

Subject:



Key content – knowledge and skills	National Curriculum Focus
<p>Over the course of Year 9, students will have three projects which have been developed to resemble mini GCSE projects. The students will have similar stimulus to year 7 and 8 however they will begin to be able to opt for preferred artists suggested leading them into their own area of interest within the project. The range of materials used will be similar to student's knowledge in KS3. Levels of difficulty will develop however students, 'ways of seeing' will be stretched with perception of subject and words deepened. Students will begin to use their own ideas and thought processes to respond to the artists they prefer and create final outcomes from their own selected materials. Each term, the projects will highlight the different ranges of disciplines students will have for GCSE options.</p> <p><u>Year theme:</u></p> <p><u>Term 1: Natural Forms</u></p> <p><i>Students will explore their theme of Natural Forms. Over the course of the first half term, Art craft and Design artists will be used to reinforce skills and techniques. The artists used will take their inspiration from the idea of Natural Forms. Students will be able to respond to artists work and 'play' with different materials and techniques. In the second part of the term, students will focus on printing making (lino printing in particular) to work towards a final piece and an outcome. The exam assessment criteria will be used over the course of the term and continue to reinforce how students are graded for Art through the use of assessment objectives. These will be in the front of their books.</i></p> <p>Cross curricular link: English>Annotating work, Writing to inform, Evaluating own and others work, Analysis of artist work</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none">♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques♣ evaluate and analyse creative works using the language of art, craft and design♣ know about great artists, craft makers and designers, and understand the historical and♣ cultural development of their art forms.♣ 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, in order 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.

Term 2: Expressive Portraits

The project for term 2 will continue in the same as the first. Students will be introduced to the theme and how to develop their understanding of the context. They will use a range of art, craft and design skills for the first half term and artists who reference these ways of working again the theme. The second half of the term to create their final outcomes. The exam assessment criteria will be used over the course of the term and continue to reinforce how students are graded for Art through the use of assessment objectives. These will be in the front of their books.

Cross curricular link:
Drama & Maths > facial expressions/
measurement and proportions of the face

Term 3: The Human Figure

The final terms project it is hoped that some students who have selected Art craft and Design can potentially use this work at the beginning of their GCSE coursework projects. Students will build on their knowledge of all disciplines covered, gaining more technical ability within the subject and knowledge of new artists and their concepts relating to the theme. Students should by this point be used to the routine of how the projects are organized and in the second half of the term be independent to find equipment/use machinery in order to create outcomes. The format of the project will be running in the same way as the previous two, however, final pieces for this project will be encouraged to be of a larger scale such as A2 OR new media such as pottery and textiles related (to support GCSE for year 10).

Cross curricular link:
Science> human anatomy
English> Annotating work
Writing to inform, evaluating own and others work, analysis of artist work

Note: Unit still under construction

Key assessment points

Students will have a ks3 friendly assessment grid covering the objectives used at GCSE. These are

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources. (Artists research/ annotation of ideas)
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (developing ideas)

- AO3: Record ideas, observations and insights relevant to intentions as work progresses. (recording ideas such as basic sketches photography)
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (final piece)

Project Baseline tests:

Students will be given an initial baseline assessment in Autumn to assess drawing skills/colour theory and equipment/techniques.

In every project:

Students will be given verbal feedback over the course of the half term which they will document each lesson at the front of their books. Students work will be marked against the specific assessment criteria for GCSE (A01-4) Teachers to review in week 3/4 and give formative feedback for students to respond to develop their techniques.

Students will complete their final piece in the week prior to finishing the term to allow teachers to mark. The mark given will be awarded in the same way the work is marked at GCSE therefore across the A01-3 for first half term and A04 for second half term (A04 is specifically the final piece) An average of their marks will be taken across the assessment criteria and will be dropped.

- Term 1: week 6 or 7
- Term 2: week 5
- Term 3: week 6 or 7 (depending on school activities in last few summer weeks)

Christian ethos

Our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through the projects based on Transformation/Representation/Texture and surface, pupils discuss ideas based on who they are/how they develop/depth of character and relationships. They will explore these ideas through a variety of art disciplines. The titles of each project across the year will allow students to use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on traditional and contemporary artworks.

British values

Across the topics studied, pupils will consider and discuss how British values are portrayed through art, including changing British values to demonstrate changes in the diverse and contemporary art scene of Britain. Students develop knowledge of artists, craftspeople and designers from the past as well as now. Students will reflect on the cultural context in which the work has been created - they will further develop respect and tolerance in others work by identifying how meaning can be conveyed in different ways.

Year Overview

Subject:
Long-term plan



ST. MARY MAGDALENE
C OF E SCHOOL
PENINSULA CAMPUS
Excellence through innovation,
founded in faith since 1840.

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September October	Project: Natural Form (Skills based element of project) <ol style="list-style-type: none"> 1. Can I understand our theme of natural forms and the structure of the term will work? 2. Can I observe directly from observation? 3. Can I understand how to critically analyse the work of artists? (Georgia O'Keeffe and Peter Randall-Page) <i>English > Annotating work, Writing to inform, Evaluating own and others work, Analysis of artist work</i> 4. Can I respond to artist work (fine art) 5. Can I understand how to use mix media, colour and shape? (Fine art) 6. Can I understand basic water colour to create textures and work from photography? 7. Can I understand how to plan and develop alternative compositional ideas?
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5		
Aut1-6		
Aut1-7		
		Half term holiday
Aut2-1	November December	<ol style="list-style-type: none"> 1. Can I understand how to make a final piece and how I will be awarded marks? - Can I select an area of art which I prefer and develop using lino printing? 2. Can I create my a response to a lino print artist ? 3. Do I understand how to transfer my work onto the lino block for printing ? 4. Am I familiar with the lino printing tools and the carving process? 5. Can I create a printing surface which has developed through testing and refining? 6. Can I create a final piece lino print in response to artist studied? 7. Can I evaluate and reflect explaining how I have developed and refined my work?
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6		
Aut2-7		
		Christmas holiday
Spr1-1	January February	Project: Expressive Portraits <ol style="list-style-type: none"> 1. Can understand my new context and what it means? Can I connect words and potential lines of enquiry for this context? 2. Can I draw the facial features accurately? Can I create a response? (Fine art/illustration) 3. Can I understand and draw structure of the head <i>Maths > facial expressions/ measurement and proportions of the face</i>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6		

		<ol style="list-style-type: none"> 4. Can I critically analyse the work of expressive artist (Edward Munch) 5. Can I use a grid to enlarge photograph response? Link to drama> showing facial expressions in own artwork 6. Can I use photography and editing skills to create a reponse to the theme expressive portraits?
		Half term holiday
Spr2-1	March	<p>Expressive portraits: continued</p> <ol style="list-style-type: none"> 7. Can I understand how to repond to the theme using a textiles technique and artist Tracey Eminand or VICTORIA VILASANA? 8. Can I use different ways of thinking to develop outcome? Mix media/Fine art 9. Can I use one of tonal values to develop my final piece of art in a different way or a refined way? 10. Can I use one of the arts from last term to develop a 2nd piece of art in a different way or a refined way? 11. Can I combine two artists work together in order to create a new outcome?
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
	April	Easter holiday
Sum1-1	May	<p>Project: Human Figure</p> <ol style="list-style-type: none"> 1. Can I understand my new theme and what lines of enquiry I could relate to this that I'm interested in? 2. Can I understand how to use innovative materials to create the human form? 3. Can I ude Peta Clancy to inspire by own drawings of texture and surface? 4. Can I understand how to use clay to create a range of different textured surfaces? 5. Can I sketch surfaces of clothing and wrappers? 6. Can I take photos of hair/skin/nails/teeth/eyes? Can I develop a surface usin these images? 7. Can I develop these images on photoshop to chage their appearance?
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	July	<p>The Human Figure: Independent project</p> <ol style="list-style-type: none"> 8. Can I use one of the three artists given to create a response to the theme of human form? 9. Can create a response to my theme? 10. Evaluation and reflection
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5		
Sum2-6		
Sum2-7		