

Curriculum for Core Art – Year 9

Intent: Our vision for Art allows students to be creative and improve on their practical skills. Students get a better understanding of the work around them by looking at work in different cultures and through work of other artists. With improved technology and the increasing popularity of art based careers, students have a more vested interest in how both art and design can start their future.

Implementation: Students will be taught various topics for the entirety of the academic year. Students will be experimenting with different mediums in order to practice and implement new skills to their artwork. Students portfolios will be assessed termly, which will be focused around their knowledge, skills and technique and analysis

Starting point: Students have looked at foreground, middle ground and background, and both one- and two-point perspective. They will have looked how artists use these techniques in their work (specifically Rousseau and Van Gogh).

Year 9	Topics/Units to be taught	Skills to be developed	Learning habits Students are able to work achieving these habits within this body of work	Assessment	Prepares the way for....	Wider Curriculum Links (other curriculum areas, industry, big characters, real life, trips, guest speakers)
Workshops	Intent: To understand and refine the use of different <i>media, materials, techniques and processes</i> in response to other artists through various workshops					
Yearly long run workshops 12 workshops to run across the year to give year 9 a broader curriculum experience.	<p>Knowledge:</p> <ul style="list-style-type: none"> Definitions of pattern, texture, form and shape The application and effects of line and mark making skills How to create pattern - terminology of tools and media Artist research and response – variety including Kusama, Burgerman, Lichtenstein, Warhol, Pop Art, Michael Craig Martin, Klee, Fauvism C+, Cubism C+, Abstract Expressionism C+, and others <p>Workshop breakdown: 1-3 lessons each</p> <ul style="list-style-type: none"> Abstract expressionism - Klee Abstract expressionism – Bruce Gray Burgerman Cubism Fauvism Graffiti – hunt Hockney project Pop art Sarah Graham Surrealism Dots Zentangle Corita Kent Almonte Michael Craig Martin Georgia O’Keeffe 	<ul style="list-style-type: none"> Using formal elements to create outcomes in the style of other artists Observation skills Using a variety of techniques, media, materials and processes in response to variety of artists and movements Application of colour to images Using a variety of media, techniques, materials and processes to create mark making in response to a variety of artists C+ 	<p>Creativity – looking for meaning and purpose through different cultures and different approaches to art, craft and design.</p> <p>Resilience – perseverance and patience when completing practical work as they might feel frustrated something does not look the way they have in their head.</p> <p>Collaboration – participate actively in group projects, develop active listening skills and being working together to analyse each others’ work.</p> <p>Ambition – taking ownership over their own work and seeking opportunities to improve and develop their work, via stretch and challenge tasks or by exploring new techniques, media, materials, styles and processes.</p> <p>Independence – ability to move their work forward in their own personalised way, making choices for</p>	<p>This unit has the following formal assessment areas these are assessed through the student’s personal portfolio: Students will be assessed termly.</p> <ul style="list-style-type: none"> Knowledge (A01) – Develop ideas through investigations Skills and technique (A02) – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Analysis (A03) – Record ideas, observations and insights relevant to intentions as work progresses 	<p><i>Tasks are designed to encourage students to build upon their existing skills and knowledge over the course of several projects, each a different length. They achieve this by completing workshops and self-appraisal. Each workshop takes between 1 and 3 lessons. The idea is to ensure inclusivity for boys who have been reluctant to go back and refine work, and have a need to see faster outcomes.</i></p>	<ul style="list-style-type: none"> Design Technology – Year 7 graffiti pencil case and typography

			<i>themselves and asking for less support.</i>			
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Portraiture	Intent: To be able to draw portraits in proportion, and use shading to create the form (3dness) of a face					
Portraiture	<p>Knowledge:</p> <ul style="list-style-type: none"> The proportions of the face. Eyes go halfway up the face, ears align with the eyebrows and the bottom of the nose etc. <ul style="list-style-type: none"> Shading can be used to create form <p>Lesson breakdown:</p>	<ul style="list-style-type: none"> Using formal elements to create outcomes in the style of other artists Observation skills Understanding light and shadow. 	<p><i>Resilience – perseverance and patience when completing practical work as they might feel frustrated something does not look the way they have in their head.</i></p> <p><i>Collaboration – participate actively in group projects, develop active listening skills and being working together to analyse each others' work.</i></p> <p><i>Independence – ability to move their work forward in their own personalised way, making choices for themselves and asking for less support.</i></p>	<p>This unit has the following formal assessment areas these are assessed through the student's personal portfolio. Students will be assessed termly.</p> <ul style="list-style-type: none"> Knowledge (A01) – Develop ideas through investigations Skills and technique (A02) – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Analysis (A03) – Record ideas, observations and insights relevant to intentions as work progresses 		<ul style="list-style-type: none"> Design Technology – Year 7 graffiti pencil case and typography