## Year 9 Art

## Year 9 Art Curriculum Information



| Key Q   | uestion:   | Specifi  | cation:  | Skill Focus:   |
|---|--|--|--|--|
| Term 1:Mini project 1<br>Portraits:<br>how can I use the working<br>methods of others to<br>improve and develop my<br>own technical skills?Mini project 2<br>My environment: how can<br>I be inspired from what I<br>see around me? |  | <ul> <li>'grid me</li> <li>Developer response</li> <li>theme</li> <li>Local la</li> <li>Researce</li> </ul>  | ethod'<br>o a personal<br>se to a project<br>ndmarks<br>ch the artists   | A01: Develop ideas informed by<br>contextual sources,<br>demonstrating analytical and<br>critical understanding (artist<br>research).<br>AO2: Explore and select<br>appropriate media and<br>techniques.   |
|   |  | <ul> <li>Explore<br/>and cor</li> </ul>  | colour theory  | AO4: Present a personal and meaningful response that realises intentions   |
| erm 2: GCSE ready:<br>Pupils independently<br>select a concept/area to<br>develop.  |  | <ul> <li>Observational<br/>drawings of personal<br/>objects.</li> <li>Explore colour theory<br/>and contemporary<br/>painting techniques</li> <li>Develop ideas based<br/>on personal interests.</li> </ul>  |  | AO2: Explore and select<br>appropriate media and<br>techniques.<br>AO4: Present a personal and<br>meaningful response that realises<br>intentions  |
| 3: Environment (Textiles)<br>Making students aware of<br>their environment and the<br>impact of 'fast fashion'  |  | <ul> <li>Design<br/>appliqu<br/>layering<br/>upcyclin</li> <li>Observation</li> </ul>  | ideas,<br>e, and fusing,<br>g, stencilling,<br>ng.<br>ational  | AO1: development of ideas.<br>AO3: Record ideas, observations<br>and insights, reflecting critically<br>on work and progress (drawings,<br>photography and annotations).   |
| ssment  | Time/  | Venue  | W  | nat will be assessed?  |
| 1 : Improvements to<br>sketchbook (focus• Assessmen<br>• 1hr  |  | t held in-class  | AO1: Develop ideas informed by contextual<br>sources, demonstrating analytical and critical<br>understanding<br>AO2: Explore and select appropriate media and<br>techniques.   |  |
| sketchbook (focus • 1hr   |  | techniques.<br>AO4: Present  |  | and select appropriate media and<br>a personal and meaningful<br>realises intentions   |
| 3: Improvements to<br>sketchbook (focus<br>on AO4)• Assessmen<br>1 hr minute<br>• Teacher as  |  | reflecting critically on work and pro  |  | _  |
| ,   | Mini project<br>how can I us<br>methods of a<br>improve and<br>own technica<br>Mini project<br>My environn<br>I be inspired<br>see around r<br>GCSE ready:<br>Pupils indep<br>select a cond<br>develop.<br>Environment<br>Making stud<br>their enviror<br>impact of 'fa<br>ssment<br>vements to<br>ok (focus<br>AO2) | Mini project 1Portraits:<br>how can I use the working<br>methods of others to<br>improve and develop my<br>own technical skills?Mini project 2My environment: how can<br>I be inspired from what I<br>see around me?GCSE ready:<br>Pupils independently<br>select a concept/area to<br>develop.Environment (Textiles)<br>Making students aware of<br>their environment and the<br>impact of 'fast fashion'ssmentTime/<br>vements to<br>ok (focusvements to<br>ok (focusAssessmen<br>1hr<br>• Teacher asvements to<br>ok (focusAssessmen<br>1hr<br>• Teacher asvements to<br>ok (focusAssessmen<br>1hr<br>• Teacher asvements to<br>ok (focusAssessmen<br>1hr<br>• Teacher asvements to<br>ok (focusAssessmen<br>• Assessmen<br>• 1hr<br>• Teacher as | Mini project 1<br>now can I use the working<br>methods of others to<br>improve and develop my<br>own technical skills?Drawin,<br>'grid mi<br>'grid mi<br>'grid mi<br>'bevelop<br>response<br>themeMini project 2<br>My environment: how can<br>I be inspired from what I<br>see around me?Local la<br>Researd<br>Stephen<br>Jim Edv<br>• Explore<br>and cor<br>paintingGCSE ready:<br>Pupils independently<br>select a concept/area to<br>develop.Observ<br>objects<br>• Develop<br>on painting<br>• Observ<br>drawing<br>• Develop<br>on persEnvironment (Textiles)<br>Making students aware of<br>their environment and the<br>impact of 'fast fashion'Design<br>appliqu<br>layering<br>upcyclin<br>• Observ<br>drawing<br>stook (focussementTime/Venue<br>· Assessment held in-class<br>• 1hr<br>• Teacher assessedvements to<br>ok (focusAssessment held in-class<br>• 1hr<br>• Teacher assessedvements to<br>ok (focusAssessment held in-class<br>• 1hr<br>• Teacher assessed | Mini project 1<br>Portraits:<br>how can I use the working<br>methods of others to<br>improve and develop my<br>own technical skills?Drawing and using the<br>'grid method'Mini project 2<br>My environment: how can<br>I be inspired from what I<br>see around me?Local landmarksMini project 2<br>My environment: how can<br>I be inspired from what I<br>see around me?Local landmarksGCSE ready:<br>Pupils independently<br>select a concept/area to<br>develop.Observational<br>drawings of personal<br>objects.Environment (Textiles)<br>Making students aware of<br>their environment and the<br>impact of 'fast fashion'Design ideas,<br>applique, and fusing,<br>layering, stencilling,<br>upcycling.SsmentTime/VenueWIvements to<br>ok (focusAssessment held in-class<br>1hrAO1: Develop<br>sources, demo<br>understanding<br>AO2: Explore a<br>techniques.vements to<br>ok (focusAssessment held in-class<br>1hrAO2: Explore a<br>techniques.Vements to<br>ok (focusAssessment held in-class<br>1hrAO3: Record i |