

## What are the aims and intentions of this curriculum?

The Year 9 Art and Design curriculum has been designed to introduce students to the BTEC curriculum and the expectations of studying a Level 2 option. The aim of our Year 9 Curriculum is to explore and develop the students' knowledge of art and design through observational drawing – primary and secondary sources - learn through practical experience and be able to demonstrate knowledge and understanding of sources that inform their creative intentions.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<ul style="list-style-type: none"> <li>Observational Drawings</li> <li>Formal elements of Art</li> <li>Drawing from primary sources and secondary sources</li> <li>Different techniques of drawing</li> <li>Mark Making</li> <li>Washing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to analyse in detail what we see in the world and understand the possibility to use different approaches to represent it.</li> <li>Students will learn how to improve their drawing skills and drawing techniques.</li> <li>Students will get a well-developed knowledge about artists, such as Caravaggio, Giorgio Morandi, Paul Cezanne and Francisco Zurbaran.</li> </ul> <p><b>Key Terms:</b>            Proportion/Scale            Shade            Formal elements            Materials            Techniques            Processes            Tone            Draft            Volume            Composition            Trace            Composition            Harmony            Drawing expression            Line            Shape</p>	<ul style="list-style-type: none"> <li>Students will be able to understand the concept of shape/form and how to draw it with increasing accuracy</li> <li>Exploring different ways of representing objects and nature using different materials/techniques, such as tonal drawing, mark making or painting.</li> <li>Generating and communicating art and design ideas, as they will study and complete an array of artist research.</li> <li>Creating a composition by using some of their previous drawings.</li> <li>Students will become more confident to talk about their work or about artist's work.</li> <li>Learning about Still Life artists.</li> </ul>	<p>Ability to analyse the object to be represented with detail and accuracy</p> <p>Ability to discuss the work/images that are presented using art terminology/language</p> <p>Ability to recognise how elements of art are used.</p> <p>Quality of drawing and the ability to represent accurately form, volume, shape, texture, etc.</p> <p>Be able and recognise the importance of drawing the presence of light and dark using different tones in order to create expression in their art project.</p>

		<p>Employability and life skills: Team work, Time Management, Creative/Critical thinking, Historical and social context, Presentation skills</p>		
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<p><b>Autumn 1</b></p>	<ul style="list-style-type: none"> <li>• Art Movements</li> <li>• Practical skills development</li> <li>• Using artistic elements professionally</li> </ul>	<ul style="list-style-type: none"> <li>- Students will understand different Art Movements and how art changed, evolved and re-shaped along with the centuries.</li> <li>- Be able to understand and explore the purpose of research in art in order to develop one's creativity, knowledge, skills and techniques.</li> </ul> <p><b>Key Terms:</b>  Impressionism  Post-Impressionism  Surrealism  Research/Analysis  Formal elements  Materials  Techniques  Processes  Colour  Expression  Emotion  Message</p> <p>Internet safety, when researching</p> <p>Employability and life skills:  Team work, Time Management, Creative/Critical thinking, Historical and social context, Presentation skills, Problem solving</p>	<ul style="list-style-type: none"> <li>• Getting a well-developed knowledge about art movements, the history, techniques and artists of each movement</li> <li>• Improving their research skills, as there will be a lot of research.</li> <li>• Improving their drawing and painting skills, as they will recreate artists' work.</li> <li>• Creating final pieces, with high quality and finishing.</li> </ul>	<p>To be able to reproduce the techniques learned with accuracy.</p> <p>Confident ideas.</p> <p>The use of techniques and ability to visually communicate ideas informed by investigation.</p> <p>Evidence of skills development.</p> <p>Demonstrate the exploration of a range of practical skills.</p> <p>Ability to discuss and present their artwork using art terminology/language.</p>
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## Autumn 2

- Portrait/Self-Portrait  
How to draw, analyse and understand the possibility to use different approaches to represent it.
- Shapes
- Different elements of the face - eyes, mouth, nose, etc.
- movement
- Fauvism Art movement

Students will learn how to draw portraits and a self-portrait. Their work will be based on Fauvism art movement. They will learn about some artists in order to recreate their work. Students will be able to create a final piece with high quality and finishing.

### **Key Terms:**

Analyse/Evaluate  
Discussion/debate  
Fauvism  
Andre Derain  
Henri Matisse  
Research  
Context  
Symbolism

### **Employability and life skills:**

Team work, Time Management, Creative/Critical thinking, Historical and social context, Presentation skills

- Analysing different art movements
- Creating different drawing techniques in order to respond to an art movement/artists
- Learning how to apply artistic elements into their work
- Presenting their work with confidence and knowledge.

Ability to analyse different artists, their work and technique.

Ability to retain knowledge.

Ability to discuss the work/images that are presented using art terminology/language.

Ability to analyse the face element to be represented with detail and accuracy.

Quality of drawing and the ability to represent accurately form, volume, shape, texture, etc.

Ability to apply techniques from previous lessons.

## Spring 1

- The importance of self-portrait
- Importance of colours to present and generate emotion
- Printing

Students will learn about 2 famous artists, who created self-portrait

### **Rembrandt Self Portraits**

#### **Frida Kahlo**

- Students will be able to create their own self-portrait on A3 paper
- Students will learn how to use different techniques/mediums to colour their self-portrait
- Students will learn how to create portrait by printing

#### **Key terms:**

Print making

Technique Creativity

Symbolism Colour

Shape

Emotion/Expression

Draft/Experimentation

Review

Annotation

#### **Employability and life skills:**

Team work, Time Management, Creative/Critical thinking, Historical and social context, Presentation skills

- Analysing a self-portrait by describing the artistic features.
- Analysing different pieces of different artists, talking about the materials, process and techniques
- Understanding how to use their imagination and knowledge to create own portrait

Ability to analyse a self-portrait describing how artistic features have been displayed.

Ability to analyse the artist's artwork using art terminology/language

Ability to apply new skills on their own artwork.

Understanding of creative intention.

**Spring 2**

- Protecting the Environment
- Poster design
- Collage technique
- Collaboration printing task
- How to recreate an article into a drawing?

Students will be completing many drawing tasks, they will use primary/secondary images

- Observational drawing
- They will be honing their drawing skills, which have gained previously
- Collaboration tasks
- Artist research, such as Robert Bradford and Michelle Reader

**Key terms:**

Proportion/Scale  
Composition  
Harmony  
Shade  
Formal elements  
Materials  
Techniques  
Processes  
Tone  
Proportion/Scale  
Formal elements  
Tones

**Employability and life skills:**

Team work, Time Management, Creative/Critical thinking, Historical and social context, Presentation skills, Problem solving

- Creating observational drawings with high finish.
- Being confident in discussing artists' work.
- Completing research that has a lot of useful and relevant information.
- Creating 3D models in respond to artists' work.
- Creating creative posters to raise awareness of environmental problems.

Ability to analyse the object to be represented with detail and accuracy.

Ability to discuss the work/images that are presented using art terminology/language.

Ability to recognise how elements of art are used.

Producing high quality drawing with detail.

Ability to use different medium (oil/soft pastel, tonal drawing, acrylic or oil paints).

Confident ideas generating techniques and ability to produce a 3D model that will raise awareness of environmental problems.

## Summer 1

- Collaboration work to produce a wearable piece
- Recreating artists' work
- Learning how to use plaster to create 3D models
- Creating a formal presentation to present the final piece

- Students will complete a questionnaire to match them up before doing the collaboration/group task
- Students will collate research about artists, in order to recreate the artist's work.
- Students will learn how to plan the journey of the final piece, in order to make sure that the work has high quality.

### Key Terms:

Formal elements  
Materials  
Techniques  
Processes  
Colour  
Expression  
Message  
Use  
Size  
Colours  
Creativity  
Finishing

### Employability and life skills:

Team work, Time Management, Creative/Critical thinking, Historical and social context, Presentation skills, Problem solving

- Creating 3D models/sketch models by using recycled materials.
- Completing artists' research about the Su Blackwell and exploring her work in order to present the information in a formal presentation.
- Creating 3D models by using plaster.
- Expressing a strong message by creating 2D and 3D pieces of work.

Ability to discuss and present their artwork using art terminology/language

Being able to produce a final piece, that will raise awareness of environmental problems.

To deliver a clear message to the audience.