

# YEAR 9 ART CURRICULUM PROGRESSION OVERVIEW

Curriculum intent based on national curriculum for Art & Design:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Within the three-year curriculum taught our students become increasingly sophisticated in their art learning.

The same 'themes' are used throughout KS3 with all year groups completing a range of similar tasks, however, the complexity of how this is delivered and the expectations of final work is increased through the year groups. Each time we revisit drawing the student accesses it in a more sophisticated way, and so the quality of work improves over time and the child's own pace. Each activity explores the same skill set, again and again and this is how excellence is achieved.

Students complete mini projects throughout the year. During each mini project, the students will explore the influence of other artists building their portfolio of art history and contextual knowledge and providing invaluable inspiration for the student. Students will study the artist's work using similar materials.

To further their skillset, each project will encourage the students to improve and widen their knowledge of materials and their application. They will also build new ideas through design work and exploration.

	Autumn Term		Spring Term		Summer Term	
Topic	Native American Culture- 3D totem poles		Pop Art Shoes- Mixed media design		Green Man- 2D drawing and painting	
Core Skills/ Threshold Concept	Observational drawing, basic mark making. Fully independent task (proportion, Introduction to the formal elements shape tone, line, form). They are referred to throughout the project building on previous learning but in a different context. (Self assessed task)	Application of relevant colour using pencil crayon revisited. Challenge- use pencil crayon to create wooden effect.  Annotation of which family they have chosen and why- justifying  Revisit 3D skills – students transfer their enlarged design of a section of the final plan into card relief. (Skills to create texture developed- craft knife,				
	Reciprocal reading – Native American Totem Poles & mind map- Introduction to Native					

	<p>American Culture and Totem poles</p> <p>Building on observational drawing- students are introduced to gridding up and the use of different pencils to layer up tone , contouring, highlights.</p> <p>Develop knowledge about Haida Art and its characteristics 'form line style'</p> <p>Focus on presentation of work- creating titles</p> <p>Opportunities to create a Haida face or Animal applying the form line style using tracing paper to transfer shapes and felt tips to add careful block colours</p> <p>Development of knowledge of totem poles in Native American culture. Students create their own family tree(Note- emphasis on students putting down what they feel comfortable with) Select family members to add to their own design in the form of spirit animals.</p>	<p>use of corrugated card, scoring, hole punch, layering, using string, encouraged to think of their own ways to add texture to challenge)</p> <p>Paint skills revisited- acrylic paint- creating wooden effect, dry brushing, use of different sized brushes to add detail. To support- allow some students to use pens to add finer details.</p> <p>Final evaluation using key sentence starters and key words. Scaffolded for those that need support with key words.</p>				
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	<p>Personalisation of work through completion of questionnaire to find out their own totem spirit animal based on their own characteristics.</p> <p>Select four family members and decide which spirit animals represent each person, including self. Visual resources provided with brief overview of the qualities of the animal so they can link to family members. Encouraging independence when making choices about their work.</p> <p>Design skills revisited applying knowledge of symmetry, gridding up, enlarging. Challenge more detailed design WINS- design work</p>					
Key vocabulary	<p>Formal elements line pattern, texture form, shape, colour, tone, Tonal gradient Blend, contouring, highlights</p> <p>Haida, form line style, tracing, symmetry, design, spirit totem animal,</p>	<p>Pencil crayon, shading, restricted colour palette, wood effect, pressure, layering</p> <p>Enlarge</p> <p>Transfer</p> <p>Card relief</p> <p>Cut score layer</p> <p>corrugated, string, PVA, craft knife,</p>				

		Acrylic paint, dry brush, assemble SEMIE annotation				
Why this learning now?	In year 9 we teach this curriculum to ensure that all students have a wide experience of the key art skills. Learning is sequenced so that year 7 are introduced to the key skill slowly to encourage deep learning and progression, in year 8 we expand and build on that with more exploration and complexity required. In year 9 we expect students to use the skills learned in Y7 and Y8 to enable them to produce more independent outcomes. Guiding students through the year we will always develop key skills and understanding of art by specifically focusing on drawing, painting, printmaking, 3D making skills.					
Assessment Opportunities:	Every lesson has: <ul style="list-style-type: none"><li>- Opportunities to recall previous learning</li><li>- Self-assessment opportunities (set against ARE's) these are visible to the students and act as success criteria.</li><li>- Formative assessment from teachers (set against ARE's)</li></ul> Formative/verbal feedback is regularly provided via one to one and in groups, focusing on how to improve, make progress, small next steps and the final outcome. Summative feedback level provided in sketchbooks every half term, linked to Pathways with positive encouraging comments. Formal Assessment: Final totem pole design, Native American final piece Self-assessment: Termly using a pupil friendly success criteria stuck into sketchbooks- Observational drawing task Peer assessment: To support development of insect work, based on success criteria to support creative conversations.					
Learning at Home	Homework to be brought in twice during the half term to be seen by teacher and signed off and written/verbal feedback given as appropriate. The tasks will be linked to one of the following areas Drawing and recording, Artist links, Developing ideas & creativity.  Year 7, 8 and 9 Differentiation: The best art teaching revisits the same skills again and again. Every time students start Art making they revisit the last time they did that activity. Art teachers reinvent opportunities to visit the same visual language skills explored in different topics. As students' progress through year 7, 8 and 9 skills will be re taught in different contexts and built upon. Learning at home provides students the opportunity to develop skills independently.					
Key Vocabulary	Line Composition Inspiration Colour Proportion Design	Mark making Design Sculpture Illustration Abstraction	Mark making Pattern Exploring media Construction Jewellery Simplify	Composition Texture Mixed media Illustration		
Spiritual, Moral, Social and Cultural concepts covered	Art History/Critical/Contextual/Cultural knowledge – Cultural understanding. Understanding of different forms of Art fit into the Art world. Making connections to wider world(Geography, Native American culture, totem poles, Haida Art, opportunities to personalise work linking totem pole to their own family tree and discuss this with a focus on diversity and the wonderful range of individuals heritage and culture, Links to Sculpture and where we might see relief sculpture- tombs in Egypt, churches, coins etc) Opportunities to explore Student's own ideas and beliefs about Art and to make decisions based on this. Reflect on their own work and the work of others in order to form opinions and offer support and advice. Develop confidence and independence in Art making. Explore thoughts and ideas and refine and develop these as work progresses. Formulate independent ideas and next steps. Observe, analyse and record from the world around us, both natural and man-made.					
Links to careers and the world of work	The arts sector is one of the largest industries in the world. Some examples of careers are – Animator, architect, fashion designer, fine artist, photographer, illustrator, tattoo artist, glass maker, visual merchandiser, ceramics designer/maker, art gallery curator, textile designer, costume designer/maker, web designer, museum curator and many more.					

