

Art Curriculum Overview – Year 9

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Letter, Number, Shape (Composition)	<p>Historical context to lettering, print, press and its influence.</p> <p>The use of typography in the media, advertising & marketing</p> <p>Communication through shapes, designs & logos.</p> <p>How to create 3D lettering using single point perspective.</p> <p>Colour shading according to light source and colour pencil blending techniques.</p> <p>Overlapping letters and creative monograms & ambigrams.</p> <p>Repeat pattern study including Jasper Johns, Alberto Seveso</p>	<p>Tutorial on composition including the rule of third.</p> <p>Typography and the origins of ancient script including Illumination letters (<i>Book of Kells</i>)</p> <p>Symbolism, meaning and communication through early writing. (modern day logos and slogans)</p> <p>Modern day context (media and persuasion -both positive and negative)</p> <p>Shading and light including contrast and Chiaroscuro.</p> <p>Creative manipulation of shape and form. Balance and harmony.</p> <p>The psychology and symbolism/ meaning linked to colour throughout the ages, with specific reference to religious icon paintings. (National Gallery)</p> <p>Recent history and contemporary references linking creative lettering to specific points in history and their significance. (1960s, CND/Peace symbol, comparing lettering styles between the early 70s to the late 70s and through the turbulent 80s)</p> <p>The use of stencil art and digital art is explored and is available as an enrichment session.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>		<p>Sensitivity towards the planets resources by exploring commercialisation and mass consumerism.</p> <p>Geography</p> <p>Wider context of global expansion.</p> <p>Awareness. Sensitivity</p> <p>Maths History</p> <p>Interior Designer</p> <p>Fashion Designer</p> <p>Graphic Designer (Advertising, marketing etc)</p> <p>Courageous and resilient</p> <p>Peace and reconciliation</p> <p>Dignity of God's people</p> <p>Community and participation</p> <p>Care for creation</p> <p>Lino artist</p> <p>Digital lettering artist /Sign writer</p>	<p>Links to early language (using symbols) from last topic in Year 7 to the exploitation of language and the use of symbols to promote branding (Logos)</p> <p>Symbols for good, symbols for bad.</p> <p>1960's commercialism/ consumerism links to the Pop art style of the next artist. Michael Craig Martin.</p> <p>DoE 2. Curriculum content. Subject Aims</p> <p>-develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</p>
Autumn Term 2						
Michael Craig Martin 'Small and Large objects'	<p>Artist study of Michael Craig Martin's work, pop art style with distorted scale of objects. Large</p>	<p>The importance of primary observation is embedded into this topic (as it is a fundamental part of GCSE study in Year 10)</p> <p>Students are required to combine their skill set of drawing, perspective and shading. The</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>	<p>Tonal drawings of two large items at home / outside of the classroom.</p>	<p>Joyful –& Grateful</p> <p><i>appreciation of the times we live in and our location</i> within the world.</p> <p>Geography</p>	<p>Still life links to early Year 7 observational drawing but is viewed in a different context, its 'message' is different and its</p>

	<p>are small, small are large.</p> <p>Art history links to Pop Art (1960's) –Andy Warhol, Richard Hamilton etc.,</p> <p>Historical context on bright era of consumerism & commercialism (Pop Art) after austerity and rations from WWII</p> <p>Still life –primary observations, previous skills are developed and deconstructed to recreate in the style of Michael Craig Martin.</p> <p>Creative independence</p>	<p>emphasis will be on further development – accurate studies of objects, with a greater range of tone and contrast.</p> <p>Distorted perspective is introduced and ‘fore-shortening’ is explained.</p> <p>Research and independent learning on surrealism and scale.</p> <p>Social and political analysis on the Pop Art era.</p> <p>Debating and analysis of pre and post WW2.</p> <p>Creativity and the emergence of mass consumerism.</p> <p>Analysis of psychological manipulation & influence through advertising.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>		<p>Compassion.</p> <p>Ethics and integrity.</p> <p>Appreciation of colour in art.</p> <p>Propaganda.</p> <p>Moral</p> <p>Leading other in pursuit of justice</p> <p>Dignity of God’s people</p> <p>Community and participation</p> <p>Care for creation</p> <p>Disadvantages of over consumerism. (sustainability-Geography)</p> <p>Ethics</p> <p>United in Harmony</p> <p>Fine Artist</p> <p>Graphic/Digital Designer</p> <p>Stage and Theatre Design</p> <p>TV & Film (Post production)</p>	<p>style is linked to the zeitgeist.</p> <p>Higher level thinking and analysis.</p> <p>Independent creativity links to the next topic task, Collaborative art where teamwork and organisational skills are required.</p> <p>DoE Curriculum content. 9. Skills –develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</p>
--	---	--	---	--	---	--

Spring Term 1

<p>Collaborative Art</p>	<p>Large-scale disciplines as applied used in <i>murals, frescos</i>.</p> <p>Historical context of large-scale art, ie <i>Sistine Chapel ceiling art, The Last Supper</i>.</p> <p>Impact and meanings.</p> <p>Artists: <i>Da Vinci, Monet, etc.,</i></p> <p>Historical context: Exaggerated</p>	<p>Enlargement and scale adjustment (mathematical problem solving)</p> <p>Organisational skills, collaboration within teamwork.</p> <p>Creative and practical decision-making.</p> <p>Co coordinating and problem solving.</p> <p>Social comment.</p> <p>Students learn to collaborate in the planning and the creation of a joint project. This usually involves dividing a larger piece of work into multiple sections and for each student to be responsible for their own section.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p>		<p>Spiritual appreciation.</p> <p>Community and participation</p> <p>Dignity in work</p> <p>Solidarity</p> <p>Faith-filled and hopeful</p> <p>Grateful</p> <p>Art appreciation.</p> <p>Appreciation of beauty.</p>	<p>Building on Years 7 &8 skills.</p> <p>New artists explored and linked to previously taught Art movements, ie <i>Fauvism, Impressionism</i>.</p> <p>Linked to styles <i>Realism, Surrealism & Abstract</i>.</p>
---------------------------------	---	--	---	--	--	---

	<p>scale used in portraits for status.</p> <p>Learning to organise and work as a team.</p> <p>Communication through the interpretation of plans.</p> <p>Planning skills.</p> <p>Modern wall art. <i>Banksy</i></p>	<p>The soft skills used are:</p> <ul style="list-style-type: none"> • Communication • Teamwork • Problem-solving • Time management • Critical thinking • Decision-making • Organisational • Stress management • Adaptability • Constructive debate • Leadership • Creativity • Resourcefulness • Persuasion • Presentation skills 	<p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>		<p>Empathy.</p> <p>Compassion.</p> <p>Personal</p> <p>Social</p> <p>Moral</p> <p>Cultural</p> <p>History</p> <p>Geography</p> <p>Maths</p> <p>English</p>	<p>Linked to annotation, comparing and evaluating. (<i>Literacy</i>).</p> <p>DoE 2. Curriculum content.</p> <p>Subject Aims actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring mind</p>
--	--	--	--	--	--	---

Spring Term 2

		<p><i>As above for new Year 9 classes, after rotation of classes.</i></p>				
--	--	---	--	--	--	--

Summer Term 1

--	--	--	--	--	--	--

Summer Term 2

--	--	--	--	--	--	--