

### Art and Design Curriculum Year 9

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
	<b>Topic</b>	Portraits project- Observe and record, drawing. Experimenting with materials- drawing and card relief.	Portrait project. Research and develop- Jimoh/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	Sweets and treats	Sweets and treats
<b>Subject Art and Design</b>	<b>Why this and why now?</b>	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.	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 tone and will use this knowledge when creating detailed studies of the skulls and characters linked to Tim Burton's work. They will extend their skills using a range of tonal techniques by recreating tonal values on their work and by extracting and refining patterns from the work of the artists studied to present their understanding and 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. The clay structure will be a progression from the flat relief work that was produced in clay for the machinery project in year 8. 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 will use key art terms learnt last year and term to help evaluate their finished pieces and take part in class	As an accumulation of all formal elements covered throughout KS3 students should now be able to refine the core skills in drawing and painting to create complex and skilled pieces. This project promotes mastery of drawing and tonal work, allowing students to focus on pure realistic observation.	Still continuing to refer to other artists to influence students work. The project will take aspects of the GCSE course in that the students will be expected to research and develop ideas through a series of reviewing and refining images. This will make transition to GCSE smoother but will also be a good opportunity for students to create final quality pieces which use all the skills covered in the previous 2 and a half years. A stand alone quality <a href="#">conclusion to the KS3 course.</a> The artist studied have a refined skill with Sarah Graham being photo realistic. This gives a greater challenge to develop work more skillfully.

	<p>Drawing using a pencil with control and using shading.</p> <p>Using oil pastels and combinations of materials to show layer of pattern and texture.</p> <p>Selecting a section of an image, enlarging and creating drawings in the style of an artist.</p>			<p>discussions about theirs and others work.</p> <p>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.</p>		
<p><b>What is the essential knowledge that needs to be remembered?</b></p>	<p>Control of oil pastel when blending colours.</p> <p>Use of layers of oil pastel colour to mix and blend.</p> <p>Use of more complex key words in verbal and written comments and opinions including your opinions and analysing skills.</p>	<p>Showing creativity and individuality in presentation skills in sketchbook.</p> <p>Producing independent research into an artist including your own opinions and insights into their work.</p>	<p>Using tone to create form.</p> <p>Studying Tim Burton and making links to his style and tonal values.</p> <p>What is an illustrator</p> <p>What is an animator</p>	<p>Producing a design that clearly connects to research.</p> <p>Understanding the meaning of designing to show a 3d form.</p> <p>Comparing different styles of faces, portraits and skulls. Use of tone and blending when using acrylic paint.</p>	<p>Showing creativity and individuality in presentation skills in sketchbook is repeated throughout this year.</p> <p>How to show form and texture in drawings and paintings.</p> <p>How do different grade pencils affect the tones created</p>	<p>Showing creativity and individuality in presentation skills in sketchbook is repeated throughout this year.</p> <p>Who is Sarah Graham and what does her work look like.</p> <p>Who is Wayne Thiebold and what does his work look like</p>
<p><b>What is the assessment intent and how will you assess?</b></p>	<p><i>Portraits/Artists drawings (Half term 1) will be assessed and formal feedback given on a feedback slip/ MIB time given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. (Formative assessment)</i></p>	<p><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 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</i></p>	<p><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 feedback slip and recorded in the conversation log, referencing the progress sheet/MIB time given.</i></p>	<p><i>Developing ideas, designing for clay work. (Half term 4) Design for clay head will be assessed with feedback given on a feedback slip/MIB time given. Written and verbal feedback throughout with a summative conclusion at the end of the project which is referenced to the progress sheet.</i></p>	<p>Each sample piece will be formatively assessed as work progresses with verbal and some written feedback to help develop drawing techniques.</p> <p>No summative assessment at this point with the emphasis being on mastering techniques</p>	<p><i>As with the previous half term, formative assessment will encourage development . The research pages and final drawing/painting will be a summative assessed pieces which is marked against the success criteria</i></p>

		<i>department by all staff teaching that year group.</i>		<i>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>		
<b>What should the end point look like?</b>	Jimoh oil pastel drawing. Kimmy Cantrell drawing/painting Double page presentation including annotations with personal opinions and insights	Portraits and faces research and drawing page, card relief face.	Tim Burton research and drawing page.	Clay head design, Clay model which is painted and decorated. comments and plan of making.	A series of small drawings which show development of drawing skills. These will be of cakes and sweets and will show a variety of forms. Tones and textures.	Research page for Sarah Graham and Wayne Thiebald. One quality painting or print in the style of one of the artists
<b>How does it cover the NC</b>	NC Know how art and design both reflect and shape our history. Know how art and design 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 own works of art (exploring their ideas). Create own works of art. 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. Practise and develop drawing skills. Practise and develop painting skills. Evaluate and analyse creative works using the language of art, craft and design in order to		NC Knowledge to experiment. Know how art and design both reflect and shape our history. Know how art and design contributes to culture. Know about great artists and understand the historical and cultural development of their art forms. Know about great designers, and understand the historical and cultural development of their art forms. Skills to experiment. Invent own works of art (exploring their ideas). Create own works of art. 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. Practise and develop drawing skills.. Practise and develop 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.		NC Knowledge to experiment. Skills to experiment. Invent own works of art (exploring their ideas). Create own works of art. Invent craft works (exploring their ideas). Create 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.	

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