Subject: Art and Design

Year 9

OVERVIEW

In Year 9, students will have had a good grounding of all the formal elements of colour, line, tone, shape, texture, form and pattern. Students will have experienced a wide range of media and techniques including the use of digital media, clay and textiles. Sequential learning in Year 7 and 8 means that students are set more challenging work in Year 9, this helps them prepare for the rigour of GCSE and sustained working on a theme and individual pieces of work.

AUTUMN

Project 1 – Skulls/ Day of the Dead (Term 1)

Half term 1- Students recap on tonal drawing and the use of mark making. They produce complex imagery through the use of layering and mixed media techniques, they experiment to practice before creating a final mixed media skull study. Students build on Sgraffito techniques from year 8 to develop mark making techniques.

Half term 2- Students use techniques from last term and apply this to create a textiles mixed technique piece (also building on techniques from last year) and students create a clay day of the dead skull looking at pattern and symmetry.

Assessment

All project work is marked wholistically and students are given feedback through whole class sheets as a mid-project and end of project actions.

A summative mark is also given against specific assessment criteria.

Lesson by lesson, students are given verbal feedback on progress.

Personal Development

Students study skulls to gain a better understanding of the structure of a face.

Students develop knowledge of other cultures and its relationship to art.

SPRING

Mid year assessment

Students are assessed on their progress within their books, they are marked wholistically against the first project outcomes.

Project 2 – Portraits (Term 2)

Students build on knowledge from studying skulls. Students develop prior knowledge from year7 in drawing a portrait. They recap facial features and generic portraits. Students look at the work of Andy Warhol/ Pop art to create digital art. Students develop the digital art to create a Pop art style painting.

Assessment

All project work is marked wholistically and students are given feedback through whole class sheets as a mid-project and end of project actions.

A summative mark is also given against specific assessment criteria.

Lesson by lesson, students are given verbal feedback on progress.

Personal Development

Students build on prior knowledge of portrait drawing.

Students look at the work of others through portraiture.

Students create digital outcomes learning how to edit imagery.

SUMMER

Project 3 – Architecture (Term 3)

Students focus on the formal element of line, tone and shape. This includes building on prior knowledge from proportion, scale and perspective. They study the work of various artists and work in their style creating differing technique experiments before working on a final piece.

End of year assessments

Students are assessed on their progress within their books, they are marked wholistically against the overall work of the year, looking at all their projects. Students will be able to identify areas of strengths and weaknesses they have developed over the year.

Assessment

All project work is marked wholistically and students are given feedback through whole class sheets as a mid-project and end of project actions.

A summative mark is also given against specific assessment criteria.

Lesson by lesson, students are given verbal feedback on progress.

Personal Development

Students build on the formal elements to create building drawings.

Students experiment in a series of workshops to develop skills linked to specific artists.

Useful resources for supporting your child at home

www.Pinterest.com

www.theartstory.org

www.artuk.org

www.tate.org.uk/art/art-terms