTH DG AND SMR</p> <ul style="list-style-type: none"> • Paint clay sculpture • Create cardboard low relief architecture inspired tile • Paint cardboard tile • Artist research page – Louise Nevelson
	Assessment	When reviewing work for these SOLs: Teacher judgement regarding aptitude, participation and engagement:		

		<p>1= Consistently and confidently selects and combines all skills, techniques and ideas, and independently applies, reflects and refines their learning.</p> <p>2= Frequently demonstrates skills, techniques and ideas, and demonstrates resilience in applying, reflecting and refining their learning.</p> <p>3= Occasionally demonstrates skills, techniques and ideas and has some confidence during application, but requires teacher encouragement to fully engage with refining work and/or new learning.</p> <p>4= Inconsistently demonstrates basic skills, techniques and ideas and shows limited resilience and confidence during application.</p>
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