

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>Natural Forms</b></p> <p>Students will select a natural form object to inform the investigations, techniques, research, and observations for this project.</p>	<p><b>End point: Students will create 5 detailed observations of a natural forms object using a range of materials and mark making techniques.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn a broad range of 2D artistic media and techniques</li> <li>• Produce a detailed observational drawing of their chosen natural form</li> <li>• Produce a visual mind map that captures images of their chosen form from different perspectives</li> <li>• Learn how to recognise the importance of value within a three-dimensional drawing</li> <li>• Learn how to identify the elements of art used to create a drawing of implied texture</li> <li>• Learn how to draw accurate outlines of shapes to create an implied texture</li> <li>• Produce a drawing using a full range of pencil tone to achieve a realistic texture</li> <li>• Learn how texture can be used to create a sense of depth, distance, and volume</li> <li>• Learn how to use chalk and charcoal to create a smooth tonal drawing</li> <li>• Learn how to create effective reverse drawing using an eraser to generate highlights and tonal range</li> <li>• Learn how to present work to best visual advantage (composition, framing, layering)</li> <li>• Learn how to analyse, interpret, and respond to works of art</li> <li>• Study the work of Vincent Van Gogh</li> <li>• Learn how mark making and texture are influenced by line, value, and tonal pressure</li> <li>• Produce a drawing that records a broad range of mark making techniques e.g., irregular, merging, solid, loops, compressed, cross hatching, stippling</li> <li>• Learn how to layer marks to create a tonal range using pen</li> <li>• Study the work of photographer, Karl Blossfeldt</li> <li>• Learn the vocabulary to describe the artwork e.g., monochrome, implied texture, foreground, dynamic, movement</li> <li>• Learn how to bring together texture, collage, and macro photography to create a page about the photographer, Karl Blossfeldt</li> <li>• Learn the skills and language needed to analyse and evaluate their own work, and that of others; composition, illustrative title, colour scheme used by the artist, and the mood</li> </ul>	<p>Wet on wet</p> <p>Negative space</p> <p>Dry brush Highlights</p> <p>Stippling</p> <p>Shadows Expressive</p> <p>Smooth</p> <p>Palette knife</p> <p>Layer</p> <p>Manipulate</p> <p>Wax resist</p> <p>Impasto</p> <p>Blending</p> <p>Artistic Elements (Line, Shape, Tone, Colour, Space, composition)</p> <p>Implied</p> <p>Texture, Middle Grey</p>	<p><b>Baseline Assessment (To be completed at the start of each year)</b></p> <p><b>Assessment:</b> Develop an observational drawing of a sweet/candy bar</p> <p><b>Assessment:</b> Pupils are challenged to collect, compose and draw their own still life study from direct observation, focusing on the angle of light, and shadow it casts.</p>	

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	<p><b>End point: Students will produce an A3 mixed media (more than one material) observation of their chosen natural form, using a combination of the techniques and materials used this term)</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Learn a broad range of watercolour techniques e.g., wet on wet, blooms, washes, scumbling, graded</li><li>• Learn about the expressive qualities of line variation using line types e.g. vertical, horizontal, curved</li><li>• Learn about the expressive qualities of line characteristics e.g. length, width, direction, degree, active, tension</li><li>• Learn the techniques and process need to manipulate the surface of water colour e.g., wet colour lifting, salt, sgraffito, wax resist</li><li>• Study the work of Georgina Luck</li><li>• Learn how to create a line drawing of a natural form</li><li>• Learn how to use a photograph to transfer an accurate contour drawing onto water colour paper</li><li>• Learn about the qualities of paper (GSM – grams per square meter)</li><li>• Explore the marks made using a range of drawing materials (charcoal, willow, graphite, pen) on a sample of different media (card, copier paper, cartridge, water colour paper)</li><li>• Learn the correct method and technique for using water colour</li><li>• Learn how to create depth within a painting using water colour</li><li>• Produce a water colour painting of a natural form using a smooth gradient of colour</li><li>• Learn the quality of marks and vibrancy of hue (colour) achieved using different ratios of water colour pigment and water</li><li>• Learn how tracing paper can be used to alter the shape, depth, accuracy, and proportion of an object</li><li>• Produce a drawing using ink and tracing paper to manipulate (alter) the proportion and scale of an object</li><li>• Produce an A3 mixed media painting/drawing that combines 3 water colour and 3 mark making techniques</li><li>• Learn how to use a wide range of techniques in their work and explain why they have chosen these techniques within a final drawing/painting</li></ul>		<p><b>Assessment:</b> Produce an A3 drawing/painting that shows a combination of techniques learnt.</p>
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Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>Identity</b></p> <p>Students will consider the concept of identity in relation to critical studies and historical periods to inform their personalised outcomes.</p>	<p><b>End point: Students will produce an A2 collage, using a combination of the skills, materials and process taught to represent their own identity as a young artist.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Study the work of Greyson Perry</li> <li>• Learn the vocabulary to describe the artwork e.g., identity, reflection, exploration, abstract, composition, double exposure</li> <li>• Produce a mind map that captures images of their own identity. This will be a collection of photographs e.g personal items, photographs of family members, favourite location</li> <li>• Study the work 'A map of Days', 'The American Dream' by Grayson Perry</li> <li>• Produce an A3 mixed media page about the artist's work</li> <li>• Learn how to alter the appearance of a photograph using bleach, ink and acrylic paint</li> <li>• Learn how to create a mixed media collage, accurately and creatively to produce an outcome</li> <li>• Learn how to apply paint, charcoal and ink to alter the surfaces of a collage</li> <li>• Learn how to create a photo transfer onto fabric, card and cardboard using their own collection of images to represent the student's own identity</li> <li>• Study the work of Robert Rauschenberg, specifically his work from 1958-68</li> <li>• Produce an A2 collage using a collection of imagery, text and mixed media</li> <li>• Learn how to use the Batik printing process</li> <li>• Learn the technique of wax- resist dyeing applied to cloth</li> <li>• Learn how to draw onto fabric using ink, wax and oil pastel</li> <li>• Study the work of Jenifer Collier</li> <li>• Study the artworks '363 Days of Tea'. '9 Days of Tea in Spain' by Ruby Silvious</li> <li>• Produce 15 outcomes using the Batik method to print personal items using wax</li> </ul>	<p>Analysis</p> <p>Compare</p> <p>Contrast</p> <p>Describe</p> <p>Explain</p> <p>Validate</p> <p>Expand</p> <p>Technique</p> <p>Cultural</p> <p>Historical</p> <p>Context</p> <p>Evidence</p> <p>Extrapolate</p> <p>Sculptor</p> <p>Analysis</p> <p>Assembling</p> <p>Adjectives</p> <p>Three Dimensional</p> <p>Aesthetic</p> <p>Carved</p> <p>Figurine</p> <p>Abstract</p>	<p><b>Assessment:</b></p> <p>Assessment 1 will focus on the technique and application of materials within a 3D mixed media sculpture.</p> <p><b>Assessment:</b></p> <p>Student led design reflecting clear links to their designs</p>	

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	<p><b>End point: Students will create 2 three dimensional sculptures using mod rock, papier mache and clay.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn how to accurately create a three-point perspective drawing</li> <li>• Learn how to create a three-point perspective shape</li> <li>• Learn how to create a vanishing point within a drawing</li> <li>• Produce a sculpture design that shows the development of their ideas</li> <li>• Design and make a sculpture inspired by the work of Grayson Perry</li> <li>• Learn how mod roc can be used to create a three-dimensional sculpture</li> <li>• Learn how different media can be combined to create different textures</li> <li>• Learn how to cut shapes using a craft knife and other modelling tools</li> <li>• Learn how to handle tools, materials, construction and malleable materials safely with increasing control</li> </ul>	<p>Cast</p> <p>Marquette</p>	
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### How parents can support learning in the subject this academic year

All students are provided with sketchbooks for class use and specialist materials during workshops imbedded within the curriculum.

Parents can remind students to regularly review their own learning, especially in the run up to end of half termly assessments. Encourage students to practice any techniques and new methods taught during the school day, practice makes perfect!

Ensure students have a quiet space for working and materials where possible to support their home learning tasks.

Parents can encourage students with their learning in Art lessons by engaging students in conversations on the tasks and skills they have used within class. Students who revisit these skills outside of class and explain them to others will embed their learning more swiftly than those who only visit the content in their art lesson.

Students benefit from access to basic art equipment at home including pencils, sharpener, rubber, colour crayons, drawing paper and basic paints and brushes. When students are introduced to Artists and cultures as part of their learning journey it can be helpful if parents share and show an interest in their work – being available to investigate them or pull up examples of their work from the internet.

Students can access the art rooms during lunch time to visit their teacher for help, ask questions or work on their homework tasks.

All students in KS3 are encouraged to attend extracurricular activities throughout the year such as Photography club, Art club and master's Art class, this will help foster their place in our creative community and encourage positive relations and interactions with learners of all levels and year groups.

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### Recommended Reading

When students are introduced to various artist finding out a little more about them from a range of sources can support and extend their learning in class. Encourage students to look them up in books or using the internet.

Useful websites:

<http://www.tate.org.uk/about-us/learning-programmes>

[https://www.saatchigallery.com/schools/talks\\_workshops.htm](https://www.saatchigallery.com/schools/talks_workshops.htm)

<https://www.nationalgallery.org.uk/learning>

### Points to note

**Formative Assessment:** Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen. Starter activities have been designed specifically for students to review a technique learnt in their previous lesson or a series of tasks specific to the historical link or artist covered in the lesson. The Art department will constantly assess students, (for example using questioning, demonstrations etc) and provide immediate verbal feedback during the lesson. At the end of each lesson there is a short plenary to review learning. At the end of a topic, students review their own work in green pen.

**Summative Assessment:** At the end of each half-term students will complete a summative assessment that covers all areas learnt in the term. This will be a combination of written and drawing tasks.

**Homework:** Students will be set homework designed to enhance their understanding of the historical, cultural links and artist introduced in the lessons. They will be given 2 weeks to complete an investigative homework page and 1 week for technique practice tasks.

Due to students having a range of experiences during their primary education the Year 7 scheme of work is designed to enable all students to experience visual arts together. This may involve revisiting and refining skills they have already covered in their education to date. This allows all students to feel comfortable in developing their skills and others to practise and refine them. We want every student to feel that they are an Artist and reassure them that they are not 'no good at Art.' Like all skill-based subjects practise and training will enable them to become more confident and we would like this message to be supported and promoted at home.