

Year 9 Curriculum Overview: Fine Art

Year 9-Collections/Food/Architecture 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 the overarching theme of Collections.

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).

- Within term 1 pupils will explore the topic, **"Collections"** and will start to develop and enhance key knowledge, terminologies and definitions of various art 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.
Pupils will begin to explore into various drawing techniques using Workshops to enhance and understand what skills and associated knowledge is needed. These include sketchbook making, Primary observational studies, ink studies, charcoal studies, and collage.
- Within the 2nd term pupils will explore the topic, **"Food"** and begin to explore into large scale outcomes exploring, colour, pattern, scale, painting skills and printing skills. By exploring Larger scale outcomes they are able to express ideas in a different way with more confidence to broaden their range of skills. This will continued to be supported by the pupils being encouraged to explore independently contextual topics, artists, techniques and medias through HL that link to these tasks.
- Within the 3rd Term pupils will explore the topic, **"Architecture"** and begin exploring into 3D outcomes. By creating outcomes such as scaled buildings, and clay sculptures for a public use pupils understanding of expressing their ideas broadens. his will continued to be supported by the pupils being encouraged to explore independently contextual 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 (First Project starts and continued until Summer 1 Term)	<p>Collections Project: Students are to begin exploring into the project "Collections". Through investigations and research linked to topics associated to the theme. To aid in this, pupils will participate in a guided reading task dissecting the work of Ernst Haeckel. (AO1)</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>Students are to use prior learning established in years 7 & 8, such as the use of visual elements, basic drawing skills and combining practical</p>		<p>Collections HL linked to project: Pupils will be set a combination of structured tasks and lesson inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The lesson inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc. The timescale is set by the teacher due to timetabling.</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p><u>Knowledge</u> -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>Skills</u> -Tonal disposition/blending</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> Mark making, Blending, Observational studies, Tonal ranges, tone-Tint-Shade, Scale/proportion</p> <p><u>Analytical and evaluative language-</u> -Structured analysis of artist and their work.</p>

	skills & knowledge (key words and terminology)	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) via verbal feedback or feedback record sheet. this links to the way KS4 & KS5 projects are marked.			-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	-during HL linked to contextual sources. -Identifying relevant and useful information from different sources. Etymology of words. Mind-mapping.
Y9 Autumn 2	<p>Collections Project: Students are to explore into more unique media building on observational studies via large scale studies focusing on developing basic media types such as oil pastels, chalk and charcoal & collage/biro studies . These will be placed within the portfolio and reflected on in sketchbooks (AO2 & 3)</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>Verbal feedback sheets to be completed by students and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>				
Y9 Spring 1	<p>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) inspired key artists as well as their own photoshoots. These outcomes will be placed within the portfolios and (AO2 & 3)</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</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) via verbal feedback or feedback record sheet. this links to the way KS4 & KS5 projects are marked.</p> <p>Verbal feedback sheets to be completed by</p>	Food HL linked to project: Pupils will be set a combination of structured tasks and lesson inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks eg photography based HL. The lesson inspired tasks will be based on continuation learning from	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla	<p><u>Knowledge</u> -Understand and identify how multi-layered outcomes and constructed using colour theory key definitions & terminology linked to the assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology</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> Mark making, Blending, Observational studies, Tonal ranges, tone-Tint-Shade, layering, printing,</p>

	words and terminology)	students and recording conversations for progression Written non-specific, generic feedback given in line with GCQ regulations	lessons eg link artists to the outcomes created etc. The timescale is set by the teacher due to timetabling.		-How to independently develop outcomes and responses based off contextual or first-hand influences. Skills -Tonal disposition/blending -Colour theory -multi-layered lino printing including design, carving, layering and application -Contextual research building up analytical skills	carving. Scale/proportion <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 Spring 2	Students are to explore large scale multi layered lino printing (AO2 & 3) and collections inspired by outcomes inspired by artists such as Sarah Graham & Andrew Campe. These outcomes will be recorded within the portfolio and within sketchbooks. 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)					
Y9 Summer 1	Architecture Project: Students are to explore large scale 3D outcomes (Clay & Card sculptures) focusing on architecture and public sculptures inspired by artists such as Joshua smith and Claes Oldenberg as well as their own collection photoshoots. These outcomes will be placed within the portfolios (AO2 & 3) 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)	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) via verbal feedback or feedback record sheet. this links to the way KS4 & KS5 projects are marked. Verbal feedback sheets to be completed by students and recording conversations for progression	Architecture HL linked to project: Pupils will be set a combination of structured tasks and lesson inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks eg photography based HL. The lesson inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc.	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla	Knowledge -Understand and identify what is a "structure and texture", key 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.	<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> 3D construction, layers, texture, detailing, surface, scale, size, proportions, mixed media, dry brushing, coiling, slab building, clay relief and impressions <u>Analytical and evaluative</u>

Y9 Summer 2		Written non-specific, generic feedback given in line with GCQ regulations	The timescale is set by the teacher due to timetabling.		<u>Skills</u> - 3D construction using various media such as card, Polyfilla, wire etc -layered construction and supports -Clay manipulation and building -3d texture construction using layering and finishing materials -Contextual research building up analytical skills	<u>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.
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