



Year 9 Curriculum Overview

Rationale: The Year 9 Art Curriculum is designed to give students the opportunity to use Art and Photography materials and techniques that can be built on in year 10 and 11 (GCSE). Research into Artists will underpin the knowledge and understanding required to create responses that are creative and individual.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	Students will learn how to draw interesting and old commercial buildings, which they will then take into a series of outcomes in card and clay, inspired by the card construction artist Josh Smith. Line drawings will develop their ability to record the building shape and features, which will be the basis of further outcomes.		
	Students will use the formal elements to record the buildings shape, roof, doors, windows and other features.	FAR 1 A03- select building to draw and record SHAPE of the building and recording the proportions and interesting features accurately. A02- explore different materials constructing these securely for effect.	Homework - Find an old retail shop (American ones are good on google) and then draw this as accurately in proportion as you can. - Find out about the Artist Josh Smith and include two of his buildings you like. Please describe them. Extension - Create an old building out of card- you can use a cereal packet and then make this into a building. - Go out a visit old building and draw your favourite.
	Students will create in card/clay their recorded building in the style of Josh Smith, manipulating materials and layering these for effect.	FAR 2 A02- manipulate materials for effect.	Homework - Make studies of interesting, tiled roofs so that you can use these to improve your own card/clay one in class. - Find interesting windows and draw these so that you can improve these in class. Extension Create your own store name and shop front. This can be drawn or made in card.
Spring Term	Students will learn how to draw their self-portrait, starting with the learning to trace accurately and how to apply tone to create FORM and realism. This drawing then will be manipulated into other outcomes after looking at other Artists, starting with the Louis Jover. There will be opportunities to practise these skills at home and develop their application of tones.		

	<i>Students will use the FORMAL ELEMENTS to create recordings of their facial features and face in pencil and charcoal. Art Teacher's will demonstration how to construct the facial features and apply tones for Form and realism, as this will support students in drawing a full portrait later on this term.</i> <i>In photography students will use IT skills to support digital photography using the formal elements of COMPOSTITION and TONE. They will also learn how to use a camera and retrieve images to work from.</i>	FAR 3 A03- record observation: SHAPE, LINE, and FORM of the facial features. Students will be assessed on their overall shading and blending skills, as well as their application of tones when recording facial features. FORMAL ELEMENTS are: _ • TONE • FORM • LINE • TEXTURE • SHAPE • PROPORTION There are opportunities to use self and peer assessment so that strengths and weaknesses are identified. This helps with the written responses and setting of goals in this half terms FAR. Learning Ladders of past students work will help with the identification of progress overall.	Minimum homework expectation - to be set on G4S • Please open up this link on YouTube and practise drawing a eye. https://www.youtube.com/watch?v=wpZzbAeVxAE • Please copy this link to YouTube on how to draw and shade a mouth https://www.youtube.com/watch?v=QCg9P03CpjU • Please copy this link to You Tube on how to draw and shade a nose. https://www.youtube.com/watch?v=2mvSJMf3w90&list=RDCMUCnXHH5k3Ay-NwQTFpeU5T1w&index= Optional homework tasks There are loads of useful YouTube videos you can watch to learn from and expand your skills. • Draw a pair of eyes or eyes of different ages.
	Students will start by looking at and researching the semi abstract mixed media artwork of Louis Jover. They will use skills in tracing celebrities facing into interesting compositions which use the key features of the Artist, whilst also recapping on colour theory and balance of	FAR 4:- Students will be assessed on one celebrity and one version of themselves in a semi abstract compositions that balances shape, line and imagery. Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.	Minimum homework expectation - to be set on G4S • Who is the Artist Louis Jover? • Copy and paste the link into YouTube and then stain one piece of A4 paper, get a celebrity black and white portrait and give the task a go. https://www.youtube.com/watch?v=ISwa2zJaMTY • Find and print off A4 size three celebrities head and shoulder shots you personally like. Print off black and white copies ready to use in class. Optional homework tasks

	colour, so that stronger outcomes are achieved.		• Create a large scale mixed media self portrait of yourself using the techniques and key features of Louis Jover. This could be as large as A2 in size. • Create personal artwork in the style of Louis Jover for different people in your family. You can use all the skills used in class.
Summer Term	Students will explore the Artwork of Teesha Moore and her story telling and illustrative sketchbooks. The knowledge they gain through research of her will lead to them creating a self-portrait that tells a personal story. Using the key features of her work:- text, blended colours, self-portrait, patterns and imagery students will use their knowledge of painting or dry materials to produce a final outcome.		
	Students will be given the opportunity to use their selected homework in IT lessons where they will present this information effectively. Further understanding of the process of making her artwork will be explored through painted reproductions of her work, recapping back on colour theory knowledge. In photography students will	FAR 5 Students will be assessed on their ability to select information and artwork by Teesha Moore and describe the key features of her work.	Minimum homework expectation - to be set on G4S • Find and save ready for your Art lesson five artworks by Teesha Moore that use portraiture in them. • Find ten useful facts about Teesha Moore and save this ready to use in class. • Fill in the worksheet sent via PowerPoint to write down what is personal about you. If you don't have a printer at home, make sure you print off a copy to write on. Bring this in and stick this into your sketchbook. • Find ten images from the internet that relate to your personal story. Example if I like football I could print of the logo, sports equipment, favourite player, trophy, etc. • Find a quote that you believe in, lyric or poem and use this in your final piece next half term. Optional homework tasks and Literacy resources • Take photographs of yourself from different angles or with props that relate to your personal story. Print off the best to A4 size ready to use next half term. • Practise painting yourself. Watch videos on flesh tones so that your self-portrait is painted. https://www.youtube.com/watch?v=PNULjaaFHzc
	Students will use their knowledge of Teesha Moore, gained from their research and	FAR 6 Students will be assessed on their ability to engage with their knowledge	Minimum homework expectation - to be set on G4S • From newspapers or magazines, cut out letters and words to either trace onto your class outcome or you

	reproduction, to create a self-portrait that is personal to them. They will select images and quotes that tell a story and combine these into a final outcome. Preferences in painting or mixed materials will be allowed so that students create a piece unique to them. .	of Teesha Moore and her key features, and how well they select and use imagery to create a pleasing outcome that is personal. Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.	can glue onto your piece. Keep them safe for classwork in an old envelope or ploy pocket. • Watch the video on transfer techniques as it could be useful for you. Try these out at home. https://www.youtube.com/watch?v=k0_WT1sN6xc&t=239s • Watch the video on blending acrylic paint this will help with masking strip or areas and painting your background. https://www.youtube.com/watch?v=tlyqMTKFmC0 Optional homework tasks • Draw or paint images if you want to glue these onto your final piece. This is called prep work.
--	---	---	---