


<p>Year: 9 Subject: ART</p>	<p>Curriculum Intent: Year 9 will refine and reflect upon their knowledge of art, embedding techniques, processes, and formal elements of the subject including sculpture, mixed media, painting and tonal pencil. They look closely at the assessment objectives where they investigate a theme and explore media and materials with greater control and confidence, following the exam specification. A greater understanding and appreciation of the visual journey towards a successful outcome will be explored and evidenced through tests, annotation, artist research and their own studies both refined and rough. Students cover project themes including Made and Natural, Cultures (part one).</p>					
	<p>Term 1 <i>Made and Natural</i></p>		<p>Term 2 <i>Made and Natural Coast</i></p>		<p>Term 3 <i>Coast</i></p>	
<p>Sequence of Delivery</p>	<ol style="list-style-type: none"> 1. Baseline test 2. Re-establish (from Yr8) formal elements of art including line, mark making, tone 3. Refine observational drawing skills on smaller scale 4. Reaffirm formal elements of art including colour, blending. 5. Use annotation and subject specific language to deepen critical understanding 6. Investigation into artist Cezanne 7. Observational drawing using a range of media 8. Evidence of clear link to artist through testing and quality response 9. Reaffirm formal elements of art including shape and form. 10. Creative presentation/ surface 11. Exploration of materials and media 	<ol style="list-style-type: none"> 12. Exploration of materials and media based on natural objects 13. Exploration of materials and media based on made objects 14. Reaffirm formal elements of art including line, tone 15. Observational drawings of made objects using a wide range of materials and media 16. Investigation into the artist Goldsworthy 	<ol style="list-style-type: none"> 17. Creative and effective use of natural objects 18. Observational drawings of wood, twigs, natural objects 19. Reaffirm formal elements of art including line, mark making, tone, texture, composition 20. Show through a sequential development of ideas (through rough annotated sketches) the journey towards an outcome 21. Sculptural use of natural materials including twigs, vines etc 22. Observational drawings of material 23. Reaffirm composition 24. Reflect on, analyse and evaluate the work throughout the making process. 25. Consider the quality of presentation 	<ol style="list-style-type: none"> 1. Reaffirm formal elements of art Tone 2. Observational drawing of natural object inc wood, shell 3. Investigation into theme of coast. Presentation of visual and written info. 4. Mind mapping theme 5. Creative and effective presentation of work 6. Shell observational drawings 7. Investigation into Amiria Gale artist 8. Work at a larger scale inspired by Gale 	<ol style="list-style-type: none"> 9. Acrylic paint response Gale inspired 10. Mono print response Gale inspired 11. Watercolour response theme inspired. 12. Reaffirm formal elements of art including line, colour, texture and composition 13. Creative use of inks, experimentation with media and materials 	<ol style="list-style-type: none"> 14. Reaffirm formal elements of composition and techniques 15. Show through a sequential development of ideas (through rough annotated sketches) the journey towards an outcome 16. Reflect on, analyse and evaluate the work throughout the making process. 17. Consider the quality of presentation

	based on natural objects		skills leading to final outcome			
Key knowledge	<p>What drawing is</p> <p>Drawing, pencil grades</p> <p>Blending tones using graded pencils</p> <p>Observational drawing/ natural objects (Tone, line)</p> <p>Shape (2D) to form (3D)</p> <p>Texture through mark making</p> <p>Selection and use of media wet and dry</p> <p>Exploring media and materials through testing</p> <p>Observational drawing /made objects</p> <p>Shape (2D) to form (3D)</p> <p>Tone to add depth</p> <p>Composition of work on surface</p> <p>Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding)</p> <p>Development of student responses inspired by artists' work, style, media use, link to theme</p> <p>Effective presentation of work inc. composition on page, use of annotation, subject specific language</p> <p>Combining media to create new surfaces</p> <p>Colour pencil, coloured paper</p> <p>Annotation techniques across AO1, AO2 and AO3</p>	<p>Observational drawing of natural objects (Tone, line)</p> <p>Using a range of scales and composition techniques</p> <p>Selection and use of media wet and dry</p> <p>Continued exploring media and materials through testing including greater depth in annotation</p> <p>Observational drawing of made objects using turning shape (2D) to form (3D)</p> <p>Use of tone to create a greater depth</p> <p>Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding)</p> <p>Development of student responses inspired by artists' work, style, media use, link to theme</p> <p>Annotation techniques across AO1, AO2 and AO3 including greater examples of subject specific language</p> <p>Effective presentation of work inc. composition on page, use of annotation, subject specific language</p>	<p>The identification, selection and manipulation of natural resources</p> <p>Effective reflection on work (critical understanding) and refinement</p> <p>Effective presentation of work inc. composition on page, use of annotation, subject specific language</p> <p>Effective final pieces and marking (AO4)</p> <p>Process of developing ideas inc. testing, sketches, annotation</p> <p>Use of a wider range of subject specific language</p> <p>How final pieces conclude projects and present the theme</p> <p>Use of testing to refine media use including techniques, style and critical understanding</p> <p>Presentation of work creating a personal response to the theme covered using media tested and links to artists covered</p>	<p>How drawing styles can be presented, pencil grades revisited</p> <p>Blending tones using graded pencils</p> <p>Observational drawing/ natural objects (Tone, line)</p> <p>Shape (2D) to form (3D)</p> <p>Selection and use of media wet and dry to create surfaces to work on</p> <p>Exploring media and materials through testing</p> <p>Observational drawing natural/made objects related to theme</p> <p>Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding) relevant to theme</p> <p>Development of student responses inspired by artists' work, style, media use, link to theme</p> <p>How presentation of work inc. composition on page, use of annotation, subject specific language can be adapted to theme</p> <p>Annotation techniques across AO1, AO2 and AO3</p>	<p>Selection and use of media wet (acrylic and watercolour paint) and dry (mono printing with oil pastels)</p> <p>Painting techniques inc. brush strokes, tone, mixing and blending</p> <p>Continued exploring media and materials through testing</p> <p>Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding)</p> <p>Development of student responses inspired by artists' work, style, media use, link to theme</p> <p>Continued exploring media and materials through testing inc. colour blending, salt use</p> <p>Annotation techniques across AO1, AO2 and AO3 including greater examples of subject specific language</p> <p>Effective presentation of work inc. composition on page, use of annotation, subject specific language</p>	<p>Effective reflection on work (critical understanding) and refinement</p> <p>Effective presentation of work inc. composition on page, use of annotation, subject specific language</p> <p>Effective final pieces and marking (AO4)</p> <p>Process of developing ideas inc. testing, sketches, annotation</p> <p>Use of a wider range of subject specific language</p> <p>How final pieces conclude projects and present the theme</p> <p>Use of testing to refine media use including techniques, style and critical understanding</p> <p>Presentation of work creating a personal response to the theme covered using media tested and links to artists covered</p>
Assessment objectives are not designed to be 'taught' sequentially and appear at different stages throughout the projects. The focus on a certain AO's is used to initiate different aspects of the course and to ensure each is covered appropriately.						
Assessment	AO1 Critical understanding	AO1 Critical understanding	AO2 Creative making	AO1 Critical understanding	AO2 Creative making	AO2 Creative making

	<p>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>AO2 Creative making</p>	<p>AO3 Reflective recording Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Personal presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AO2 Creative making</p>	<p>AO3 Reflective recording</p>	<p>AO3 Reflective recording AO4 Personal presentation</p>
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