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 year 9 curriculum builds upon the previous two years doing different 2D and 3D projects developing new skills and consolidating and refining others. The complexity of how this is delivered and the expectation of final work is increased through the year groups. Each time we revisit drawing for example the student accesses it in a more sophisticated way, and so the quality of work improves over time and the child's own pace. Many of the activities explore the same skill set, again and this is how excellence is achieved.
During each 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 and for inspiration and will look at past students work to understand 'what makes a quality piece of work?'.
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.
Students are encouraged to respond to art by looking, thinking, talking and writing like an artist. Student reflection and actively responding to feedback and reviewing learning through low-stakes questions and quizzes is a great driver of this and helps to consolidate their knowledge. Reference to GCSE annotation SEMIE technique and course structure will be referred to, to encourage students to make good option choices and continue to develop their literacy skills in this subject.

	Autumn Term		**Spring Term**		**Summer Term**	
Topic	**Native American Culture- 3D totem poles**		**Green Man**		**Pop Art**	
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 / teacher assessed)	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 Re visit 3D skills – students transfer their enlarged design of a	Observational drawing, basic mark making and development of drawing linked to an artist. 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-	Introduction to facial proportion. Design and create a final 2D Green man. Consider symmetry, composition, shape, texture and apply effective facial proportion. Peer asses facial proportion Opportunities to apply revisited 2D skills in a	Introduction to Pop Art and the work of Peter Blake and his work in grids. Reciprocal reading. Re visit observational drawing skills- line tone- shading- contouring more able. (Opportunity to use a range of shading pencils to achieve different tones) Draw a tonal toy onto a square	Opportunities to improve and refine work from last half term. Linking to Diversity month- Introduction to Keith Haring- homosexual artist that used Graffiti Art to make people more aware of AIDS. Students create their own figures moving in his cartoon style

	Reciprocal reading – Native American Totem Poles & mind map- Introduction to Native American Culture and Totem poles Building on observational drawing- students are introduced to gridding up and the use of different pencils to layer up tone, contouring, highlights. Peer assessed Develop knowledge about Haida Art and its characteristics 'form line style' Focus on presentation of work- creating titles 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 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)	section of the final plan into card relief. (Skills to create texture developed- craft knife, use of corrugated card, scoring, hole punch, layering, using string, encouraged to think of their own ways to add texture to challenge) Peer assesses making process 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. Final evaluation using key sentence starters and key words. Scaffolded for those that need support with key words. Link to SEMIE technique used in KS4. Teacher assessment	assessed task/teacher assessed- 2 lesson exam) Reciprocal reading – The Green Man & mind map- Introduction to the Green Man Students develop observational drawings of leaves using pencil, fine liner and pencil crayon. They can refine their application of a range of shade to create a 3D effect using blending, layering, pressure, highlights, hatching, cross hatching, contouring, burnishing, scumbling, blending. Consideration is given to presentation in preparation for KS4. Introduction to William Morris and the Arts and Crafts movement Students practice use of watercolour paint- wet on wet, and layering and mixing tints, shades, green, use of complimentary colours to darken, challenge- use different groups of colours- e.g. oranges and browns for Autum. They apply this skill to Morris's work.	final piece A4 to refine even further. Challenge to create more detailed outcomes with a focus on high skill and accuracy. Change colour choice to fit a different season- reference. Also, some students may develop backgrounds using wet on wet techniques- opportunity for independent input (inspired by Archimboldo). Also explore painting wood using watercolour paint Final evaluation using key sentence starters and key words. Linking to SEMIE technique used in KS4. Scaffolded for those that need support with key words. Teacher assessment	paper for a final piece in the style of P. Blake. Self-assessment of application of drawing Discussion- video input. What is an icon/hero? Students set homework to research visuals to make their work more personal- including their own icon/hero (GCSE) Revisit painting with watercolour to produce a colour study of a popular food/drink logo Revisit colour theory and pencil shading to produce a study of clothing logo/symbol Introduction to blending with oil pastel and sgraffito inspired by Jasper Johns number work. Peer assesses use of colour and mark making Revisit collage, colour theory and lettering. Literacy- students use a four-letter positive word collage in their work inspired by Robert Indiana. Any artists students are inspired by they will learn some info to add	Revisit Oil pastel monoprint & wax resist. Students apply this technique to a cartoon character- consider background colours using colour theory. Introduction to PIXLR. Handouts step by step to show students how to create an Andy Warhol inspired stencil based on their research of icons/heroes. This is developed using felt tip pen. Introduction to block printing with craft foam. Students print a symbol into coloured paper. Students should have 9 squares- less able may do more prints. More able may create more at home or really personalise their work through the research they do at home. Peer assessment of square- what could be refined. Where do they go when assembled onto A3 to create a final piece. Discussion based review which is then applied to work

	Select family members to add to their own design in the form of spirit animals. Personalisation of work through completion of questionnaire to find out their own totem spirit animal based on their own characteristics. 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. Design skills revisited applying knowledge of symmetry, gridding up, enlarging. Challenge more detailed design WINS- design work				to their pop art mind map. Low stakes quiz in the back of their book at the end of the half term. WINS review to give feedback on squares produced and techniques used so far.	Final evaluation using key sentence starters and key words. Linking to SEMIE technique used in KS4. Scaffolded for those that need support with key words. Teacher assessment.
Key vocabulary	Formal elements line pattern, texture form, shape, colour, tone, Tonal gradient Blend, contouring, highlights	Pencil crayon, shading, restricted colour palette, wood effect, pressure, layering Enlarge Transfer Card relief	Green Man colour tone form shape pattern texture Pencil crayon, pencil, blending, layering, scumbling, contouring, cross hatching,	Colour mixing tint shade, complimentary colours, facial proportion, composition, symmetry,	Tone Shade Pressure Contour Watercolour Collage Layering	Keith Haring Icon/hero AIDS awareness Homosexual Oil pastel monoprint, Wax resist Andy Warhol

	Haida, form line style, tracing, symmetry, design, spirit totem animal,	Cut score layer corrugated, string, PVA, craft knife, Acrylic paint, dry brush, assemble SEMIE annotation	hatching, highlights, William Morris Arts and Crafts movement.		Oil pastel blending Sgraffito Colour theory Harmonious and complimentary colours Icon/hero. Pop Art, Peter Blake, Jasper Johns, Robert Indiana	Stencil- printing PIXLR- image adjustments. Free transform- threshold Assemble
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 in preparation for GCSE. 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:	Lessons provide the opportunity to: - recall previous learning Self-assessment opportunities (set against ARE's) these are visible to the students and act as success criteria. Students encouraged to write like an artist through annotation and artist analysis Formative/verbal feedback is regularly provided via one to one and in groups as part of reflective starters, during the lesson or plenaries using the visualiser and relevant Qand A are used to encourage students to think like an Artist with a positively critical eye, focusing on how to improve, make progress, small next steps and the final outcome. Also, students are encouraged to talk like an artist take an active part in reviews to recall knowledge and review others work as part of a visualiser gallery review. Oracy - Formative assessment from teachers (set against ARE's) Summative feedback level provided in sketchbooks every half term, linked to Pathways with positive encouraging comments. (WINS) Formal Assessment: Final totem pole design, Native American final piece, Final Green Man outcome, Self-assessment: Termly using a pupil friendly success criteria stuck into sketchbooks- Observational drawing task Peer assessment: Native American- grid drawing or Haida art and making process Green Man Leaf studies & Facial proportion. Pop Art- assess use of colour and mark making & to support development of final composition.					
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. 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. There are always opportunities for more able students to further challenge themselves or those needing support receive this via 121, visualiser- whole class, differentiated resources, accessible methods to support 2D and 3D skills, layering of skill development demonstrated through final outcomes, using higher graded examples to support.					

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) Art History- William Morris – Arts and Crafts movement. Historical Culture- Green Man/woman. Arcimboldo- Historical Pop art- links to diversity month- Keith Haring, Jasper Johns, Robert Indiana, Andy Warhol- contemporary Artists. Homework focuses on female pop artist- contemporary 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 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.