**Y9 – FUNDAMENTAL IDEAS - ART**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | Paper Cut Art2-D | Paper cut 3-D DevelopmentsWorking towards an exhibition | Skulls Drawing & painting studiesExperiments in print | Identity  | Identity | Surrealism based workshop studies |
|  Topics | Developing ideas around a theme of ‘Winter’.Creating original compositionsDeveloping drawing studiesExpressive Mark-making with paint and dyeUse of patternResearching paper artists such as Patrick Cabral | Transfer 2-D ideas into 3-D form with imaginative paper-sculptureCombining visuals, written word and sound | Tonal & Coloured pencil drawingLarge scale charcoal studiesPaintingMixed media abstract & patterned prints using various techniques and found materials | Mixed – media studies based on portraiture, figure work or personal items Exploration of personal and/or cultural identityStudy and written response of selected contemporary artists. | Art with a message – creating an A2 composition communicating interpretations of ‘Identity’.  | Collage, photography and drawing workshops inspired by Surrealist ideas of both historical and contemporary artists.Drawing test |
| Skills | MASTERING NEW TECHNIQUES- Record ideas and observations through drawing and annotation- Carry out purposeful investigations- Demonstrate an understanding of visual language-Work to a deadline-Work to a brief with an audience in mind- Prepare to exhibit work as part of a group  | EXPERIMENTAL SKILLS & DEVELOPING IDEAS-Select and purposefully experiment with media, materials, techniques and processes-Refine ideas-Respond to the work of other artists and designers- Explore ideas, thoughts and feelings in response to self | PRESENTING A PERSONAL RESPONSE & GENERATING FAST-FLOW IDEAS-Communicate meaning in visual form-Develop and collate ideas-Realise intentions-Work with spontaneity & imagination- |
| Assessment | 2 Sketchbook submissions | Ongoing Formative assessment 2 sketchbook submissions1 or 2 Completed Exhibition pieces | Ongoing Formative assessment Peer Assessment1 Sketchbook submission | Ongoing Formative assessment2 Sketchbook submissions | 1 Final piece submittedPeer Assessment1 Sketchbook submission | END OF YEAR ASSESSMENT |
| Linked learning | The syllabus of Art within year 9 supports multiple subjects including English, through the application of critical analysis and annotations and more specifically through the inclusion of poetry, stories and lyrics in the Winter project. There are also links to Music with the inclusion of sound in the same project. In the Identity project students are encouraged to explore all aspects of their personal identity making links with PSHE and presenting the opportunity to make links with RE where desired. |
| \*SMSC Links | 253 Provision for the spiritual development of pupils includes developing their:- ability to be reflective about their own beliefs and perspective on life- sense of enjoyment and fascination in learning about themselves, others, and the world around them,- Use of imagination and creativity in their learning254 Provision for the moral development of pupils includes developing their: -understanding of the consequences of their behaviour and actions- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 256. Provision for the cultural development of pupils includes developing their:• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others |
| Literacy | Specialist Art Terminology is regularly introduced and occasionally tested.Students are required to demonstrate critical understanding of the work of other artists and will regularly record their observations in written form especially as the extended written homework task in Term 4. | Numeracy | The use of measure is required when planning the layered paper cut in the Winter project. |
| Enrichment | The Art rooms are available for extension work or catch-up most lunchtimes. Various cultural and artistic visits are offered intermittently. After school workshops may also be offered. |
| Building on Prior Attainment | Having concentrated more on the development of basic skills in Y8, during Y9 students begin to take a more thoughtful and questioning approach to Art. Some work is developed which relies more heavily on expressing their own thoughts and feelings and other studies require students to take a more considered view of the world around them. |
| Impact | The study of Art helps broaden student’s cultural awareness and encourages them to observe and creatively interpret the world around them. Art teaches resilience and patience, as studies can often spread over multiples lessons, this can help create strong independent workers. Longer and more personal projects will develop resilience and independent thinking. Presentation technique and the ability to communicate with clarity will also develop. |

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| Ways to support student learning in this subject |
| * Encourage your child to research the wide range of art related careers ahead of their options.
* Discuss Art lessons and their progress.
* Celebrate your child’s Art.
* Encourage your child to keep an Art sketchbook or scrapbook outside of their school studies, for whilst we aim to improve skills and knowledge during this first year it is equally important to retain an element of personal choice and alternative enjoyment without the pressure of assessment.
* Practising any kind of observational drawing at home will always be of benefit as will exploring new art materials.
* Check they are keeping up with homework, these set pieces are designed to support the development of classwork.
* Visit Museums and Galleries when possible.
* Watch Art related programmes together and discuss.
* Collect papers, fabrics and any other interesting found objects that may be of use.

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