

Year 9 Art Curriculum Rationale

Students start by completing a baseline assessment observational drawing task, to ascertain their level of skill and understanding (this task will be re-visited before each Census Point to demonstrate progress). Students will undertake theme-based work in Year 9, using and applying the skills and knowledge they learnt in Years 7 & 8, regarding the Formal Elements. They will continue to improve their skills and knowledge, using a variety of media and techniques, whilst building an understanding of contextual references for the theme of Natural and Manmade. Students will gain a greater understanding of how to use contextual references as the foundation upon which to develop their own ideas and work. In the last 2 terms, students will produce a project, where they can choose to focus on one of several given themes. This will be a student-led project, giving them autonomy over how they develop their ideas and the materials and techniques they use.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>BASLINE OBSERVATIONAL ASSESSMENT TASK 2nd lesson</p> <p>NATURAL PROJECT (Terms 1 + 2)</p>	<p>Observational drawing assessment.</p> <p>Students demonstrate existing skill level looking at natural forms.</p> <p>Students will develop an understanding of how to create project-based work, effectively and consistently inspired by a variety of artists.</p>	<p>Understanding of student progress level</p> <p>Studying the work of Georgia O'keeffe to develop oil pastel and acrylic paint techniques.</p> <p>Using natural forms to create sculptures inspired by Andy Goldsworthy – exploring photography skills to document the work, understanding composition.</p> <p>Experimenting with different medias and techniques in the</p>	<p>Baseline observational drawing task with department standardization.</p> <p>Explicit reference to HPL.</p> <p>Peer/self-assessment.</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Department electronic marksheet for quality and behaviour.</p> <p>Student reflection sheet.</p> <p>End of unit assessment sheet.</p>	<p>Literacy - Contextual research sheet. Analysis of artist research. Key topic subject specific vocabulary. Student reflection sheets.</p> <p>PSHE - Exploring the different perspectives of artists from a diverse range of cultures. Developing and understanding and appreciation for different viewpoints and cultures</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year.</p> <p>Community projects and Art competitions (throughout year)</p> <p>Homework: Title page on natural vs man made. Mind Map. Artist research and practical responses.</p>

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OBSERVATIONAL ASSESSMENT TASK		style of Charles Gaines Developing an understanding of different printing techniques				
MANMADE PROJECT (Terms 3 + 4)	<p>Students demonstrate existing skill level looking at Man-made forms.</p> <p>Students will further develop their understanding of project-based work. Contextual research will effectively and consistently inspire them. Students will expand on their prior knowledge of the formal elements and the key concepts of the visual arts.</p>	<p>Sunga Parks to expand on their knowledge of perspective drawing and architecture, while experimenting with the use of mix media.</p> <p>Andy Goldsworthy to create an understanding of sculpture using found natural forms. Using photography to document the skills and understanding of composition and other aspects of the formal elements</p> <p>Charles Gaines to experiment and</p>	<p>Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch. Live marking. Department electronic marksheet for quality and behaviour. Student reflection sheet. End of unit assessment sheet.</p>	<p>Literacy - Contextual research sheet. Analysis of artist research. Key topic subject specific vocabulary. Student reflection sheets.</p> <p>PSHE - Exploring the different perspectives of artists from a diverse range of cultures. Developing and understanding and appreciation for different viewpoints and cultures</p>	<p>All or most ACP and VAA's are developed in each unit. Individual teachers to direct HPL focus.</p>	<p>Homework: Title page on natural vs man made. Mind Map. Artist research and practical responses.</p>

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		<p>explore news medias, such as print making. Understanding the different methods and effects that can be achieved.</p>				
<p>STUDENT LED PROJECT (Terms 5 + 6)</p> <p>OBSERVATIONAL ASSESSMENT TASK</p>	<p>Students will be given a choice of themes; they will select one to begin their student-led project-based work. Initial ideas based on their chosen theme. Using their prior knowledge to research their chosen artists and develop subsequent ideas consistently. Then creating a conclusion to their exploration in the form of outcome.</p>	<p>Students choose from a variety of chosen themes.</p> <p>Create a title page and mind map to demonstrate their initial understanding of their chosen theme.</p> <p>Research an artist or movement relating to the theme, to provide contextual references upon which they can develop their ideas.</p> <p>Take primary photos that relate to their contextual references.</p>	<p>Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch. Live marking. Department electronic marksheet for quality and behaviour. Student refection sheet. End of unit assessment sheet.</p>	<p>Literacy - Contextual research sheet. Analysis of artist research. Key topic subject specific vocabulary. Student reflection sheets.</p> <p>PSHE - Exploring the different perspectives of artists from a diverse range of cultures. Developing and understanding and appreciation for different viewpoints and cultures</p>	<p>All or most ACP and VAA's are developed in each unit. Individual teachers to direct HPL focus.</p>	<p>Homework: Title page on new theme. Mind Map. Artist research and practical responses</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		<p>Students choose their own appropriate resources (materials and techniques). They explore the development of ideas through experimentation and refinement of their work. Skills are refined using demonstrations and practise. One-to-one discussions take place on a regular basis with teachers and group critiques, to help review and refine ideas.</p>				