

Year 9 ART

Overall Intent:

In Year 9, building on the skills developed in Year 7 and 8, the main themes are repeated, Term 1 – Still Life, Term 2 – Portraiture, Term 3 – Landscape. By repeating the themes, skills are developed incrementally, and knowledge is further embedded. Each unit is divided into smaller sections, skills and knowledge from Year 7 and 8 are revisited and students are taught a wider range of techniques in drawing from observation, painting and printmaking and 3D. Students are taught how to analyse and evaluate their own work and that of others, and they gain an increased understanding about the history of art, craft and design including periods, styles and major movements from the past up to the present day. They are taught a range of different techniques to record their observations in sketchbooks as a basis for exploring their ideas and producing creative outcomes. In Year 9 students are encouraged to work in a similar way to GCSE, preparing them for the transition to Key Stage 4. Those who opt for GCSE art, craft and design will be set a summer project on the formal elements to prepare them for the first unit of work in year 10.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Area of study	STILL LIFE		PORTRAITURE		LANDSCAPE	
Key learning aims – knowledge and skills	<p>Key Skill: Drawing Intention: To develop an understanding of Cubism and build upon observational drawing skills.</p> <p>Drawing skills taught in Year 8 are revisited and students are</p>	<p>Key Skill: 3D/ Clay / Relief Intention: To use knowledge of 3D/relief skills to create work in response to the Cubist Art movement.</p> <p>Students will develop skills in 3D/relief and will be</p>	<p>Key Skill: Drawing Intention: To develop skills in portrait drawing.</p> <p>Students review portrait drawing skills from year 7 and 8. They will use this knowledge to develop their</p>	<p>Key Skill: Printing / Painting Intention: To produce a portrait in a Street Art style using the stencil work of Banksy as inspiration.</p> <p>They will respond to a current issue as part of their work,</p>	<p>Key Skill: Drawing Intention: To further develop landscape drawing skills using one point and two-point perspective.</p> <p>Students revisit the landscape skills taught in year 8. They will be able to demonstrate skills in one and two-point</p>	<p>Key Skill: Drawing / Mixed Media Intention: To study different types of architecture and produce a final piece demonstrating an understanding of perspective.</p> <p>Students will look at architecture from a range of sources and</p>

	<p>taught about the Cubist art movement. They will be able to demonstrate confident skills in tonal shading, cross hatching and mark making, definition, composition, proportion and scale.</p>	<p>able to apply their knowledge of Cubism to create a personal final piece.</p>	<p>portrait drawing into a Street Art style.</p>	<p>and example of this could be climate change and produce a piece with a strong visual message. They will use photography to develop their work and ideas.</p>	<p>perspective and use a range of different drawing techniques.</p>	<p>study the work of artists such as Ian Murphy and they will be able to use this research as inspiration for their own.</p>
<p>Assessment</p>	<p>Opportunities for peer and self assessment are provided every lesson.</p>	<p>Summative assessment is completed at the end of the Still Life Unit with students being given formal written feedback and a grading of developing, meeting or exceeding in line with the whole school assessment policy.</p>	<p>Opportunities for peer and self assessment are provided every lesson.</p>	<p>Summative assessment is completed at the end of the Portraiture Unit with students being given formal written feedback and a grading of developing, meeting or exceeding in line with the whole school assessment policy.</p>	<p>Opportunities for peer and self assessment are provided every lesson.</p>	<p>Summative assessment is completed at the end of the Landscape unit with students being given formal written feedback and a grading of developing, meeting or exceeding in line with the whole school assessment policy.</p>