

Curriculum Overview Templates– Holly Lodge Girls’ College

		Term 1	Term 2	Term 3
Year 9	Title	Architecture: Drawing skills	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 • Identifying traditional and innovative materials and methods for construction • Experimenting with materials to make structures • Building layouts; school classroom, atrium & home • Symbols and keys • Measuring & simplification • Drawing architecture – Ian Murphy • Textures – photographs & rubbings 	<ul style="list-style-type: none"> • Following the Design Development Cycle – Tile planning • Drawing doorway in detail • Simplification of drawing • Collage version • Texture version; rubbings & cardboard <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"> • Create tile • 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"> • Create tile • Health & safety of clay <p>BOTH DG AND SMR</p> <ul style="list-style-type: none"> • Paint tile • Create cardboard low relief version of tile • Paint cardboard tile • Artist research page – Louise Nevelson
	Assessment	<p>When reviewing work for these SOLs: Teacher judgement regarding aptitude, participation and engagement:</p> <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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