


<p><b>Year: 9</b> <b>Subject: ART</b></p>	<p><b>Curriculum Intent:</b> Year 9 will refine and reflect upon their knowledge of art, embedding the techniques, processes, and formal elements of the subject. They look closely at the assessment objectives where they investigate a theme and explore media and materials with greater control and confidence. 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.</p>					
	<p><b>Term 1</b> <i>Made and Natural</i></p>		<p><b>Term 2</b> <i>Made and Natural</i></p>		<p><b>Term 3</b> <i>Cultures</i></p>	
<p>Sequence of Delivery</p>	<p><b>2D SHAPE TO 3D FORM/ TONE</b></p>	<p><b>PRIDE IN PRESENTATION</b></p>	<p><b>ARTIST RESPONSE PRODUCTION</b></p>	<p><b>OBSERVATION DRAWING TWO OBJECTS</b></p>	<p><b>CULTURAL COMPARISON OF FOOD</b></p>	<p><b>ARTIST RESEARCH</b></p>
	<p>Timelines and expectations of course Peer examples of work Circle template (or other) smooth blending HW Fruit drawing</p>	<p>Peer examples shown Present work so far using materials, titles, annotation etc Reflect and refine</p>	<p>Artist response created inspired by research, ideas Range of media and materials used</p>	<p>Drawing skills and selection of techniques Use of tonal pencils Choices of scale and background colour HW 2X drawing refined and free</p>	<p>Tonal drawing of Japanese and UK food. Reflect on blending techniques previously used</p>	<p>Peer examples of successful artist research Annotation review Use notes to start artist research page</p>
	<p><b>2D SHAPE TO 3D FORM/ TONE TECHNIQUES</b></p>	<p><b>ARTIST RESPONSE</b></p>	<p><b>ARTIST RESPONSE PRODUCTION</b></p>	<p><b>STILL LIFE BACKGROUND</b></p>	<p><b>CULTURES INTRODUCTION</b></p>	<p><b>ARTIST RESEARCH</b></p>
	<p>Circle template (or other) drawing techniques inc mark making and rough style</p>	<p>Teacher chosen artist Discussion on AO3 and meaning of evidence HW Research teacher chosen artist (notes)</p>	<p>Artist response created inspired by research, ideas Range of media and materials Reflect and refine</p>	<p>Create collaged background for observational response</p>	<p>Peer examples cultures choice Mind map 3 Start investigation HW Plan title composition</p>	<p>Refine and complete page peer examples and mark scheme</p>
	<p><b>2D SHAPE TO 3D FORM/ TONE COLOUR</b></p>	<p><b>ARTIST RESEARCH</b></p>	<p><b>ARTIST RESPONSE PRODUCTION</b></p>	<p><b>FINAL RESPONSE STILL LIFE</b></p>	<p><b>CULTURES TITLE PAGE</b></p>	<p><b>ARTIST RESPONSE</b></p>
	<p>Circle template (or other) drawing techniques with colour and blending HW Shoe drawing</p>	<p>Peer examples of artist research Present information collected on artist and use of secondary images</p>	<p>Artist response created inspired by research, ideas Range of media and materials Reflect and refine</p>	<p>2 to 3 objects on background created Mixed media response HW sketchbook reflect and refine</p>	<p>Peer examples of presentation and expectation HW Continue investigation</p>	<p>Choices in media Explore AO3 with peer examples HW Modern/ Historical contrast art focus</p>
	<p><b>ADAPTATION OF TONE</b></p>	<p><b>ARTIST RESEARCH</b></p>	<p><b>ARTIST RESPONSE PRODUCTION</b></p>	<p><b>FINAL RESPONSE STILL LIFE</b></p>	<p><b>CULTURES TITLE PAGE</b></p>	<p><b>ARTIST RESPONSE</b></p>
	<p>Apple (or other) in tone using techniques and colour practiced HW Cezanne research</p>	<p>Reflect on and refine artist research HW Explore and develop annotation</p>	<p>Artist response created inspired by research, ideas Range of media and materials</p>	<p>2 to 3 objects chosen to draw on background Mixed media response HW sketchbook reflect and refine</p>	<p>complete introduction to project HW Plan mind map composition and key word use</p>	<p>Review and refine artist response HW Modern/ historical research dress focus</p>
	<p><b>ADAPTATION OF TONE</b></p>	<p><b>ARTIST INFLUENCE</b></p>	<p><b>TECHNIQUES IN ART</b></p>	<p><b>FINAL RESPONSE STILL LIFE</b></p>	<p><b>MIND MAP QUALITY RESPONSE</b></p>	<p><b>ARTIST RESPONSE</b></p>
	<p>Pepper (or other) in tone using techniques and colour practiced</p>	<p>Ideas for a quality response based on artist researched Peer examples shown</p>	<p>Techniques seen in modern art Bottle outcome inspired by a technique chosen</p>	<p>2 to 3 objects chosen to draw on background Mixed media response</p>	<p>mind map to include secondary and primary sketches</p>	<p>Complete artist response following peer discussion</p>

			HW Tonal object of own choice	HW sketchbook reflect and refine	HW Cultural pattern response	
	<b>OBSERVATION DRAWING</b>	<b>ARTIST INFLUENCE</b>	<b>TECHNIQUES IN ART</b>		<b>CULTURAL PATTERN</b>	<b>HISTORICAL V MODERN</b>
	Multiple items offered complexity discussed Link to drawing techniques taught HW Observational drawing choice	Use of annotation and notes showing understanding of idea and links	Reflect and refine techniques inspired response		Understanding of pattern culture HW Artist research notes	Present findings of HW research HW Research historical/modern architecture
	<b>PRIDE IN PRESENTATION</b>	<b>ARTIST INFLUENCE</b>				<b>HISTORICAL V MODERN</b>
	Peer examples Present work so far using materials, titles, annotation etc	Explore the expectations of AO3 further and develop ideas				Present findings of HW research HW Research old/new architecture refined
<b>Key knowledge</b>	<p>What drawing is Drawing, pencil grades Blending tones using graded pencils Observational drawing/natural objects (Tone, line) Shape (2D) to form (3D) Texture through mark making Selection and use of media wet and dry Exploring media and materials through testing Observational drawing /made objects Shape (2D) to form (3D) Tone to add depth Composition of work on surface Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding) Development of student responses inspired by artists' work, style, media use, link to theme</p>	<p>Observational drawing of made objects (Tone, line) Using a range of scales and composition techniques Selection and use of media wet and dry Continued exploring media and materials through testing including greater depth in annotation Use of tone to create a greater depth Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding) Development of student responses inspired by artists' work, style, media use, link to theme Annotation techniques across AO1, AO2 and AO3 including greater examples of subject specific language Effective presentation of work inc. composition on</p>	<p>The identification, selection and manipulation of natural resources The use of techniques including collage, layering, material and fabric use, sewing Understanding of artist' work Effective reflection on work (critical understanding) and refinement Ability to consider, reflect on and select techniques to use Effective final pieces and marking (AO4) Use of a wider range of subject specific language Use of testing to refine media use including a range of appropriate techniques, style and critical understanding</p>	<p>Exploring media and materials through testing Development of student responses inspired by artists' work, style, media use, link to theme How presentation of work inc. composition on page, use of annotation, subject specific language can be adapted to theme Annotation techniques across AO1, AO2 and AO3 How final pieces conclude projects and present the theme Presentation of work creating a personal response to the theme covered using media tested and links to artists covered</p>	<p>Cultural identity (European/ non-European) including geography, time periods, History, Art Contemporary/historical links Function, purpose of cultural art Research presentation including scale, colour, focal points, composition of outcome Appropriate selection of wet and dry media Exploring media and materials through testing Including application, texture, vibrancy Artist research including style, techniques, inspiration and student opinion (analytical and critical understanding) relevant to culture chosen Development of student responses inspired by artists' work, style, media use, link to theme</p>	<p>Culturally appropriate artist research including style, techniques, inspiration and student opinion (analytical and critical understanding). Consider how the style of art and themes are relevant to culture chosen Appreciation of how materials can be manipulated and used to create art Understand the way design in traditional and modern dress changes Recognise how cultures have adapted over the years including architectural construction and use</p>

	Effective presentation of work inc. composition on page, use of annotation, subject specific language Combining media to create new surfaces Colour pencil, coloured paper Annotation techniques across AO1, AO2 and AO3	page, use of annotation, subject specific language Process of developing ideas inc. testing, sketches, annotation Effective presentation of work inc. composition on page, use of annotation, subject specific language				
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	<b>AO1</b> <b>Critical understanding</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> <b>Creative making</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO1 Critical understanding AO2 Creative making	AO2 Creative making <b>AO3</b> <b>Reflective recording</b> Record ideas, observations and insights relevant to intentions as work progresses.  <b>AO4</b> <b>Personal presentation</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 Critical understanding AO2 Creative making	AO2 Creative making AO3 Reflective recording	AO1 Critical understanding AO2 Creative making AO3 Reflective recording AO4 Personal presentation