



Art Disciplinary Literacy Framework
Critique like an artist

<u>Reading</u>			<u>Writing</u>			<u>Speaking and Listening</u>		
<ul style="list-style-type: none"> Ability to read contextual information about Artists and Designers. Ability to read Images with text. Visual literacy – reading and analysing images. Reading with precision. Deciphering word problems and puzzles. Subject specific vocabulary – Formal Elements of Art and Principles of Art. 			<ul style="list-style-type: none"> Use of a wide range of artistic vocabulary Structured note taking (annotations of own developing artwork) Analytical writing (artist research) Evaluation of outcomes 			<ul style="list-style-type: none"> Class discussion around the work of other artists. Class critiques - using key vocabulary with accuracy. Project loudly and clearly using full sentences Listen attentively: responding to feedback. Debating and discussing artworks, showing respect and understanding of different opinions. 		
Strategies/pedagogy to support...								
<ul style="list-style-type: none"> Dialogical environment (e.g. group critiques) SEEC 			<ul style="list-style-type: none"> Writing guides Keyword banks Modelling 			<ul style="list-style-type: none"> Talk for writing (structured talk) Paired discussion Paraphrasing Signs and symbols 		
<p>Combining reading with writing: Bedrock mapper sequenced to recap vocabulary needed to support reading and writing.</p> <ul style="list-style-type: none"> Providing reading texts that support expectations for artistic writing. Reading combined with note taking, answering questions (about text and images) and summarising. 								
Curriculum opportunities (Year 9)								
HT1	HT2	HT3	HT4	HT5	HT6			
<ul style="list-style-type: none"> Annotations and review of developing artwork (2D surfaces and experimentations) 	<ul style="list-style-type: none"> Artist research (Georgia O’Keeffe) Speaking and listening – class discussion around modern art. 	<ul style="list-style-type: none"> Artist research (The Boyle family) Annotations and review of developing artwork (Relief/3D) 	<ul style="list-style-type: none"> New material-based vocabulary (clay relief sculpture.) Annotations and review of 	<ul style="list-style-type: none"> Artist research (Street Art – Banksy) Comparing and contrasting artists (Neequaye Dreph) 	<ul style="list-style-type: none"> Speaking and listening class discussion: What is the BLM? What is its importance? 			

<ul style="list-style-type: none"> • Reflecting on learning – sketchbook presentation. • Evaluation – DIRT Task 	<ul style="list-style-type: none"> • Annotations and review of developing artwork (Oil pastel and Acrylic outcomes) • Reflecting on material experiments in preparation for final mixed media piece. • Evaluation – DIRT Task 	<ul style="list-style-type: none"> • surfaces and experimentations) • Evaluation – DIRT Task 	<p>developing artwork (Relief/3D Plans - Boyle Family outcome)</p> <ul style="list-style-type: none"> • Evaluation – DIRT Task 	<p>Dsane and Mr Samo.)</p> <ul style="list-style-type: none"> • Annotations and review of developing artwork (Political Artwork – Stencils) • Evaluation – DIRT Task 	<p>What is the role of art and audience?</p> <ul style="list-style-type: none"> • Speaking and listening: Group/ paired outcomes created. Critiquing and planning as a group. • Evaluation – DIRT Task
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