

Curriculum Content Map		Subject: Art Year 9			
Month		Term 1 - Art - Realism/Surrealism - Drawing and colour	Term 2 -Graphics - typography and illustration	Term 3 - Art - Contained Space - printing and collage	
	Units of Work	Pupils will be introduced to realism in art through exploring one-point and two-point perspective in order to develop their drawing skills. They will refine their drawing skills through an investigation of man made objects. They will explore, develop and refine their skills in colour theory and colour blending through adding harmonious and complementary colour to create a three-dimensional effect on the drawings of their objects. Pupils will develop their knowledge of art movements through investigating surrealism through the work of Redmer Hoekstra and will learn how to record and present their investigations in their sketchbook along with a final outcome which consolidates the learning from this topic.	Pupils will be introduced to graphic design through exploring and analysing movie posters in order to develop their skills in composition through combining typography (style and appearance of fonts), with illustration and colour psychology (colours linked to emotion and marketing). They will develop knowledge and skills in multi-media design combining drawing, collage and paint to create their own movie poster design. Pupils will develop their skills in recording and presenting their investigations in their sketchbook.	Pupils will be introduced to mono printing in order to develop their printing skills. They will refine their drawing skills through an investigation of natural forms. They will explore and develop skills in the formal elements (line, tone, shape) through observational drawing referencing the work of Leonardo Da Vinci to explore proportion and the human form. Pupils will explore a range of media, processes and techniques to complete a range of outcomes in collage, print and tone.	
Cultural Transmission	National Curriculum area – KS3	<ul style="list-style-type: none"> <li>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<ul style="list-style-type: none"> <li>To increase their proficiency in the handling of different materials.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> </ul>	<ul style="list-style-type: none"> <li>To increase their proficiency in the handling of different materials.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> </ul>	
	Substantive Knowledge	<b>The What!</b>	In year 9, pupils build on their previous substantive knowledge through a combination of observational drawing, graphic design and 'design and make' activities. Students build on their drawing skills by using one-point, two-point perspective, and drawing ellipses. Students will learn about the art movements of realism and surrealism to expand their critical and analytical art history knowledge. Students are taught how to create a mixed-media outcome using a variety of techniques such as typography, drawing, collage and photography.		
	Disciplinary Knowledge	<b>The How!</b>	The pupils build their disciplinary knowledge through creating an imaginative composition, which develops their critical understanding of 'Surrealism' through examining the work of Salvador Dali and Redmer Hoekstra. They will learn how to use perspective and draw accurate ellipses through drawing a bottle from observation in a variety of positions, building their observational drawing skills, and, tone and colour skills. We ensure our curriculum is broad and balanced by encouraging students to produce creative work, exploring their ideas and recording their experiences in their sketchbooks before developing their ideas into a final project outcome of a mixed-media 'B' Movie poster.		
	Sequencing (Flow)	<b>Retrieval &amp; Extension</b>	Building on skills learned in Year 7 & 8 Developing knowledge of realism through using perspective to create depth in their drawings. Develop research and analysis skills through investigating, art movements. Refine observational drawing skills through drawing an object from observation. Refine colour theory knowledge by using colours to add to the appearance of depth and realism. Record ideas and observations relevant to realising intentions in sketchbook Present a final outcome by creating a personalised design that shows an understanding of surrealism as an art movement. Builds from: <ul style="list-style-type: none"> <li>Observational drawing skills, Yr7, Term 1, Yr8, Term 2 &amp; Term 3</li> <li>Research and design development, Yr 8, Term 1 &amp; Term 3</li> <li>Colour Theory, Yr7, Term 1, Yr 8, Term 2</li> </ul> Is further developed to: Art and Design GCSE Course	Building on skills learned in Year 7 & 8 Developing skills of working with different media to create one outcome. Develop a plan for a movie poster design using research to influence a design. Refine skills of visual communication including layout, typography and illustration. Record ideas and investigations in order to realise intentions in sketchbook. Present a final outcome by creating a personalised design that shows an understanding of working with mixed media. Builds from: <ul style="list-style-type: none"> <li>Research and design development, Yr 8, Term 1 &amp; Term 3</li> <li>Visual communication skills, Yr7, Term 3</li> </ul> Is further developed to: Art and Design GCSE Course	Building on skills learned in Year 7 & 8 Developing skills in simple printing techniques Develop collage techniques Refine drawing skills by continually practicing, building and developing these skills. Record observations to realise intentions in sketchbook. Present a final outcome which combines drawing, printing and collage techniques. Builds from: <ul style="list-style-type: none"> <li>Drawing skills, Yr7, term 1, Yr 8, Term 2 &amp; Term 3, Yr 9, Term 1</li> </ul> Is further developed to: Art and Design GCSE Course
	Summative Assessment		Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP1 W/C 22/11/21 – Surrealist composition outcome	Deep mark 3 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 4 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP2 W/C 07/03/22 – Movie Poster Design	Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP3 W/C 20/06/22 – Multi-Media design
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)	
	Link to Virtue	<b>The opportunity to reflect, think deeply and critically about an issue.</b> Friendliness and Civility – Encouraging each other through positive use of feedback and peer assessment. Justice and Truthfulness – examining explicit factors for drawing. Looking at perspective. Courage - Having the courage to push yourself out of your comfort zone and try to work with surrealism. Generosity – creating a design that is recognisable but not realistic.	Gratitude - Being grateful for covid restrictions being lifted so that we can go back to the cinema and bring the industry back to life. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how to work with printing inks and to master this technique. Compassion – Considering other species that share our planet. Good Sense – Making the correct choices with your design to create art with a strong message.	
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)	
	Link to Skill	<b>Transferable skills</b> Listening - To each other throughout class discussions. Leadership - Lead on presentation of their work, then leading on their own design. Problem Solving – Sharing thoughts and specialised equipment. Creativity - Showing the creative skills learned in your work to produce a final outcome.	Staying Positive – Staying positive when things appear to be too difficult. Speaking - Learning to speak about your own art and the work of others. Staying Positive – Staying positive when analysing your own work.	Aiming High – Aiming for a platinum outcome with a highly embellished bug design. Speaking – Explaining why it is important to make art that challenges belief systems. Teamwork – working together to promote confidence and analytical skills.	
Preparation for Citizenship	SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence.	Enable students to develop their self-knowledge, self-esteem and self-confidence.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence.	
	Link to SMSC & British Values	<b>Developing opinions on current issues</b> Looking at artists from a range of backgrounds and art movements.	Exploring movie posters from different cultures and genres.	Looking at traditional crafts and exploring gender roles within art and crafts.	