

Curriculum Content Map				Subject: Art Year 9			
			Term 1 – Art - Identity	Term 2 – Art and Photography - Seasons		Term 3 – Graphics - Typography and Illustration	
	Units of Work		Pupils will be introduced to fine art practice by exploring the theme of identity through a series of pieces inspired by personal interests and themes.  They will develop skills in painting, collage and presentation alongside artist research and analysis. Written evaluations will go alongside pieces which take several sessions and steps to complete building resilience in the development of art skills.	Looking at seasons students will develop a range of skills in print making and look at the work of artists.  Students will develop personal ideas and explore a range of techniques when looking at the work of others.		Pupils will be introduced to graphic design through exploring and analysing movie posters 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	
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. To use a range of techniques and media, including painting</li><li>To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li><li>To increase their proficiency in the handling of different materials.</li><li>To analyse and evaluate their own work, and that of others, 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 use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas,</li><li>To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials</li><li>To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li><li>History of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li></ul>		<ul style="list-style-type: none"><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><li>To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials</li><li>To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li><li>History of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li></ul>	
	Substantive Knowledge	<i><b>The What!</b></i>	The first year of art begins with developing the substantive knowledge of our students allowing them to emerge as young artists through an introduction to o and different techniques, including tone, colour theory and paper sculpture. Students will learn how to reference the work of artists and show the influence develop the student’s skills base and subject knowledge to grow the confidence to speak about their own observational drawing. Students are then exposed to a wide range of media of an artist through their own outcome. The art projects are designed to work and the work of others.				
	Disciplinary knowledge	<i><b>The How!</b></i>	Students will build their disciplinary skills through regular task based activities which build into more personal and independent activities. Initial projects develop basic drawing and tonal skills. Graphics and typography skills are developed in term two which are finalised in the third term through a range of interpretations of the work of key 21 <sup>st</sup> Century artists. Students will also be taught how to expand their art vocabulary and build confidence when speaking about their artwork. Written tasks will help develop in refine evaluations and personal interpretations.				
	Sequencing (Flow)	<i><b>Retrieval &amp; Extension</b></i>	<ul style="list-style-type: none"><li>Building on skills learned in Year 7 &amp; 8 Developing knowledge of realism through using perspective to create depth in their drawings.</li><li>Develop research and analysis skills through investigating, art movements.</li><li>Refine observational drawing skills through drawing an object from observation.</li><li>Refine colour theory knowledge by using colours to add to the appearance of depth and realism.</li><li>Record ideas and observations relevant to realising intentions in sketchbook</li><li>Present an 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 Is further developed to: Art and Design GCSE Course</li></ul></li></ul>	<ul style="list-style-type: none"><li>Building on skills learned in Year 7 &amp; 8</li><li>Developing skills of working with different media to create one outcome.</li><li>Record ideas and investigations to realise intentions in sketchbook.</li><li>Present an outcome by creating a personalised design that shows an understanding of working with mixed media.</li><li>Research and design development, Yr 8, Term 1 &amp; Term 3</li><li>Visual communication skills developed so far from year 7 and term 1</li></ul>	<ul style="list-style-type: none"><li>Developing skills of working with different media to create one outcome.</li><li>Develop a plan for a movie poster design using research to influence a design.</li><li>Refine skills of visual communication including layout, typography and illustration.</li><li>Record ideas and investigations to realise intentions in sketchbook.</li><li>Present an 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></ul></li></ul>		
	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 Sustained final piece based on the skills developed over term.	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 Sustained final piece based on the skills developed over term.	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 Sustained final piece based on the skills developed over term.		
Personal Empowerment	Virtue	<i><b>The opportunity to reflect, think deeply and critically about an issue.</b></i>	<ul style="list-style-type: none"><li>Friendliness and Civility (September)</li><li>Justice and Truthfulness (October)</li><li>Courage (November)</li><li>Generosity (December)</li></ul>	<ul style="list-style-type: none"><li>Gratitude (January)</li><li>Good Speech (February)</li><li>Good Temper (March)</li></ul>	<ul style="list-style-type: none"><li>Self-Mastery (April and May)</li><li>Compassion (June)</li><li>Good Sense (July)</li></ul>		
	Link to Virtue		<p><b>Friendliness and Civility</b> - Introduction to others who work by looking at identities in different cultures, encouraging acceptance.</p> <p><b>Justice and Truthfulness</b> – Understanding how colours can make you feel or act in a particular way.</p> <p><b>Problem Solving</b> – Understanding how artists combine text and image in art works.</p> <p><b>Generosity</b> – Looking at how artists develop work to respect and respond to cultural traditions of others.</p>	<p><b>Gratitude</b> - Being grateful for the beauty of the natural world and its influence on the creative process. Thinking about how we speak to one another when giving critical feedback through peer assessment.</p> <p><b>Good Speech</b> –</p> <p><b>Good Temper &amp; Good Humour</b> - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.</p>	<p><b>Self-Mastery</b> – Understanding how to work with technical drawing and laying out pages.</p> <p><b>Compassion</b> – Considering others when designing artwork that everyone will see.</p> <p><b>Good Sense</b> – Working with themes that everyone can engage with to ensure products are successful.</p>		
Preparation for Work	Skill	<i><b>Transferable skills</b></i>	<ul style="list-style-type: none"><li>Listening (September)</li><li>Leadership (October)</li><li>Problem Solving (November)</li><li>Creativity (December)</li></ul>	<ul style="list-style-type: none"><li>Staying Positive (January)</li><li>Speaking (February)</li><li>Staying Positive (March)</li></ul>	<ul style="list-style-type: none"><li>Aiming High (April and May)</li><li>Speaking (June)</li><li>Teamwork (July)</li></ul>		
	Link to Skill		<p><b>Listening</b> - To listen to each other through peer assessments and class discussions.</p> <p><b>Leadership</b> - Lead on presentation of their work, then leading on their own design.</p> <p><b>Courage</b> - Having the courage to push yourself out of your comfort zone and try new skills</p> <p><b>Creativity</b> - Showing the creative skills learned in your work to produce an outcome.</p>	<p><b>Staying Positive – Speaking</b> - Staying positive when learning a new and difficult skill. Learning to speak about your own art and the work of others.</p> <p><b>Staying Positive</b> – Staying positive when analysing your own work.</p>	<p><b>Aiming High</b> – Aiming for a platinum outcome with skilled use of the materials and processes to respond to others.</p> <p><b>Aiming High</b> – Aiming for a platinum outcome with written evaluations.</p> <p><b>Speaking – Teamwork</b> – Explaining and supporting their menu choices. Reviewing and evaluating each other’s work. Developing ideas for outcomes and pieces.</p>		
Preparation for Citizenship	SMSC & British Values	<i><b>Developing opinions on current issues</b></i>	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.	Encourage respect for other people.  Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.		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		Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced		