

Year 9 Curriculum Overview: Fine Art

Year 9-Collections/Food/Buildings Projects

Rationale: In Year 9 we endeavour to develop and enhance key art skills & knowledge, that will become a foundation for all projects within KS4 & KS5. The main focus for year 9 is to build on the pupils' knowledge of key art techniques, progress skills and uses of medias and build on their key knowledge and skills learnt from years 7 & 8. To establish and embed clear skills and knowledge, year 9 will be approached using a workshop format with key focus on skills using an overarching theme for each half term of Collections, Food & Buildings. We aim to enhance pupils understanding further by introducing clear assessment objectives to which the pupils work will be assessed and indicate where their work may have progressed or may need support (these Objectives are based on: AO1 Contextual influence, AO2 the use of materials, AO3 recording ideas and insights and AO4 a final outcome). Students will complete a termly project during year 9 similar to KS3 to allow ease of access to inspiration & primary sourced objects.

- Within term 1 pupils will develop & explore the theme "Collections" and begin to discover various drawing techniques using Workshops. Allowing Pupils to enhance and understand what skills and associated knowledge is needed in recording their ideas. These include sketchbook making, Primary observational studies, ink studies, charcoal studies, and collage. In parallel to class work a HL project will run where Contextual influences are explored and pupils are asked to gather key knowledge, terminologies and definitions of various artists or techniques/materials enhancing their contextual understanding into how artwork is created. This is to build confidence and requirements needed of analytical annotations/literacy within KS4 & KS5. Pupils will be asked to complete contextual research-based tasks, with Subjective and Objective annotations linked to the theme.
- Within the 2nd term, Pupils will explore the theme "Food" and delve into creating large scale outcomes such as Lino printing & painting. Pupils will begin exploring into how to paint realistically & effectively, looking at colour, tone, shades, scale as well as painting skills & Techniques. This will be then Followed by Further exploring Lino Print, using Prior knowledge gains from this term. By exploring Larger scale outcomes Pupils are able to express ideas in a different medias with more confidence to broaden their range of skills. This will continued to be supported by the pupils being encouraged to develop their contextual understanding of topics, artists, techniques and medias through HL that link to these tasks.
- Within the 3rd Term, Pupils will begin exploring the theme "Buildings" and explore how to create 3D outcomes using various medias such as clay and card. By creating outcomes inspired by these topics pupils understanding of expressing their ideas broadens. This will continued to be supported by the pupils being encouraged to develop their contextual understanding of topics, artists, techniques and medias through HL that link to these tasks.

To reinforce pupils artistic development, we run simultaneously HL Tasks that allows pupils to cultivate their knowledge & skills from the current project, as well as developing key skills such as artist & contextual analysis. We also encourage independent exploration outside of the classroom of the theme through practical tasks to reinforce their learning and enhance the overall project.

Terms	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y9 Autumn 1:	<p>Collections Project: Students are to begin exploring into the project "Collections".</p> <p>Students are to explore primary observational studies of first hand objects using basic media such as pencil and biro, coloured inks & collaged mixed media and present within handmade sketchbooks (AO2 & 3)</p> <p>Through HL investigations, analysing artists and movements using subject specific language. (AO1)</p> <p>Students are to use prior learning established in years 7 & 8, such as</p>		<p>Collections HL linked to project: Pupils will be set a series of structured tasks to develop their analysing skills of Contextual influences. The HL tasks are designed to challenge and develop student's abilities regarding the assessment objectives, especially AO1- Contextual influences. This including exploring artists, movements & techniques and using Subjective and Objective analytical language.</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p>Knowledge -Understand and identify what is a "Collection", key definitions & terminology of assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences.</p>	<p><u>Subject Specific Key words:</u> Visual Elements, observational (primary & Secondary) Composition, Contextual, Media/Materials refinement, Objective/Subjective</p> <p><u>Key terms based on skills, techniques and processes such as:</u> Collections, Objects, Mark making, Blending, Observational studies, Tonal ranges, tone-Tint-Shade, Scale/proportion</p>

	the use of visual elements, basic drawing skills and combining practical skills & knowledge (key words and terminology)	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet. This will link to Assessment objectives & the way KS4 & KS5 projects are marked. (using Towards, Expected & Beyond indicators)	The timescale is set by the teacher due to timetabling.		Skills -Tonal disposition/blending -Sketchbook making -First hand/primary observational studies using pencil, biro & ink. -Watercolour mixing/painting skills -Oil pastel blending -Chalk and charcoal tonal blending -Mixed media collage creation -Contextual research building up analytical skills	<u>Analytical and evaluative language-</u> -Structured analysis of artist and their work. -during HL linked to contextual sources. -Identifying relevant and useful information from different sources. Etymology of words. Mind-mapping.
Y9 Autumn 2	Collections Project: Students are to further explore into unique media building based on observational studies. This includes developing basic media types such as block colour, watercolour, ink and dip pen These will be added to hand made sketchbooks (AO2 & 3) Through HL investigations, analysing artists and movements using subject specific language. (AO1) Students are to use prior learning established in years 7 & 8, such as the use of materials and combining practical skills & knowledge (key words and terminology)	HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)				
Y9 Spring 1	Food Project: Students are to explore large scale outcomes (Acrylic paintings and lino print) focusing on colour theory, tint-tone-shade, painting skills (These include using watercolour & acrylic paints) These outcomes will be placed within the portfolios and within sketchbooks (AO2 & 3)	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet. This will link to Assessment	Food HL linked to project: Pupils will be set a series of structured tasks to develop their analysing skills of Contextual influences. The HL tasks are designed to challenge and develop student's abilities regarding the assessment objectives, especially AO1- Contextual influences. This including exploring artists,	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla	<u>Knowledge</u> Understand and identify what is a "Food Art", key definitions & terminology of assessment objectives -Understand and identify how multi-layered outcomes and constructed using colour theory key	<u>Subject Specific Key words:</u> Visual Elements, observational (primary & Secondary) Composition, Contextual, Media/Materials refinement, Objective/Subjective <u>Key terms based on skills, techniques, and processes such as:</u>

	<p>Through HL investigations, analysing artists and movements using subject specific language. (AO1)</p> <p>Students are to use prior learning established in years 7 & 8, such as the use of materials and combining practical skills & knowledge (key words and terminology)</p>	<p>objectives & the way KS4 & KS5 projects are marked. (using Towards, Expected & Beyond indicators)</p>	<p>movements & techniques and using Subjective and Objective analytical language.</p> <p>The timescale is set by the teacher due to timetabling.</p>		<p>definitions & terminology linked to the assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences.</p> <p><u>Skills</u> -Tonal disposition/blending -Colour theory -multi-layered lino printing including design, carving, layering and application -Contextual research building up analytical skills</p>	<p>Mark making, Collage, Blending, Observational studies, Tonal ranges, tone-Tint-Shade, layering, printing, carving. Scale/proportion</p> <p><u>Analytical and evaluative language-</u> -Structured analysis of artist and their work. -during HL linked to contextual sources. -Identifying relevant and useful information from different sources.</p> <p>Etymology of words.</p> <p>Mind-mapping.</p>
Y9 Spring 2	<p>Students are to explore large scale multi layered lino printing (AO2 & 3) and collections inspired by collages outcomes and artists such as Sarah Graham & Andrew Campe. These outcomes will be recorded within the portfolio and within sketchbooks.</p> <p>Through HL investigations, analysing artists and movements using subject specific language. (AO1)</p> <p>Students are to use prior learning established in years 7 & 8, such as the use of materials, developing research into contextual influences and combining practical skills & knowledge (key words and terminology)</p>	<p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>				

<p>Y9 Summer 1</p>	<p>Buildings Project:</p> <p>Students are to explore large scale 3D outcomes (Clay & Card sculptures) focusing on architecture and building details inspired by artists such as Joshua smith as well as their own collection photoshoots. These outcomes will be placed within the portfolios (AO2 & 3)</p> <p>Through HL investigations, analysing artists and movements using subject specific language. (AO1)</p>	<p>Ongoing assessment of class learning based tasks/skills:</p> <p>Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet. This will link to Assessment objectives & the way KS4 & KS5 projects are marked. (using Towards, Expected & Beyond indicators)</p>	<p>Buildings HL linked to project:</p> <p>Pupils will be set a series of structured tasks to develop their analysing skills of Contextual influences. The HL tasks are designed to challenge and develop student's abilities regarding the assessment objectives, especially AO1- Contextual influences. This including exploring artists, movements & techniques and using Subjective and Objective analytical language.</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p><u>Knowledge</u></p> <p>-Understand and identify what is a "structure and texture", key definitions & terminology linked to the assessment objectives</p> <p>-Successful Material/technique use and linked to practical and theory key words/terminology</p> <p>-How to independently develop outcomes and responses based off contextual or first-hand influences.</p>	<p><u>Subject Specific Key words:</u></p> <p>Visual Elements, observational (primary & Secondary) Composition, Contextual, Media/Materials refinement, Objective/Subjective</p> <p><u>Key terms based on skills, techniques and processes such as:</u></p> <p>Architecture, 3D construction, layers, texture, detailing, surface, scale, size, proportions, mixed media, dry brushing, coiling, slab building, clay relief and impressions</p>
<p>Y9 Summer 2</p>	<p>Students are to use prior learning established in years 7 & 8, such as the use of materials, developing outcomes & ideas inspired contextual influences and combining practical skills & knowledge (key words and terminology)</p>	<p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>	<p>The timescale is set by the teacher due to timetabling</p>		<p><u>Skills</u></p> <p>- 3D construction using various media such as card, Polyfilla, wire etc</p> <p>-layered construction and supports</p> <p>-Clay manipulation and building</p> <p>-3d texture construction using layering and finishing materials</p> <p>-Contextual research building up analytical skills</p>	<p><u>Analytical and evaluative language-</u></p> <p>-Structured analysis of artist and their work.</p> <p>-during HL linked to contextual sources.</p> <p>-Identifying relevant and useful information from different sources.</p> <p>Etymology of words.</p> <p>Mind-mapping.</p>