

What content?

FORMAL ELEMENTS

Line, Pattern, Texture, Shape, Tone Space, Value

Introducing two new courses available at IGCSE, Photography and Textiles at DIS offers Year 9 students an exciting opportunity to explore fresh artistic mediums within the realm of Art. The incorporation of these courses can broaden their creative horizons and provide them with a diverse skill set.

The curriculum will commence with a Photography project that delves into the work of **Emirati artist Maisoon Al Saleh**. Through studying Maisoon's artistic style and approach, students will have the chance to grasp the nuances of photography in the studio, composition, digital art using Photopea and storytelling interlace within this medium.

Following the Photography project, the course will transition into a Textiles unit, centred around the craft of **Emirati weaving (Al Sadu)** and felt making and stitching. As students of different cultures interact and exchange ideas, these crafts can be enriched by the influences and creativity of young minds participating in preserving and renewing elements of Emirati heritage. The hands-on segment will allow students to engage with textiles as an expressive form of art. Secondly, they'll learn the fundamental techniques involved in working with felt, including felting, shaping, and combining various textures and colours. Additionally, the stitching aspect will introduce them to different stiches and embroidery techniques, enabling them to create intricate designs and patterns influenced by the Emirati culture.

Why teach this? What is the rationale?**FOUNDATION SKILLS****Skill Development and Progression:**

Building a solid artistic foundation that prepares students for more advanced concepts and techniques at higher levels of study. This will establish a strong base upon which students can continue to develop their artistic abilities.

Confidence Building:

As students learn to practice different techniques, they gain a sense of accomplishment and self-assurance in their work.

Providing a taster course in **Photography and Textiles**. DIS empowers students to make informed choices about their educational pathways while encouraging creativity, skill development, and breaking down barriers or biases associated with certain artistic disciplines. This early exposure lays strong foundation for students to explore their interests and talents, fostering a lifelong appreciation for diverse forms.

How will you do it? (The learner attribute will influence the how)

E1	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk-Taking	<p><u>Setting expectations</u></p> <ul style="list-style-type: none"> Students are introduced to the Art classroom and shown exemplar work across all key stages. Students are introduced to their sketchbooks and expectations are explained. 	<p>Student choice boards: Bite size practical skills/techniques to support</p>

		<p>Foundation skills IGCSE criteria AO3 Develop shading skills using a range of pencils to create depth, form, and volume in their drawings:</p> <ul style="list-style-type: none"> • Graduation; students to learn to create smooth transitions of value from light to dark value or vice versa. Practice applying varying pressure on the pencil to achieve gradual tonal values, resulting in a realistic representation of light and shadow. • Blending; Students learn techniques to blend and smudge graphite using various tools such as blending stumps, cotton buds, tissue or even their finger. Create smoother transitions between light and dark areas softening the edges and adding a sense of realism to the shading. • High lights and reflected Light; Students explore the concept of highlights and reflected light in shading. They learn how to leave areas of the drawing untouched or lightly shading to represent the brightest areas where light directly hits the subject. Observe and represent areas where light bounces off surfaces illuminating nearby areas. • Hatching; creating parallel lines or strokes to indicate shading or value. Students to experiment with different spacing, lengths and angles of the lines to achieve different effects and textures. They learn to use hatching to create shading and depth in their drawings. • Form and volume: Students' study how shading can be used to create the illusion of form and volume in their drawing, by accurately rendering these tonal variations, they can depict the three-dimensional qualities of the subject. 	<p>progression and confidence. Video links to aid with guidance and independent learning.</p>
<p>Intended outcomes and/or Assessment?</p> <ul style="list-style-type: none"> • A series of shading skill outcomes representing a progression of the students' ability and understanding. • Weekly verbal 1:1 feedback 			

E2	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk taker	<p><u>Photography Unit (Inspired by Maisoon Al-Saleh)</u></p> <p><u>IGCSE criteria AO1, AO2, AO3, AO4</u></p> <p>Introduction to Maisoon's work</p> <ul style="list-style-type: none"> • Show examples of Maisoon's art and discuss her techniques. • Encourage students to analyse and discuss what they find interesting and inspiring about her work. <p>Introducing the photography studio</p> <ul style="list-style-type: none"> • Health and Safety in the studio and how to use the camera 	

		<ul style="list-style-type: none"> • Guide them on techniques for capturing these Portraits of one another through photography (lighting, compositions, angles). <p>Photography Sessions</p> <ul style="list-style-type: none"> • Hands-on practice sessions where students capture portraits of one another • Encourage experimentation with difference camera settings and perspectives. <p>Critique and Discussion</p> <ul style="list-style-type: none"> • Review and discuss the photographs as a group. • Encourage constructive feedback and reflection on each other’s work. <p>Design and Planning</p> <p>Encourage students to sketch or plan their digital portraits in the style of Maisoon Al Saleh.</p> <p>Introduction to Photopea</p> <ul style="list-style-type: none"> • Step-by-step tutorials on basic steps in creating digital portraits. <p>Digital Portrait creation</p> <ul style="list-style-type: none"> • Provide worksheets for students to create their own digital portrait • Guide them through digital techniques, stretch and challenge. <p>Showcase and Reflection</p> <ul style="list-style-type: none"> • Display the finished digital portraits • Encourage students to reflect on their creative process and what they have learned. 	
Intended outcomes and/or Assessment?			
		<ul style="list-style-type: none"> • X4 A collection of portraits, different poses in within the studio. • X1 digital portrait • Weekly verbal 1:1 feedback 	

E2	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk taker	<p><u>Textiles Unit (Weaving/ Felt Making and Stitching)</u></p> <p><u>IGCSE criteria AO1, AO2, AO3, AO4</u></p> <p>Introduction to Weaving (Al Sadu)</p> <ul style="list-style-type: none"> • Show examples of Emirati weaving, history and discuss the techniques. • Encourage students to analyse and discuss what they find interesting about the culture and background. <p>Weave Creation</p> <ul style="list-style-type: none"> • Provide materials for students to create their own weaves. (Al Sadu) • Guide them through weaving methods <p>Showcase and Reflection</p>	

		<ul style="list-style-type: none"> • Display the finished weave artworks • Encourage students to reflect on their creative process and what they have learned. <p>Introduction to Textiles: Weaving and Felt making</p> <ul style="list-style-type: none"> • Teach the basis of felt making, discussing different types of fibres and techniques. • Demonstrate the felting process step-by-step. <p>Design and Planning</p> <ul style="list-style-type: none"> • Encourage students to sketch or plan their felt designs. Students will look at Emirati patterns through natural and man-made structures. <p>Felt Creation and Stitching</p> <ul style="list-style-type: none"> • Provide materials for students to create their own felt pieces. • Guide them through stitching methods to embellish and enhance their felt. <p>Showcase and Reflection</p> <ul style="list-style-type: none"> • Display the finished felt artworks • Encourage students to reflect on their creative process and what they have learned. 	
<p>Intended outcomes and/or Assessment?</p> <ul style="list-style-type: none"> • X1 Sample (1) weave • X1 Sample (2) Hand embroidery techniques • X1 Sample (3) Applique • X1 Embellished felt piece inspired by Emirati patterns • Weekly verbal 1:1 feedback 			