

Subject Curriculum Overview for Academic Year 2024/2025

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary		Assessments
Autumn Term 1 : <i>An exploration through observational drawings</i>	<p>End point: Students will produce five elaborate observational sketches of a natural object, employing various materials to showcase a strong grasps of formal elements and techniques related to mark making</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the concept of a natural form Develop a keen observational skill to capture intricate details in subjects such as leaves, shells, skulls, and flowers Acquire the necessary terminology to describe various natural forms Learn the art of accurately translating observations onto paper with precision techniques, such as the grid method or view finder Understand how to utilise grids to lay the foundation of any drawing, ensuring accurate proportions of depicted objects Explore techniques for transferring images using methods and materials like tracing and carbon paper Master the process of rendering drawings and continually improve our skills Acquire the ability to replicate diverse textures, enhancing depth and realism through skilfully application of value and form Develop proficiency in shading techniques to effectively convey light and shadow, adding dimensionality to a drawing Experiment with chalk and charcoal mediums to create smooth tonal ranges Learn how charcoal can create bold and expressive stroked to enhance the quality of an artwork Manipulate charcoals dark and light shades to create a wide range of tones, allowing for depth and contrast within a drawing Develop the ability to produce a variety of marks using charcoal, ranging from delicate lines to broad sweeps, to represent different forms Experiment with blending and smudging techniques, either with blending tools or brushes, to achieve smooth transitions Gain knowledge about effective presentation, considering factors such as composition, framing, and layering, to showcase work optimally Create a diverse portfolio of drawings that capture an extensive array of intricate implied textures Differentiate between actual and implied textures Acquire the vocabulary to describe the elements of a realistic drawing Explore the use of coloured pencil to generate texture within an artwork Learn how to blend coloured pencils to achieve harmonious mixes Understand how to adjust pencil pressure to seamlessly blend and fuse colours together 	Intricate Rendering Accurate Proportions Layering Wet on wet Negative space Dry brush Stippling Shadows Smooth Palette knife Layer Manipulate Wax resist		<p>Starter Activity</p> <p>Students will engage in a starter activity at the start of every lesson. Each activity within a booklet designed specifically for each topic, will serve as a bridge between previous learning and the current lesson, prompting students to reflect upon their existing knowledge and experiences.</p> <p>By revisiting and activating prior learning, students will establish connections that facilitate the assimilation of new concepts. All starter activities are thoughtfully designed to not only reinforce theoretical knowledge but also to enhance practical skills.</p> <p>Plenary</p> <p>Students will engage in a plenary task at the conclusion of each lesson, documented within the back of their sketchbooks, this serves as a crucial capstone to the learning experience.</p> <p>The concluding activity is referred to as a 'vocabulary sheet' and serves to reinforce students comprehension of the new subject-specific terminology introduced during the lesson.</p>

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<p>Autumn Term 2 :</p> <p><i>Harmonizing texture</i></p>	<p>End point: Students will produce a mixed media result depicting a natural form, seamlessly combining their comprehension of mark making, implied texture, and watercolour techniques</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Gain insight into the early works of Vincent van Gogh ▪ Recognise Vincent van Gogh as a Dutch post-impressionist painter ▪ Comprehend that Post-Impressionism emerged after the Impressionist movement, spanning from the 1880's to early 1900's ▪ Analyse Vincent van Gogh's body of work, establishing connections with the seven artistic elements and his distinctive mark-making techniques ▪ Familiarise themselves with Vincent van Gogh's notable masterpieces, including iconic pieces like 'The Starry Night,' 'Sunflowers,' 'The Bedrooms,' and 'Café Terrace at Night,' ▪ Know that the Post-Impressionist movement gained prominence during the 19th to the early 20th century ▪ Examine the mark-making techniques evident in Vincent van Gogh's drawings ▪ Investigate how Van Gogh's bold and expressive brushwork infused emotional intensity into his paintings ▪ Recognise his renowned Post-Impressionist style characterised by vibrant colour and expressive brushwork ▪ Identify Van Gogh's use of colour as a symbolic tool, employing vivid hues to convey mood ▪ Understand that deliberate brushstrokes can add vitality as a stylistic choice in artwork ▪ Explore the use of mark-making to capture the interplay of light ▪ Comprehend how dynamic mark-making and brushstrokes can convey a sense of movement ▪ Acknowledge Van Gogh's ground-breaking mark-making techniques and their profound impact on the development of Expressionism ▪ Learn how to create an accurate grid to facilitate the exploration of mark-making techniques using pencil ▪ Understand how mark-making and texture are influenced by elements such as a line, value, and tonal pressure ▪ Create a drawing that encompasses a wide spectrum of mark-making techniques, including irregular, merging, solid, looks, compressed, cross-hatching, and stippling ▪ Master the art of layering marks to achieve a rich tonal range ▪ Acquire the skills and terminology necessary to analyse artwork, with a focus on composition, illustrative titles, and the artists' chosen colour schemes ▪ Explore various watercolour techniques, including wet-on-wet, blooms, washes, scumpling, and graded washes ▪ Experiment with the expressive potential of line variation, including vertical, horizontal, and curved lines 	<p>Impasto</p> <p>Blending</p> <p>Implied</p> <p>Texture</p> <p>Middle Grey</p> <p>Harmonious</p> <p>Intensity</p> <p>Stylistic</p> <p>Movement</p> <p>Expressionism</p> <p>Post Impressionism</p> <p>Implied</p> <p>Wet-on-wet</p> <p>Blooms</p> <p>Tension</p>	<p>End of Term Testing</p> <p>End of term test serves as a comprehensive assessment that encapsulates the depth of students' learning and their practical abilities.</p> <p>This exercise gauges not only their mastery of acquired knowledge but also their aptitude for translating that knowledge into a tangible artistic creation.</p> <p>This combination of testing allows students to undergo a holistic evaluation of their artistic development.</p> <p>This multifaceted approach ensures a well-rounded assessment that not only measures their theoretical comprehension but also their capacity to manifest ideas onto paper.</p> <p>Ultimately, the end of term tests become a pivotal checkpoint, fostering growth by pinpointing strengths and areas for improvement, while also motivating students to refine both their cognitive grasp and artistic finesse.</p>
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	<ul style="list-style-type: none"> Examine the characteristics of line, including length, width, direction, degree, activity, and tension Discover techniques for manipulating the surface of watercolour paintings, such as wet colour lifting, salt application, sgraffito, and wax resist Understand how to achieve vibrancy of hue by adjusting the ratios of watercolour pigment and water Create a final artwork that demonstrates a proficient understanding of natural forms using seamless gradient of colours 	Sgraffito Pigment Ratio	
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Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 9	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Spring Term 1: Identity Unveiled: A Collage Exploration	End point: Students will delve into their personal experiences, memories, and sense of identity to create an A3 collage self-portrait influenced by the artistic style of both Maria Rivan's and Heather Polk Students will: <ul style="list-style-type: none"> Explore the theme of identity in art and analyse various artists work to form personal opinions Examine the works of Heather Polk, an American artists known for her collage work, often exploring themes related to identity, memory, and human experience Recognise that Polk's collages incorporate diverse elements and materials such as newspapers, magazines, and fabrics Gain an understanding of how Polk skilfully employs principles like balance, contrast, and unity to arrange elements within her works Learn to incorporate found images and text fragments into their art to convey stories and messages Embrace the practice of integrating found images and text fragments into an outcome Engage in creative experiments with images and text fragments to effectively communicate personal stories and experiences Explore the themes of identity and self-expression through the medium of art Create an A3 collage that represents their own identity, applying techniques acquired from the study of Heather Polk's work Acquire knowledge of the artist Maria Rivan Understand that Maria Rivan is a contemporary British artist celebrated for her collage-based artwork Recognise that Maria's artworks often blend vintage imagery, pop culture references, and a playful use of colour Understand Rivan's imaginative approach to juxtaposing diverse elements and creatively infuse this into an artwork Investigate how Rivan's incorporates reference to popular culture, vintage advertising, classic movies, and iconic figures into her works 		Identity Collage Mixed media Contrast Juxtaposition Expression Vintage Layering Pop Culture Iconic figures Evoke	

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<p>Spring Term 2:</p> <p>Exploring self through collage</p>	<ul style="list-style-type: none"> Learn the skills of using vibrant colours to evoke emotions Master the techniques employed by Maria, such as cutting, layering, and arranging found materials to create a self-portrait using secondary images Produce an A3 collage representing their own identity, applying techniques drawn from the study of Maria Rivan's work <p>End point: Students will delve into their personal experiences, memories, and sense of identity to create an ceramics piece influenced by Greyson Perry</p> <ul style="list-style-type: none"> Explore the artistic works of Grayson Perry Know that Grayson Perry is a renowned British contemporary artist celebrated for his various mediums, including ceramics, tapestries, drawings and prints Recognise his art explores themes of Identity, gender, class and British culture Understand that his ceramics feature intricately decorated vases and pots, blending social and political commentary with traditional craftsmanship Recognise Perry's creation of large-scale tapestries and textile pieces that blend traditional techniques and contemporary themes Learn about traditional textile technique's such as, spinning, dyeing, weaving and embroidering Know that Grayson Perry was awarded the Turner Prize, one of the most prestigious awards in contemporary art, in 2003 Understand the artwork often contains autobiographical elements, drawing from his own life experiences, emotions and observations of society Design their own vase inspired by themes, techniques, and elements found in Perry's work Produce a sketch that shows a thoughtful well considered plan the surface decoration and design of the vase considering symbols, imagery, and text Acquire the skills needed to handle clay, shape it and manipulate it into the desired form Develop a vocabulary to articulate clay-related skills and technique, encompassing terms like drying stages (plastic, leather, hard, bone dry) building methods (pinch pot, coil, slab, relief) greenware, bisque, kiln, firing, scoring, clay slip, and glaze Cultivate an understanding of the safety protocols necessary for working with clay materials Learn how to wedge the clay to remove air bubbles and ensure the clay is uniform in texture Master the art of properly joining two individual clay shapes using the appropriate technique (clay clip) to securely join two individual clay shapes together Hone skills in handling and shaping clay using techniques like coiling, pinching, and smoothing to bring together their artistic vision Explore various surface decoration methods, from carving to incising, in pursuit of creating intricate and engaging designs Experiment with enhancing a vase by adding textures and details, deepening a comprehension of how these elements contribute to the over visual impact and story Learn how to carefully inscribe or paint words onto clay being mindful of spacing, alignment, and legibility 	<p>Slip trailing</p> <p>Weaving</p> <p>Surface</p> <p>Wedge clay</p> <p>Clay clip</p> <p>Coiling</p> <p>Tapestries</p> <p>Ceramics</p> <p>Autobiographical</p> <p>Infuse</p> <p>Inscribe</p> <p>Carving</p> <p>Incising</p> <p>Manipulate</p>	
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	<ul style="list-style-type: none"> ▪ Infuse the vase design with elements displaying an understanding of the cultural influences on art ▪ Acquire the skills to decorate the ceramics surface using various techniques, including painting with brushes, and slip trailing (applying liquid clay) ▪ Learn how to paint intricate designs using a paint brush ▪ Master the art of accurately applying paint to a ceramics piece accurately to achieve a clear design ▪ Gain expertise to incorporate other elements, such as text or found objects, into a ceramics piece 	<p>Visual impact</p> <p>Liquid clay</p> <p>Relief</p>	
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Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 9	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Summer Term 1: <i>Exploring Identity through Art</i>	<p>End point: Students will produce a precise pencil portrait that showcases a thorough grasp of proportions and a wider range of tonal values</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Develop a fundamental understanding of human facial anatomy, including the correct placement and proportions of feature like eyes, nose, mouth, ears, and the overall head shape ▪ Learn the art of closely studying portrait drawings, attentively noting details, and skilfully reproducing theme in a drawing ▪ Recognise the importance of maintaining proper proportions and perspective for a successful portrait drawing ▪ Understand that proportions can vary from one individual to another ▪ Acknowledge that the distance between the centres of the eyes are typically equal to the width of one eye ▪ Know the base of the nose generally aligns with the bottom of the ears ▪ Recognise that the corners of the mouth often align with the centres of the eyes ▪ Understand that ears typically begin at the level of the eyes and end around the bottom of the nose ▪ Master a range of drawing techniques, including hatching, cross-hatching, stippling, and blending, to create diverse textures, values, and visual effects ▪ Grasp the concept of value (lightness and darkness) to practice shading techniques to achieve a realistic three-dimensional appearance in a portrait drawing ▪ Understand the principles of composition in the context of portrait drawing ▪ Study how light interacts with three-dimensional forms and master the depiction of highlights, mid-tones, and shadows using pencil ▪ Develop the skill to render different textures, such as hair, skin, clothing and background elements, with precision and attention to detail 		<p>Proportions</p> <p>Perspective</p> <p>Values</p> <p>Principles</p> <p>Realistic</p> <p>Depict</p> <p>Highlights</p> <p>Drawing tools</p> <p>Render</p> <p>Textures</p>	

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<p>Summer Term 2:</p> <p><i>Exploring Identity through Art</i></p>	<ul style="list-style-type: none"> Study the work of Cath Riley, appreciating the photorealism achieved within her portrait drawings <p>End point: Students will create a mixed media portrait on canvas, employing textile technique, acrylic paint, and handcrafted designs inspired by the artistic styles of Cath Riley, Maria Rivans and Minjae Lee</p> <p>Students will:</p> <ul style="list-style-type: none"> Study the vibrant and highly detailed illustrations created by contemporary artist Minjae Lee Recognise Minjae Lee's work is characterised by its striking and bold use of colour Gain an understanding of colour theory to create dynamic and compelling colour palettes Explore the emotional impact of different colour combinations Learn that Lee's illustrations feature intricate patterns, textures, and finely detailed linework Study how Lee used mark making techniques within his work Analyse the compositions of his work to better understand composition, symmetry, balance and the arrangement of elements Experiment with mixed media techniques, blending traditional media such as coloured pencils with digital methods Produce a portrait of a person or animal using the techniques, materials and processes observed in Minjae Lee's artwork Learn to use embroidery or stitching techniques to enhance patterns and experiment with thread to add fine details, outlines, or patterns Master fabric collage to introduce texture into an artwork Recognise the use of colour correction to adjust hues, saturation, and brightness, creating a more vibrant and striking colour palette Experiment with layering colours and blending techniques to achieve smooth transitions and depth Explore the application of coloured pencil and markers to build layers of colour Understand how to use fine liners to effectively outline and define features and patterns Dive into digital art techniques and methods, including scanning, digital editing, colour correction, pattern integration, layering, and typography Realise that typography allowed for precise placement and manipulation of text within an artwork Learn how Minjae Lee used layers within his work when adding patterns and intricate details Create an A3 mixed media canvas portrait by applying techniques found in Minjae Lee's artwork 	<p>Photorealism</p> <p>Mixed media</p> <p>Illustrations</p> <p>Symmetry</p> <p>Embroidery</p> <p>Saturation</p> <p>Digital techniques</p> <p>Layering</p> <p>Digital editing</p> <p>Colour correction</p> <p>Pattern integration</p> <p>Typography</p> <p>Striking</p> <p>Intricate</p>	
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How parents can support learning in the subject this academic year

Parents can play a crucial role in supporting their child's art learning during the academic year in various ways:

- **Provide resources:** Students are equipped with sketchbooks for class use and are provided with specialist materials during curriculum-embedded workshops. Having a designated art space at home can foster creativity
- **Encourage Exploration:** Encourage students to experiment with different art mediums and techniques, allowing them to explore their interests and express themselves freely. Parents can further support their child's in Art by engaging them in conversations about the tasks and skills they've practised in class. Students who revisit these skills outside of class and explain them to others tend to internalise their learning more effectively
- **Visit Museums and Galleries:** Expose students to a wide range of artworks. When students encounter artists and cultures as part of their learning journey, parents can show interest by exploring their work online or discussing it together
- **Discuss Artwork:** Engage in conversations about the artworks studies, including their techniques, emotions, and their stories behind the art
- **Review and Practice:** Remind students to regularly review their learning, especially leading up to end-of-term assessments. Encourage them to practice techniques and methods taught during the school day
- **Extra-Curricular Programme:** All students are encouraged to participate in extracurricular activities like Photography Club, Art Club, and Master's Art Class. These activities contribute to their creative community involvement, fostering positive interactions with peers across different levels and year groups
- **Respect Individual Style:** Emphasise the importance of celebrating individuality, personal styles, and creative expression

Recommended Reading

Investigating artists through various avenues can enrich students comprehension and classroom learning. Encourage them to delve deeper by researching artists in books or online, fostering a more comprehensive appreciation of their work.

Understanding the dedication and passion that artists invest in their work can serve as motivation for students to pursue their own artistic journeys. Exposure to artists from diverse backgrounds introduces students to an array of cultures, histories, and perspectives, enhancing their skills in artwork analysis and interpretation. Reading about artists cultivates critical thinking as students scrutinize the artists choices, intentions, and the impact of their creations.

Recommended reading:

- Art: A Children's Encyclopaedia – DK
- How to talk to children about art – Francoise Barbe-Gall
- A History of pictures for children – David Hockney
- The Tate
- The National Gallery
- ArtUK.org
- Google Arts & Culture
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<http://www.tate.org.uk/about-us/learning-programmes>

https://www.saatchigallery.com/schools/talks_workshops.htm

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

<channel4.com/programmes/graysons-art-club>

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Points to note

Formative Assessment: *(Starter booklet)*

Students will engage in a starter activity at the start of every lesson. Each activity within a booklet designed specifically for each topic, will serve as a bridge between previous learning and the current lesson, prompting students to reflect upon their existing knowledge and experiences. By revisiting and activating prior learning, students will establish connections that facilitate the assimilation of new concepts. All starter activities are thoughtfully designed to not only reinforce theoretical knowledge but also to enhance practical skills.

Plenary *(Emphasis on subject language)*

Students will engage in a plenary task at the conclusion of each lesson, documented within the back of their sketchbooks, this serves as a crucial capstone to the learning experience.

Summative Assessment:**End of Term Testing**

End of term test serves as a comprehensive assessment that encapsulates the depth of students' learning and their practical abilities. This exercise gauges not only their mastery of acquired knowledge but also their aptitude for translating that knowledge into a tangible artistic creation. This combination of testing allows students to undergo a holistic evaluation of their artistic development. This multifaceted approach ensures a well-rounded assessment that not only measures their theoretical comprehension but also their capacity to manifest ideas onto paper. Ultimately, the end of term tests become a pivotal checkpoint, fostering growth by pinpointing strengths and areas for improvement, while also motivating students to refine both their cognitive grasp and artistic finesse.

Homework: Homework assignments will be crafted to enrich students' grasp of historical and cultural connections, as well as the artists introduced during lessons. Students will have a span on two weeks to complete investigative homework pages and one week for technique practice tasks

Homework in art is essential as it provide practice for skill development, reinforces classroom concepts, fosters independent exploration, extends learning into art history and culture, nurtures critical thinking and cultivates a strong sense of ownership in students artistic journeys.