

Year 9 - Art

Curriculum intent	<p>The art curriculum inspires students to explore a range of materials and methods for their creative pursuits in the world of art. By practicing artistic skills and combining this with research and taught knowledge that informs their practice, students are able to develop their critical thinking and problem-solving abilities in a creative manner. We explore how art and design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.</p> <p>Students will develop the ability to use a range of techniques and media, to increase their proficiency in the handling of different materials and to analyse and evaluate their own work, and that of others.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>In the Autumn term, illustrative techniques and their use commercially are explored through investigation into artist Hattie Stewart. Students will demonstrate their research and creative ideas such as creating a mood-board and a mind-map to display and develop their ideas for their illustrative practice.</p>	<p>Symbolism is also explored with a modern twist (emoji and icon art), allowing student to link their work to their interests and culture. Further links are made to pop artists Roy Lichtenstein and Andy Warhol, further exploring the link between art and popular culture. Students will finally create a Hattie Stewart-style mixed media piece with elements of collage, montage, print making and illustration.</p>	<p>Throughout the Spring term, students are introduced to the world of architecture and encourages discussion around whether it can be classed as art. Gaudi and Hundertwasser and aspects of their building design are explored such as shape, patterns, trencadís mosaic and art nouveau. Natural form is explored, which inspired many of Gaudi and Hundertwasser's buildings, in reference to animals and organic lines and shapes in their work.</p>	<p>Studies of buildings using pencil, collage, and paint pens will be made, and discussion around what extent architecture can be considered 'art' and what elements of building design make architecture more artistic. Prior knowledge of the colour wheel is used to develop artistic responses using colour. The outcome will be to create a 3D building sculpture made from cardboard, including details such as windows and spires inspired by either Hundertwasser or Gaudi, also drawing on their bold use of colour.</p>	<p>Throughout the summer term students research Abby Diamond, an illustrator and visual artist. Students will explore birds, insects and nature. They will learn how to draw by identifying organic shapes and create a colourful illustration outcome using watercolour and fine liner. Students will then develop their understanding further by creating their own animal illustration using the skills and techniques of Abby Diamond. Students will then explore collage skills further. This will prepare students for GCSE Art.</p>	<p>For their final summer term students will work on the theme of confectionery and Food. Students will explore a range of artist such as, Lynne Perella, Joel Penkman, Nancy Whitehead and Nancy Standlee. Students will experiment with a range of skills and techniques learnt from the KS3 years such as; pencil crayons, mixed media, collage, acrylic and watercolours. Students will produce a range of skilled outcomes responding to the theme. This will prepare students for GCSE Art.</p>
Skills	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Illustration • Mind-map making • Mood boards • Artist research 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Illustration • Mind-map making • Mood boards • Collage • Montage 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Mind-map making • Montage • painting • Mixed media 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Mind-map making • Montage • painting • Mixed media • 3D construction 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Mind-map making • Montage • Painting 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Mind-map making • Montage • painting • Drawing • Mixed media

	<ul style="list-style-type: none"> collage 	<ul style="list-style-type: none"> Mixed media Lino printing 	<ul style="list-style-type: none"> 3D construction Sgraffito Paint pens 	<ul style="list-style-type: none"> Sgraffito Paint pens 	<ul style="list-style-type: none"> Construction lines Drawing Mark making Collage 	
Assessments	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> Ongoing progress based on sketchbook work Formative assessment every lesson Keywords spelling test 	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> Ongoing progress based on sketchbook work Formative assessment every lesson Summative assessment based on one of the elements of art. 	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> Ongoing progress based on sketchbook work Formative assessment every lesson Keywords spelling test 	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> Ongoing progress based on sketchbook work Formative assessment every lesson Keywords spelling test Summative assessment based on one of the elements of art. 	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> Ongoing progress based on sketchbook work Formative assessment every lesson Keywords spelling test Summative assessment based on one of the elements of art. 	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> Ongoing progress based on sketchbook work Formative assessment every lesson Keywords spelling test Summative assessment based on one of the elements of art.
Curiosity	<p>Students could watch the following videos:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=cdb_h1gyueY Hattie Stewart on her biggest artwork yet https://www.youtube.com/watch?v=2-OrSA6kaLM Doodling for beginners https://www.youtube.com/watch?v=sDQ5R-Aee-M Amazing doodle drawings mr Doodle <p>Students could visit the following website:</p> <ul style="list-style-type: none"> https://www.tate.org.uk/art/artists/roy-lichtenstein-1508 Roy Lichtenstein Tate <p>Extra-Curricular events:</p> <ul style="list-style-type: none"> Illustration artist in residence visit 	<p>Students could watch the following videos:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=LodDXM46YXI Hundertwasser and his dreamscapes https://www.youtube.com/watch?v=B2WV71dgrTs Viking Oceans Antoni Gaudi https://www.youtube.com/watch?v=NC2WdlRRetE Is architecture art? <p>Students could visit the following websites:</p> <ul style="list-style-type: none"> https://360stories.com/barcelona/place/park-guell Virtual tour of Park Guell https://www.world-architects.com/en/architecture- 	<p>Students could watch the following videos:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=rBdYjsGqLo4 Learning to paint in the style of Abby Diamond https://www.youtube.com/watch?v=-6F5q_5HC3om Drawing using shapes <p>Students could visit the following websites:</p> <ul style="list-style-type: none"> https://www.birdspot.co.uk/a-little- 	<p>Students could watch the following videos:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=uW9-euSNiYY Sarah Graham documentary https://www.youtube.com/watch?v=ciE4dJLI8M Drawing with Joel Penkman https://www.youtube.com/watch?v=x2A7IRUThmk Watercolour blending Joel Penkman 		

		<p>news/insight/architecture-as-subject-for-art Artists that look at architecture</p> <p>Extra-Curricular events:</p> <ul style="list-style-type: none">• Ian Murphy architecture artist in residence visit	<p>bird/art/abby-diamonds-beautiful-ink-and-watercolour-birds</p>	<ul style="list-style-type: none">• https://www.youtube.com/watch?v=qGB0z9v0_k Joel Penkamn pencil crayon
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------