

Year 9 Curriculum - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Portraits: Project overview/ Bubble Map / Moodboard</p> <p>Proportions of the face</p> <p>Facial Features/Grid Method (half)</p>	<p>Protest: Expressive Portrait (full grid method)</p> <p>Buidling on personal reponse looking at though proboking concepts such as Street Art (Banksy)</p> <p>Collage/Painiting personal response to</p>	<p>Perspective: Perspective Drawing</p> <p>Artist Research</p>	<p>Perspective: Graiffit Tags</p> <p>Personal Response</p> <p>Personal Response influenced by primary sources and artists they have studied</p>	<p>Surrealist Hands: Observational drawings: hand studies. Idea development in response to: (Salvador Dali / Surrealism</p>	<p>Surrealist Hands: Imagination/ Dreams</p> <p>Own Surrealist Final response / Composition using hands. (Salvador Dali / Surrealism</p>

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

National Curriculum Knowledge & Understanding

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Assessment

Portraits:	Portraits/Protest:	Perspective:	Persepctive:	Surrealism:	Surrealism:
Pupils complete a series of sketchbook pages creatively mirroring GCSE	Pupils complete a series of sketchbook pages creatively mirroring	Pupils complete a series of sketchbook pages:	Pupils complete a series of sketchbook pages:	Pupils complete a series of sketchbook pages:	Pupils complete a series of sketchbook pages:

	<p>sketchbook work:</p> <p>Project overview / How to structure a project around a specific theme</p> <p>Proportions of the face How to draw each facial feature</p> <p>Further exploration of the grid method</p>	<p>GCSE sketchbook work:</p> <p>Expressive gridded portrait</p> <p>Artist Research into street artist</p> <p>Personal response using collage and paint</p>	<p>Two point perspective</p> <p>One point perspective</p> <p>Artist research</p> <p>Graffiti Tag Design</p>	<p>Street design using two point perspective and graffiti tag</p>	<p>Hand studies</p> <p>Exploration of surrealist artists, discussion based tasks leading to title page and analysis tasks</p>	<p>Surrealism own design inspired by contextual sources</p>
<p>Why this?</p>	<p>Portraits:</p> <p>Students need to learn the specific proportions of the face as many students have misconceptions about where each feature sits. In order to gain further accuracy students will build upon their prior knowledge of the grid method.</p>	<p>Protest:</p> <p>Students apply what they have learned about the proportions of the face to a portrait using primary sources (where possible).</p> <p>Students begin to learn how a GCSE project would be structured in order to develop a personal and meaningful response or outcome. This type of in depth research allows the students to become an artist and understand how art is created which they see in galleries or on the internet.</p> <p>Students experiment with different composition plans inspired by oracy tasks within lessons to allow them to create their own unique response to artists work which leads towards some of the practices at both GCSE and A Level.</p> <p>Contextual Study continues to underpin all aspects of the Art and Design curriculum.</p> <p>Pupils continue to develop their</p>	<p>Perspective:</p> <p>Perspective drawing a fundamental part of the art curriculum in order to be able to draw realistically for careers such as architecture.</p>	<p>Perspective:</p> <p>Perspective drawing a fundamental part of the art curriculum in order to be able to draw realistically for careers such as architecture.</p>	<p>Surrealism:</p> <p>Students throughout the 3 year course have studied realistic artwork in a variety of medias and compositions.</p> <p>Contextual Study continues to underpin all aspects of the Art and Design curriculum.</p> <p>Pupils continue to develop their understanding of the work of other artists and genres as they approach the final project in the KS3 course.</p> <p>Responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture.</p>	

		understanding of the work of another artist and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum.			
Why now?	<p>Portraits:</p> <p>Fundamentals of the KS3 course. It builds upon the more formal aspects of the curriculum Facial Proportions is a vital component of art related practices and further projects at both GCSE and A level study.</p> <p>Students use the grid method in more depth to improve accuracy of facial proportions.</p>	<p>Portraits/Protest:</p> <p>Further engagement through the work of other Artists. Pupil's continuing to recognise the importance of understanding the work of other artists and using influences in their own practice.</p> <p>Combining a range of media towards an outcome leads towards some of the practices at both GCSE and A level.</p>	<p>Perspective:</p> <p>Perspective is a challenging element of the course, graffiti tag design links to graphics but also links to the previous term which touched on street art. Perspective drawing using the graffiti tags adds a more challenging element whilst revisiting skills and media learnt in previous years.</p>	<p>Perspective:</p> <p>Perspective is a challenging element of the course, graffiti tag design links to graphics but also links to the previous term which touched on street art. Perspective drawing using the graffiti tags adds a more challenging element whilst revisiting skills and media learnt in previous years.</p>	<p>Protest allowed the students to begin to think of art in an expressive way, in the same way learning about the art movement Surrealism allows the students to use their skills built from the formal elements to create an outcome that is realistic but surreal.</p> <p>This project builds upon many previous elements that have been taught and introduced to pupils. It continues the engagement through the work of other artists and genres. Pupils will revisit observational drawing skills, composition, imaginative and creative thinking, idea development, decision making leading towards an independent outcome of their own. Pupils who will have opted for an Art based subject at GCSE will be able to work with the independence that will be encouraged much further in years 10 and 11.</p>
Skills & Characteristics	<p>Portraits:</p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. 	<p>Portraits/Protest:</p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. 	<p>Perspective:</p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> 2D and 3D drawing Use of a variety of media (choice of own) Composition plans Consolidating and building upon their 	<p>Perspective:</p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> 2D and 3D drawing Use of a variety of media (choice of own) Composition plans Consolidating 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Contextual understanding: Surrealism. Understanding proportions of the human hand. Drawing: Line and tonal techniques. Sketching and formal drawing. Imaginative and personalised ideas.

	<ul style="list-style-type: none"> Understanding proportions of the human Face is a key aspect of art related practices in both 2D and 3D work. Grid method Tonal value 	<ul style="list-style-type: none"> Understanding proportions of the human face is a key aspect of art related practices in both 2D and 3D work. Photography / painting and collage techniques. Mono-chromatic painting. 	<p>knowledge of colour theory.</p> <ul style="list-style-type: none"> Graphic/ Illustrative drawings 	<p>and building upon their knowledge of colour theory.</p> <ul style="list-style-type: none"> Graphic/ Illustrative drawings 	<ul style="list-style-type: none"> Using sources to develop own ideas. Creating compositions with the hand as the focus of the work. Choice of applications to finalise their work: Drawing / Coloured pencil / Painting / Montage / collage. There could be a combination of approaches to achieve the final result.
Aspirations & Careers	<p>CEIAG Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <ul style="list-style-type: none"> Protest and surrealist project can be used to introduce discussion about art curation/ art gallery careers. New skills with media and technology that is used regularly within industry. Links to industry Links to higher education Career lesson - 'What jobs are available in Photography / Art / Graphics?' (Careers week: on-going reference in certain lessons / projects) <p>Group activities, linking skills in working as a team. Health and safety within a practical environment. Sharing and using equipment. CDI: 9 Introduce Future pathways in Art and Design. Prior to Option choices being made. Variety of artists visiting for workshops.</p> <p>Cultural Capital Contextual understanding underpins all future study in any Art and Design related discipline at GCSE / A level and Higher Education. It allows the pupils to develop and nurture a wider and deeper understanding of artistic and other cultural elements in both contemporary and historical contexts. The key practical skills developed begin to form the basics of all future study in any Art and Design related discipline at GCSE / A level and Higher Education. Gallery visits and trips linked to project type to inspire student outcomes and link with Photography.</p> <p>Extracurricular Gallery visits: KS3 visits to be arranged dependent on what is happening in the North East at the time* (Cultural capital and extra curr) After school sessions in the art department. Lunchtime activities in Art department.</p>				

Summative Assessment: Students are marked holistically with work mirroring the AQA assessment objectives which are watered down to make 4 categories of bronze, silver, gold and medal.

Year 9: End Points

- Low ability group identified as 'bronze' will create a simple composition, which combines portraiture and architecture which loosely resemble the image(s) of choice. The student will show some tonal value, blending skills emerging with the use of some mark making techniques, whilst showing an emerging awareness of proportion and scale and detail. The student will show some evidence of artists research and annotation in an adequately presented sketchbook, they will have
- attempted to evaluate their work within annotation or self-assessment tasks.

- Middle ability group identified as 'silver' will create an imaginative composition which successfully combines portraiture and architecture. Within drawings they will show a range of tonal value, some blending skills with an awareness of proportion and scale and demonstrate some attention to fine detail in their work. The student will show evidence of artists research and annotation showing attention to layout and presentation in their sketchbook. The student will have evaluated their work within annotation or self-assessment tasks.