

ART

Our overall curriculum design is underpinned by our vision for what the students in our communities need to thrive and become confident learners. Our Curriculum offer identifies the Knowledge, Skills, Attributes and Experiences (K-ASE) we seek to develop in our students. We see each component of K-ASE as an entitlement for students and K-ASE shapes the whole experience within our school.

Our Subject Curriculum design is driven by the Knowledge aspect of K-ASE; developing *expert* subject knowledge alongside disciplinary skills in order to encourage critical thinkers who can *communicate* ideas and thoughts with clarity. Key to our curriculum vision is that students experience a wide range of cultural opportunities and materials within school and that students are encouraged to communicate and talk about their knowledge, thinking and learning.

Knowledge: is the driver for our subject planning and the aim is to develop expertise by ensuring that students master, over time, the key substantive and disciplinary knowledge within each subject discipline.

Rationale: When arriving in year 9, students have had different experiences of art in earlier KS3. Because of this, we focus on developing skills further, starting with benchmarking skill sets, then working through a range of short workshop style projects which allow students to explore lots of different techniques, materials and artists. Workshops have been written to appeal to the boys in particular to support with engagement, as well as lots of opportunities to differentiate for different abilities.

Term/ Length of Unit	Outline: Key Concepts/Key content	Substantive Knowledge	Disciplinary Knowledge/Skills	End Points	Key Assessment(s)	SEND	Reading/ Literacy
4 lessons	Jim Dine inspired printmaking: Tools	Practical skills – observational tool drawing and shading techniques and printmaking – mono print Theoretical knowledge – analysing the work of Jim Dine, taking inspiration from his work and working in his style, including the use of simple mark making and negative space.	Debate and dialogue Students can form and communicate opinions about the artist’s work and their own work.	Practical outcomes – Series of tool drawings and monoprints	Accuracy of drawing Quality of mono print	Differentiated by providing a range of resources to suit different abilities and needs. Printed copies of step by step print instructions	Reading about the artist, identifying key information and using this to write about/ verbally discuss Jim Dine’s work.
4 lessons	Portrait drawing	Practical skills –	Debate and dialogue	Practical outcomes –		Differentiated by providing a	Reading about the artist,

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		<p>Trawing skills, proportion and perspective. Portrait drawing skills including tonal work.</p> <p>Theoretical knowledge – analysing the work of Michael English, exploring the Pop Art style and then applying it to their own tonal coke bottle drawings.</p>	<p>Using knowledge of Pop Art to form opinions and communicate them clearly.</p>	<p>Pencil crayon coke bottle drawing</p>	<p>Accuracy of drawing</p> <p>Accuracy and range of tones</p> <p>Ability to make object look 3D.</p>	<p>different images to work from which would suit different abilities.</p>	<p>identifying key information and using this to write about/ verbally discuss Pop Art</p>
4 lessons	<p>Emma Dibben fish paintings</p>	<p>Practical skills – observational fish drawings using pencil and coloured pencil, developing into watercolour paintings.</p> <p>Theoretical knowledge – analysing the work of Emma Dibben and working in her style, using layering techniques in watercolours and enhancing further with the use of pen.</p>	<p>Debate and dialogue</p> <p>Students have an understanding of how artists such as Dibben can commercialise their work, such as selling her paintings to Waitrose to be featured on their bags etc.</p>	<p>Practical outcomes –</p> <p>Watercolour fish painting, enhanced with pen.</p>	<p>Effectiveness of layering watercolours</p> <p>Tonal shading</p> <p>Pattern and texture work in pen</p> <p>Accuracy of initial drawing</p>	<p>Differentiated by providing a range of images to suit different abilities and needs.</p> <p>Templates also available to support initial drawing.</p>	<p>Reading about the artist, identifying key information and using this to write about/ verbally discuss Dibben’s work</p>
6 lessons	<p>Michael English inspired coke bottles</p>	<p>Practical skills –</p> <p>Tonal drawing skills, identifying tones in an image and applying these in pencil and coloured pencil.</p> <p>Theoretical knowledge – proportions of the face and facial features.</p>	<p>Debate and dialogue</p> <p>Being self aware and self critical. Discussion of own work and how to improve.</p>	<p>Practical outcomes –</p> <p>Face drawings in pencil and a range of experimental facial features.</p>	<p>Accuracy of drawing</p> <p>Accuracy and range of tones</p> <p>Ability to make face look realistic</p>	<p>Differentiated by providing a different images to work from which would suit different abilities.</p> <p>Use of videos to support learning.</p>	<p>Oracy skills – developed through peer and self assessment tasks.</p>
6 lessons	<p>Constructivist designs and models</p>	<p>Practical skills –</p> <p>Creating design ideas, identifying shapes in the environment to use to create 3D card models.</p>	<p>Debate and dialogue</p> <p>Students are encouraged to form opinions about</p>	<p>Practical outcomes –</p> <p>A range of small 3D card models</p>	<p>Creativity of design</p>	<p>Groups will be mixed ability to allow SEND students to be supported by</p>	<p>Reading about the artist, identifying key information and using this to</p>

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		<p>Theoretical knowledge – analysing the work of Sidney Gordin and Russian Constructivism, gaining an understanding of the movement, and applying the simplified shapes to minimal sculptural designs.</p>	<p>Constructivism, informed by having an understanding of the influences on the movement</p>	<p>Group outcome card sculpture</p>	<p>Card construction ability</p> <p>Use of simplified shapes in a constructivist style.</p>	<p>higher ability students.</p> <p>Printed resources available to help with design ideas.</p>	<p>write about/ verbally discuss Constructivism</p>
4 lessons	Rankin inspired collage	<p>Practical skills – Using creative thinking, photography and collage to enhance photos in the style of the artist.</p> <p>Theoretical knowledge – analysing the photography work of Rankin, understanding the meaning behind the work and applying to your own set of hand edited photographs.</p>	<p>Debate and dialogue</p> <p>Students are able to discuss the meaning behind giving the photographs back to the model to ‘Destroy’, justifying opinions about how the images represent their identity and/or personality and interests.</p>	<p>Practical outcomes –</p> <p>A set of experimental collaged photographs and an outcome.</p>	<p>Creativity</p> <p>Effective use of mixed media</p> <p>Ability to represent a concept through an image/set of images</p>	<p>Alternative photos available to work with</p> <p>Examples of a range of ideas that students could copy or develop as their own</p> <p>Sentence stems when talking about artists.</p>	<p>Reading about the artist, identifying key information and using this to write about/ verbally discuss Rankin’s work</p>
6 lessons	Mark Hearld inspired mixed media animals	<p>Practical skills – Students will learn a range of acrylic painting techniques, as well as how to stencil when creating a background.</p> <p>Theoretical knowledge – analysing the work of Mark Hearld and his layering technique when painting and using other materials.</p>	<p>Debate and dialogue</p> <p>Students can form and communicate opinions about the artist’s work and their own work.</p>	<p>Practical outcomes –</p> <p>A3 Mixed media painting of an animal, incorporating stencilling and texture into the work</p>	<p>Painting and blending techniques</p> <p>Layering technique</p> <p>Creativity of composition and design</p>	<p>Differentiated resources, with templates available to support drawing of the animals and creating stencils.</p>	<p>Reading about the artist, identifying key information and using this to write about/ verbally discuss Mark Hearld’s work</p>

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4 lessons	Shoe project	<p>Practical skills – Painting and composition skills, design skills</p> <p>Theoretical knowledge – analysing the work of Loui Jover, and understanding how he creates his designs/what inspires him.</p>	<p>Debate and dialogue</p> <p>Students can discuss the influences of Jover and exploring his style.</p>	<p>Practical outcomes –</p> <p>A larger scale painting</p>	<p>Creativity of composition and design</p> <p>Painting and blending skills</p> <p>Use of mixed media.</p>	<p>Differentiated resources, with templates available to support drawing of the shoes</p>	<p>Reading about the artist, identifying key information and using this to write about/verbally discuss the work.</p>
Home Learning	Students will be set a homework for each workshop. This will range between artist research and creating a piece using whatever materials they have access to at home.						
How you can help your child at home (including wider reading)	<p>Providing students with some basic art materials would be really helpful to support with homework completion, such as pencils, coloured pencils, watercolours and acrylics.</p> <p>Where students have the opportunity to visit art galleries, this would be great for students to experience different art work. If they cant go to the real galleries, most galleries have 360 digital exhibitions available to ‘walk around’ and would be just as valuable to engage with.</p>						