

# ART Year 9 Curriculum

**YEAR 9 KEY STAGE3 Curriculum Intent:** In year 9 pupils will further develop their skills, knowledge and understanding through a range of different projects. Work will be presented both in sketchbooks but with a bigger focus on larger scale pieces and artist research sheets to ensure the transition to exciting GCSE work is successful .Year 9 pupils will be encouraged to develop much greater independent learning skills by selecting ideas and developing more personal outcomes in preparation for GCSE Art. Throughout year 9 pupils will continue to use their sketchbook in a wide range of ways, such as drawing, experimenting, artist research, designing and self-reflection tasks. Pupils will be encouraged to think like a GCSE art student by take chance and experimental. High expectations will be always modelled with greater reference to GCSE work, encouraging pupils to produce high quality artwork. Pupils will be broadening their knowledge skills and understanding of their own work and the work of other artists, craftspeople and designers.

|                  | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |                           | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                              |                            | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                             |                            |
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| Main Topic       | Personal identity/Graffiti Mixed Media Panels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                              |                           | Still Life drawing and painting based on food and sweets. Observational drawings and abstracted designs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                              |                            | Upcycled Creations (Watches/Plush dolls/Teacups) Pupils will use found objects to upcycle into a new creation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                             |                            |
| Secondary Topics | Drawing using a range of media such as, pencil, biro and fine liner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Creating a fold out book or panels using a mixture of media. | Critical Studies Research | Observational drawing using a range of media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Painting using watercolour and acrylic paint | Critical Studies/ Research | Designing idea for a final piece                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Collage using found papers. Stitching using found materials | Critical studies/ research |
| Curriculum links | Practical knowledge – pupils will be developing technical skills /improving their mastery of art and design techniques, including drawing and painting with a range of media.<br>Theoretical knowledge – pupils will learn about the cultural/contextual content about artists/artwork.<br>Disciplinary knowledge – pupils learn about how art is studied, discussed and judged.                                                                                                                                                                        |                                                              |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                              |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |                            |
| Key Concepts     | <b>Creativity-</b> will be developed by pupils using a range of drawn images of personal items and graffiti images to create a mixed media final piece about themselves. Pupils will be exploring and experimenting with a range of media and techniques.<br><b>Competency</b> –in using a range of media will be developed by experimentation. Pupils will be making informed choices about media, techniques and processes.<br><b>Cultural Understanding-</b> will be developed by pupils exploring the history of Graffiti, Banksy, Teesha Moore and |                                                              |                           | <b>Creativity-</b> will be explored by pupils creating a collage of sweets, biscuits and cakes. From the collage pupils will produce an observational mixed media piece.<br><b>Competence-</b> Pupils will develop their competency by experimentation with a range of drawing media, ink, acrylic and watercolour paint.<br><b>Cultural Understanding-</b> Pupils will engage with a range of Still Life artists. Using their work to inform their creating and making.<br><b>Critical Understanding-</b> Pupils will explore visual and tactile qualities of the artist's work. The pupils will develop their own views and express reasoned |                                              |                            | <b>Creativity-</b> Pupils will be creating their own upcycled creation using found object. Pupils will be exploring and experimenting with ideas, materials, tools and techniques<br><b>Competency-</b> Pupils will further develop their competency by investigating, analysing, designing and making with a range of found materials and textiles.<br><b>Cultural Understanding-</b> will be developed by pupils exploring a range of crafts people and artists' work. Using them to inform their creating and making.<br><b>Critical Understanding-</b> Pupils will explore visual and tactile qualities of the artist's work. The pupils will develop their own views and express reasoned judgements of their own and others work. |                                                             |                            |

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|                               | Traci Bautista. Using these artists to inform their creating and making.<br><b>Critical Understanding-</b> Pupils will explore visual and tactile qualities of the artist's work. The pupils will develop their own views and express reasoned judgements of their own and others work. |                            |                                                   | judgements of their own and others work.                                                                                                                                                                                    |                                                             |                                                    |                                                                                                                                                                                          |                                      |                     |
| <b>Cross-curricular links</b> | <i>Social History</i>                                                                                                                                                                                                                                                                   |                            |                                                   | <i>D/T Construction/3D Design</i>                                                                                                                                                                                           |                                                             |                                                    | <i>Maths – measuring, proportions and scale</i>                                                                                                                                          | <i>Geography-Eco ideas</i>           | <i>D/T</i>          |
| <b>Interleaving of skills</b> | <i>Experimentation of various media</i>                                                                                                                                                                                                                                                 | <i>Developing Ideas</i>    | <i>Use of composition to create a final piece</i> | <i>Experimentations with various drawing media</i>                                                                                                                                                                          | <i>Experimentation with water colour and acrylic paint.</i> | <i>Use of composition to create a final piece.</i> | <i>Measuring Designing</i>                                                                                                                                                               | <i>Observation / recording ideas</i> | <i>Construction</i> |
| <b>Literacy</b>               | <i>Extended writing<br/>Key words - vocabulary</i>                                                                                                                                                                                                                                      | <i>Tier three language</i> |                                                   | <i>Extended writing<br/>Key words<br/>Vocabulary</i>                                                                                                                                                                        | <i>Tier three language</i>                                  |                                                    | <i>Extended writing<br/>Key words<br/>Vocabulary</i>                                                                                                                                     | <i>Tier three language</i>           |                     |
| <b>Cultural capital</b>       | <i>Personal expression – verbal, visual &amp; written<br/>Art History – History of Graffiti , Banksy, Traci Bautista and Teesha Moore.</i>                                                                                                                                              |                            |                                                   | <i>Personal expressions – verbal, visual &amp; written<br/>Art History – Examples of still life artist's work through time, contemporary artists Joel Penkman, Sarah Graham, Jeanne Vadeboncoeur and Dennis Wojtkiewicz</i> |                                                             |                                                    | <i>Personal expressions – Verbal, visual and written<br/>Art History – Examples of crafts people and artist's work, Julie Arkell, Jennifer Collier, Amanda Spayd and Pricilla Jones.</i> |                                      |                     |
| <b>Assessment</b>             | <i>Sketchbook development &amp; final pieces</i>                                                                                                                                                                                                                                        |                            |                                                   | <i>Sketchbook development &amp; final piece</i>                                                                                                                                                                             |                                                             |                                                    | <i>Sketchbook development &amp; final piece</i>                                                                                                                                          |                                      |                     |