

Art and Design Curriculum: Year 9

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
Subject Art and Design	Topic	Portraits project- Observe and record, drawing. Experimenting with materials- drawing and card relief.	Portrait project. Research and develop- Basquiat/Burton/Cantrell Present and evaluate work.	Portrait project. Research and develop- Tim Burton research, drawing. Present and evaluate work.	Portrait project. Experimenting with materials, refining and developing ideas- Designing clay head	Portrait project- making clay head and printing.	Portrait project- making clay head and printing. Present and evaluate.
	Why this and why now? NOTE- THE SEQUENCE OF TASKS HAS BEEN ADAPTED FOR 2021/2022 DUE TO SKILLS GAPS CREATED BY C19 ISOLATIONS IN 2020/2021 AND 2019/2020. THE CLAY ELEMENTS OF HT4, HT5 AND HT6 (highlighted in red) WILL NOW BE TAUGHT IN HT1 AND THEN THE YEAR WILL RUN AS NORMAL.	To build on skills taught in Y8- Describing a painting using art key words. Students will know how to describe a range of structures and patterns and explain what they can 'see' in a painting or image. Using pencil crayon to create layers of colour, control the pressure they use to mix and blend with pencil crayon, be able to draw and use colour to create their own work in the style of an artist and present their own research and drawings with some insight into the layout of the page, using colour and pattern as a background and including comments about their own and the artist's work. Drawing using a pencil with control and using shading.	Students will explore art from different cultures and work with colour and pattern using acrylic paint, oil pastel and combinations of materials used in previous years. Students will experiment with card relief, refining their use of a range of collage materials and understanding how to create texture that connects to the image they are looking at. Students will extend their understanding of what surface pattern is by continuing to study shape, colour and the use of different patterns and materials to create texture on a 2D/3D surface. (Card relief)	To build on skills from Y8- Students studied mark making and will use this knowledge to select patterns to use together when creating detailed studies of the skulls and patterns linked to Tim Burton's work. They will extend their skills using a range of paint techniques by extracting and refining patterns from the work of the artists studied and the work they have drawn to develop their own designs. Students will use key art terms learnt last term and last year to help compare and contrast styles of portrait styles.	Students will expand their understanding of how to draw a design for a 3D form. They will show 3D qualities in their designs as well as exploring what the back of their head will look like as well as the front. Students will develop written comments to include instructions, handy hints, knowledge of tools and techniques as well as challenges they faced in a step by step for their clay head.	Students studied colour, pattern and texture so will use this knowledge to select patterns and textures to use together when creating a lino print and 3d clay head. They will extend their skills using printing ink and clay by developing layers of pattern and colour that connects to their drawings and research when printing, building a hollow 3d form from clay and using a range of clay tools to engrave and emboss the surface when working with clay, controlling pressure as they work. They will also use the score and slip technique and start to develop an understanding of the firing process. Students will use key art terms learnt last year and term to help evaluate their finished pieces and	Students will use their patterns and their knowledge of visual and tactile texture to create a print using layers of pattern and colour as well as experimenting with form, shape, pattern and texture by building a 3D clay head and engraving and embossing patterns on its surface. Students will use their understanding of colour and pattern to create layers of colour in their print and to create additional layers of visual texture on the surface of their clay head. Evaluative comments will include links to the artists when writing about their clay head. More complex decorative clay techniques and more complex building techniques will support students creating a more

		Using oil pastels and combinations of materials to show layer of pattern and texture. Selecting a section of an image, enlarging and creating drawings in the style of an artist.				<p>take part in class discussions about theirs and others work. Students will extend and refine their understanding of what pattern and colour is in art by creating visual and tactile texture using these two new techniques. Students will develop their printing skills by experimenting with marks and patterns.</p>	<p>complex 3d structure in KS4. More complex decoration techniques will support students developing painting and pattern techniques on the surface of their clay structure in KS4. Multi layered coloured, textured printing and design work will support students when creating work using printing processes in KS4. Mark making work will support students with understanding which textures and patterns to use when creating drawings and paintings in KS4.</p>
	What is the essential knowledge that needs to be remembered?	Control of oil pastel when blending colours. Use of layers of oil pastel colour to mix and blend. Use of more complex key words in verbal and written comments and opinions including your opinions and analysing skills.	Showing creativity and individuality in presentation skills in sketchbook. Producing independent research into an artist including your own opinions and insights into their work.	Using patterns, colour and shapes to create texture and shading with pencil, pen and collage. Use of tone and blending when using acrylic paint.	Producing a design that clearly connects to research. Understanding the meaning of designing to show a 3d form. Comparing different styles of faces, portraits and skulls.	Using patterns to create texture and pattern through lino printing and clay head. Controlled use of acrylic and water colour paint to create colour on the surface of a clay head.	Understanding how to use a range of tools to create controlled pattern and texture in printing and clay head. Producing a print which shows colour and texture and connects to research. Evaluating the final print and clay head.
	What is the assessment intent and how will you assess?	<i>Portraits/Artists drawings (Half term 1) will be assessed and formal feedback given on a feedback slip/ MIB time given. This will give</i>	<i>Exploring materials, ideas and artists work (Half term 2) Features of the face drawings and paintings as well as artists research will be assessed</i>	<i>Exploring materials, ideas and artists work (Half term 3) Features of the face drawings and paintings will be assessed with feedback given on a</i>	<i>Developing ideas, designing for clay work. (Half term 4) Design for clay head will be assessed with feedback given on a</i>	<i>Creating a final piece and evaluating it (Half term 5) Printing and clay head as well as at least one written evaluation will be assessed with feedback</i>	<i>Creating a final piece and evaluating it (Half term 6) Printing and clay head as well as at least one written evaluation will be assessed with feedback</i>

	<i>students ideas of the areas they need to develop in the second part of the project to improve their overall grade. (Formative assessment)</i>	<i>with feedback given on a feedback slip/MIB time given. All formative and summative assessment will be moderated and standardised across all y9 groups in the department by all staff teaching that year group.</i>	<i>feedback slip/MIB time given.</i>	<i>feedback slip/MIB time given. All formative and summative assessment will be moderated and standardised across all y9 groups in the department by all staff teaching that year group.</i>	<i>given on a feedback slip/MIB time given.</i>	<i>given on a feedback slip/MIB time given. All formative and summative assessment will be moderated and standardised across all y9 groups in the department by all staff teaching that year group.</i>
What should the end point look like?	Basquiat oil pastel drawing. Tim Burton pencil crayon drawing. Kimmy Cantrell drawing/painting.	Portraits and faces research and drawing page, card relief face.	Tim Burton research and drawing page.	Clay head design, comments and plan of making.	Textured claytile, evaluation. Prints, evaluation.	Clay head, photos, evaluation. Prints, evaluation.
How does it cover the NC	Know how art and design both reflect and shape our history and contributes to culture. Know about great artists and understand the historical and cultural development of their art forms. know about great craft makers, and understand the historical and cultural development of their art forms. Understand how different time periods have impacted on styles and major movements from ancient times up to the present day. Skills to experiment. Invent and create own works of art (exploring their ideas). Think critically about Art and Design. Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work using a range of techniques in sketchbooks etc. Practise and develop drawing skills and painting skills. Evaluate and analyse creative works using the language of art, craft and design in order to strengthen the visual impact or applications of their work. Increase their proficiency in the handling of different materials.		Knowledge to experiment Know how art and design both reflect and shape our history and contributes to culture. Know about great artists and designers and understand the historical and cultural development of their art forms. Understand how different time periods have impacted on styles and major movements from ancient times up to the present day. Skills to experiment. Invent and create own works of art (exploring their ideas). Think critically about Art and Design. Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work using a range of techniques in sketchbooks etc. Practise and develop drawing skills and painting skills Evaluate and analyse creative works using the language of art, craft and design in order to strengthen the visual impact or applications of their work. Increase their proficiency in the handling of different materials.		Knowledge and skills to experiment. Invent own works of art and craft (exploring their ideas) Create own works of art and craft works. Invent works of design (exploring their ideas). Create works of design. Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work. Practise and develop sculpture. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials.	

