

SUBJECT:	ART	YEAR GROUP:	9
PURPOSE OF STUDY			
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>			
THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences. - become proficient in drawing, painting, sculpture and other art, craft and design techniques. - evaluate and analyse creative works using the language of art, craft and design. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		<p>Cross Curricular Links:</p> <p>Maths: proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing.</p> <p>English: writing to evaluate and analyse.</p> <p>Humanities: International Art / Holocaust and War studies internationally</p>	
TOPICS COVERED:			
<ul style="list-style-type: none"> • Portraits and the Human figure (inc Cubism) • War and Conflict (Link to History – Holocaust study) • Perspective in Utopia • Organic Forms • Painting (focus Surrealism) • Advertising/Graphic and Creative Design 			
INTENT OF SUBJECT:			
<p>Pupils throughout the year will be developing their knowledge and drawing skills by researching and looking into a variety of artists work. Pupils will develop their confidence in knowing all about great artists, craft makers and designers, and understand the historical and cultural development of their art. They will be using a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas along with more specific techniques and media such as painting. Pupils will increase their proficiency in the handling of different materials and they will be given the opportunity to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Throughout the year, the history of art, craft, design, and architecture, including</p>			

periods, styles, and major movements from ancient times up to the present day will be explored and specific artwork and artists with different identities and methods of portraying these concepts. Pupils will understand how artists incorporate meaning into their artwork. Understand how to add meaning to their own visual artwork.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE

- Explain the main concepts, styles and techniques used by specific Artists.
- Explain different approaches to representing the human figure
- Know what the purpose of a portrait is and what needs to be included (or left out) in order that a portrait informs us about the person and not just what they look like.
- Be able to explain the artists motivation and intention and how audiences have reacted to their work.
- Be able to use proportion, scale, shapes, and shading
- Be able to produce a mixed media portrait which shows clear understanding of cubism and of the processes and technical ways of manipulating materials.
- Explain how photography can be used as a tool in developing a portrait.
- Be able to use imagination to inform Art to develop a piece or pieces that explore portraits.
- Be able to use a range of techniques to record 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.
- Improve drawing skills using a range of materials (pen, pencil, charcoal)
- Be able to use various marks to create tone and texture.
- Ability to draw in proportion.
- Ability to incorporate concepts into visual work I (Ideas)
- Be able to generate ideas for a piece of artwork.
- Creativity to design an outcome whilst being inspired by others.
- Ability to create artwork with meaning)
- Knowledge the context of their artwork.
- Knowledge of the design process and drawing in particular.
- Ability to evaluate practical skills.
- Ability to refine practical skills after evaluation.

AUTUMN TWO

- Explain the main concepts, styles and techniques used by specific Artists.
- Be able to explain the differences in the artworks and styles of the set artists and experiment with using their style in a range of set tasks.
- Be able to identify key differences in how artists have approached this theme in their work, annotating work and using sketches to show understanding.
- Be able to use images from the holocaust to create a collage to inform a piece inspired by one of the artists studied above.
- Be able to use black and white and colour to show the tragedy of the holocaust.
- Present ideas for own work with self, body image, fear, peer pressure and experiment with how these can be transferred into images in sketchbook with annotations to explain context.
- Be able to use war images with self-war and produce ideas and drafts for final piece.
- Be able to produce a final piece that is informed by research into set artists and own imagination and evaluate and respond to feedback.
- Be able to use various marks to create tone and texture.
- Ability to draw in proportion.
- Ability to incorporate concepts into visual work I (Ideas)
- Be able to generate ideas for a piece of artwork.
- Creativity to design an outcome whilst being inspired by others.
- Ability to create artwork with meaning)
- Knowledge the context of their artwork
- Knowledge of the design process, and drawing in particular
- Ability to evaluate practical skills,
- Ability to refine practical skills after evaluation.

SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> – Begin to develop perspective drawing skills and understand the basic steps to get started. – Explain the discovery of perspective and it's uses. – Develop drawing skills and confidence using shading when drawing. – Be able to draw using one-point perspective – Be able to draw using one point perspective with added shading using tone and pressure to create depth. – Be able to draw using two-point perspective. – Be able to add shading and line to two-point perspective drawing to add depth and tone. – Understand ariel perspective and be able to show this is a picture using pen and pencil skills to add texture. – Develop confidence drawing in one- and two-point perspective. – Improve understanding of drawing buildings using perspective. – Research techniques used by artists who use perspective as a style in their pieces. – Explain how watercolours can be used to create depth and perspective. – Develop watercolour painting skills and be able to show colour changes in layers to present depth within a picture. – Be able to draw out a simple outline of a landscape, using watercolours to create depth in the landscape and/or sky. – Be able to explain the key features of an artist's works. – Be able to create a final piece using one- or two-point perspective informed by a Utopian theme, with added colour, shading and tone to enhance the image. – Improve ability to use create different textures. – Be able to generate ideas for a piece of artwork. – Creativity to design an outcome whilst being inspired by others. – Ability to incorporate concepts into visual work – Knowledge the context of their artwork – Knowledge of the design process, and sculpting in particular – Ability to evaluate practical skills – Ability to refine practical skills after evaluation 	<ul style="list-style-type: none"> – Be able to explain the meaning of the term Organic Form. – Identify artists who have created 2D/3D organic forms. – Explain the key features of the work of the artist. – Understand the terms 'Stylised' and 'Illustrative.' – Be able to experiment with own work in the style of an artist. – Be able to incorporate organic forms/images into own stylised lettering using the work of an artist. – Be able to use basic observational skills by working in this style. – Develop technique in using watercolour through research and experimentation. – Be able to create own observational drawings using knowledge of an artist – Improve pencil drawing skills using line and tone. – Improve painting skills using watercolour paints and blending techniques. – Be able to use a viewfinder to select areas to study. – Explain techniques and skills used to create detailed studies of surface texture and pattern. – Be able to use a viewfinder to focus on smaller areas of the plant/flower and do detailed paintings of the surface texture and pattern. – Understand and explain the work of an artist. – Be able to work in his style using crayons and oil pastels to achieve more vibrant colour. – Identify differences in his work to that of Mackintosh, developing critical skills. – Be able to work in the style of an artist creating own observational drawings from primary sources. – Use studies of leaves and flowers, to make a collagraph plate – Be able to compare the work of artists. – Use knowledge of different mediums for creating different outcomes – Develop drawing skills using coloured crayons and oil pastels. – Understand the difference between primary and secondary sources – Use knowledge of the artists pictures, to create own observational studies – Be able to develop core skills in visual communication whilst observing organic and natural forms.

	<ul style="list-style-type: none"> – To develop understanding of applying the Formal element to artwork. – Ability to draw/paint/sculpt using a different material – Ability to use create different textures – Ability to generate ideas for a piece of artwork – Ability to evaluate practical skills and refine practical skills after evaluation.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> – Be able to identify the key features of artists work. – Understand the meaning of surrealism and identify key features through research into futurist artists. – Be able to identify the contemporary work of surrealists. – Be able to create a Surrealist Animals showing imagination and individual ideas. – Be able to draw and make tonal studies from a set study – Complete a Tonal study of a specific artists image. – Be able to create a still life drawing combining 2 objects in unexpected ways extended by collaging magazine images onto the drawing. – Be able to create a collage using magazines/newspaper images making unlikely/witty combinations. – Understand how Mod roc works, developing skills and techniques using the artist Henry Moore as influence. – Be able to create newspaper skeletal frames for Mod Roc application. – Explain how to apply Mod Roc to newspaper and masking tape forms, covering sculptural forms with Mod Roc – Be able to use paint to complete sculptural forms. – Be able to make a sculpture inspired by surrealism and featured artists. – Understand how to and be able to add paint to the finished sculpture to a high standard. – Respond to feedback appropriately adding, refining, and improving work throughout. – Evaluation of own work and that others Possible tasks: – Knowledge the context of their artwork – Knowledge of the design process, and painting in particular. – Ability to evaluate practical skills 	<ul style="list-style-type: none"> – Understand advertising historically up to present day and the influence Artists have had. – Understand how Art is used to market products to consumers. – Be able to explain the key features of artist works used in advertising. – Complete studies of each example of famous advertising through 1900-present day. – Understand the key features used within advertising and how these have changed over the years. – Focusing on one particular brand complete be able to conduct research into how the advertising has changed over the years in marketing the project. Identify the key changes and why these have occurred. – Be able to explain the key rules and regulations of advertising laws. – Be able to use the style of one particular advertisement above to inform a plan of a new advert. – Be able to identify what artistic techniques are used in artistic advertising and how have these influenced effective adverts. – Be able to compare and contrast range of artistic, successful adverts. – Be able to design a new advert for a product of choice. – Explore and experiment with designing an advert using I.T methods, graphic design ideas and skills. – Develop use of I.T Art software <ul style="list-style-type: none"> • Ability to generate ideas for a piece of artwork – Creativity to design an outcome whilst being inspired by others – Ability to order ideas/thinking – Knowledge the context of their artwork – Knowledge of the design process, and recording in particular – Ability to evaluate practical skills

- Ability to refine practical skills after evaluation
- Be able to use various marks to create tone and texture.
- Ability to mix colours (tints, tones, shades)
- Be able to incorporate concepts into visual work I (Ideas)
- Ability to generate ideas for a piece of artwork
- Creativity to design an outcome whilst being inspired by others.

- Ability to refine practical skills after evaluation