

Year 9 Art



	Content /Topic	National Curriculum	Essential Knowledge	Assessment	Rationale
YEAR 9					
HT1	<p>Technical drawing linked to Identity project Students produce a drawing that focuses on the skills of drawing with accuracy from observation.</p> <p>Artist copy Students will be produce an A4 artist copy using the techniques of the work of Esra Rosie and Ian MacArthur</p>	<p>1C: To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</p> <p>2C: To use a range of techniques and media, including painting</p> <p>3C: To increase their proficiency in the handling of different materials</p>	<p>Year 9 starts with an ambitious drawing activity from observation/copy of an artist’s work provided by the Art Department.</p> <p>Students will be introduced to the work of Historical and Contemporary portrait artists with a particular focus on the work of Esra Rosie and Ian MacArthur.</p> <p>Through their research of portrait artists students are broadening their knowledge of how art is closely linked to all cultures and beliefs.</p> <p>Students will develop an understanding of the difference between the artists’ work and an ability to express reasoned judgements about the work and how this can inform their own work.</p> <p>Who is Peter Blake? Tate Kids</p>	<p>Summative Assessment Drawing assessment – copy from portrait/identity themed image Artist Copy A3 Esra Roise/Iain MacArthur Artist research page A3 Portrait These outcomes will be assessed using assessment criteria within progress booklets and require students to bring together their knowledge</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback 	<p>Year 9 builds on the skills acquired throughout Year 7 and 8 and through the production of portrait work whilst starting to focus on the advanced skills that are required for KS4 Art.</p> <p>All work throughout the year will focus on mastering of skills acquired throughout Year 7 and 8</p> <p>Re-visiting the formal elements of art and applying these to portrait drawings will allow students to evidence essential knowledge and mastery of pencil/tonal techniques established throughout Year 7 and 8</p> <p>The teaching of techniques to assist with drawing portraits will allow students</p>
HT2	<p>Esra Roise/Ian McArthur Portrait Art techniques of line, shape, tone, form, and colour will</p>	<p>4C: To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or</p>			

<p>HT3</p>	<p>be used and applied to a portrait drawing</p> <p>2D – Pencil outcome usually demonstrating grid technique Students will use techniques that help when drawing a portrait from observation such as grid and tonal techniques to blend light and dark tones together</p> <p>Artist Research Page Students will use different processes to complete a research page that incorporates the following: Written information and analysis, Decorative keywords, fonts and titles, a collage of images researched and an artist copy.</p> <p>Outcome - Portrait 2D Mixed media outcome inspired by the work of Esra Roise/ Ian McArthur Students will create a final portrait outcome, incorporating</p>	<p>applications of their work</p> <p>5C: About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day</p>	<p>Art techniques of line, shape, tone, form and colour will be revisited and students will learn how to apply these techniques to portrait drawing understanding where shadows should be applied on the face and how to blend light and dark together.</p> <p>Students will be taught techniques that help when drawing a portrait from observation such as the grid technique.</p> <p>Students will apply the use of number to manage concepts of scale, quantity, proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle, and comparative size</p> <p>Who is Chila Kumari Singh Burman? Tate Kids</p> <p>Students will identify stylistic influences from significant historical and contemporary practitioners to be included and will produce an A3 artist research page based on either Esra Roise or Ian MacArthur.</p> <p>Students will learn how to explore different stages of the design process, including how to research and identify the information needed to complete the Research page.</p> <p>Students will learn how to refine the development of ideas, through stages that improve the outcome (including</p>		<p>to work confidently when exploring techniques in future lessons in Year 9 and KS4.</p> <p>Using the grid technique will help students understand how to use the correct proportions of the face to produce a portrait in future lessons in Year 9 and KS4.</p> <p>By refining work, drawing with accuracy and by adding detail, tone and blending skills students will improve their final outcome.</p> <p>Presentation skills are further developed in preparation for KS4 when students will need to present work in an innovative and creative way</p> <p>Students are encouraged to personalise their work so that all outcomes are individual. This begins to prepare students for the nature of the KS4 to think creatively, independently and to personalise their outcomes.</p>
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	colours, typography and pattern.		<p>further experimentation and investigation of techniques)</p> <p>Students will learn how to improve proficiency in their execution of portrait drawing and pencil skills using, graphite sticks, colored pencils, fine liners, oil pastels, water soluble pencils.</p> <p>Students will learn how to paint with control using colour, tint, tone, shade, hue, and temperature.</p> <p>They will learn that by mixing and controlling how they apply different types of paint that this will allow them to identify key features within the work of their chosen artist and to make comparisons using this information to improve their work.</p> <p>Students will learn how to create a final portrait outcome, incorporating colours, typography, and pattern.</p> <p>A final portrait will be completed within lessons and will be marked as a final outcome for the project. This outcome will showcase all skills that have been taught throughout the term.</p> <p>Who is Andy Warhol? Tate Kids</p>		
HT4	Decorative Research page based on Islamic architecture/tiles or	1C: To use a range of techniques to record their observations in	Students will be introduced to the artwork of African and Islamic culture.	Summative Assessment The following tasks will be assessed using assessment criteria within progress booklets.	This knowledge will be applied/built upon when students produce their own

HT5	<p>African Kente cloth Students will use different processes to complete a research page that incorporates the following: Written information and analysis, Decorative keywords, fonts and titles, a collage of images researched and an artist copy.</p>	<p>sketchbooks, journals, and other media as a basis for exploring their ideas 2C: To use a range of techniques and media, including painting 3C: To increase their proficiency in the handling of different materials 4C: To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5C: About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day</p>	<p>Students will research their choice of culture and use their research as inspiration for their own pattern design.</p> <p>Students will learn the importance of researching cultural art forms, selecting relevant information (images) that best reflects and expresses an understanding of this theme and the chosen culture.</p> <p>Who is Roy Lichtenstein? Tate Kids</p> <p>Students will know how individual experience and cultural contexts shape what artists and designers make and will use this to critically inform improvements in their own work.</p> <p>Students will produce a collage of supporting images.</p> <p>Students will learn to investigate and exploit the potential of new and unfamiliar materials.</p> <p>Students will complete the following techniques to experiment and produce design mono printing, polystyrene printing and 3D construction using FIMO clay.</p> <p>Students will learn to use art vocabulary and key words connected to this theme. They will learn to understand the importance of selecting relevant information that best reflects and expresses their understanding of this theme.</p>	<p>Research page Own pattern designs Final outcome portrait with patterned background. This requires students to bring together their knowledge developed throughout Year 9</p> <p>These outcomes will be assessed using assessment criteria within progress booklets</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Live feedback in lessons 	<p>portrait outcome based on identity</p> <p>Students will research and reflect on researched techniques and different methods to skilfully record their design over the half term and in KS4.</p> <p>Students will further develop presentation skills developed in Years 7, 8 and Year 9 to date and will use these skills to creatively display their research this term and in future KS4 learning.</p> <p>Students develop the use of mono printing skills that will be developed further in KS4 when they explore materials and techniques</p> <p>This half term enables students to develop an understanding of the process required to explore individual aspects of art and design and bring them together in future half terms and Key Stages</p>
HT6	<p>Cultural pattern designs Students will develop a series of designs that demonstrate their ability to create their own repeat pattern.</p> <p>Printed pattern outcome Students will create a printed outcome based on African Kente cloth or Islamic tiles.</p> <p>Photo Editing task Inspired by artist</p>				

	<p>Melissa Falconer, students will create portrait images in a pop art style.</p> <p>Final outcome combining pop art portrait and cultural Patterned background.</p> <p>End of Year drawing task - This will be completed as an Ambitious drawing activity throughout three lessons.</p>		<p>Students will reflect on researched techniques and different methods to skilfully record their design.</p> <p>Who is Bridget Riley? Tate Kids</p> <p>Students will learn how to create a 2D/3D relief outcome taking creative risks as they exploit the properties of 2D, 3D and tactile media, when developing ideas based on African Kente cloth or Islamic tiles, incorporating different colours associated with the motifs and patterns.</p> <p>Students will finally combine the portraiture skills learnt in HT1-3 with patterned backgrounds from HT4-6 to create their final outcome.</p> <p>Students will look at the work of Bisa Butler and Melissa Falconer to inspire their final outcome.</p> <p>Who is Gillian Ayres? Tate Kids</p>		
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