



Chellaston Academy

Art	Year 9 Curriculum
Intent	<p>We aim to deliver a Year 9 Art curriculum which is accessible to all students, irrespective of starting points where students will thrive on their love of learning. In Art, students will build on previous knowledge gained from Year 8; they will explore a broad range of topics that will encompass SMSC and cultural capital. Students will explore a variety of materials, processes, cultures, concepts and the way they see the world. Art strongly encourages students to take risks and helps them create individualised work which can be produced in a multitude of ways. In Year 9 we aim to support students to develop their knowledge, skills, oracy (through group presentations) and understanding to enable them to produce thought provoking artwork.</p>
Implementation	<p>The Year 9 curriculum provides an opportunity for students to build on the knowledge they have gained in Year 8. The schemes of work are broken up in to 3 different topics (1 topic per term) – they study Mexican day of the dead, Bugs and nature and observational studies. Students have the opportunity to explore a breadth of different artists – David Lozeau, E.A.Seguy, Georgia O’Keefe, Haeckel and Joel Penkman (to name a few).</p> <p>Throughout the Year 9 curriculum students should develop their confidence in taking risks and developing their work to culminate in final outcomes. They will explore a broad depth of artwork that will develop their knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.</p> <p>Students will acquire and develop technical skills through tasks that are set working with a broad range of media and materials, with purpose and intent. Tasks will be differentiated where necessary to support additional learning and behavioural needs. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources.</p> <p>Students will be given home learning activities to extend upon their knowledge learnt in lessons, this will also enable students to further develop themselves as independent learners.</p>
Impact	<p>A strong grasp of different themes in Art and design will enable students to succeed in later life and encouraging them to not see puzzles or obstacles in a black and white way, but to have the open-mindedness to approach challenges with a creative mind. Students will be made aware of how the subject links to specific careers in Art through the discussion of pathways and how it could also be beneficial through the path to other careers outside the ‘Art and Design’ sector. Students will understand that ‘creating art’ is more in depth than a simple drawing but in fact is an innate desire to express ourselves. Regular assessments will take place in year 9 to check on students’ progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 10 as more confident artists who will have had a strong ‘taster’ of what the GCSE course has to offer through the final scheme of work – observational studies.</p>
Links to prior learning	<p>The year 9 curriculum builds on the skills learned in year 8 by consolidating and reinforcing the understanding of different art materials and techniques. The skills learnt in year 8 will be developed and students will be guided and supported in order to improve on work and their handling of materials. The skills learnt in the previous year based on observational studies will be especially useful as students will utilise these same skills during their assessments and schemes of work. Further exploration and experimentation on a more personal level is encouraged.</p>



Links to future learning

The Year 9 Curriculum directly addresses key themes/ideas/skills that are prevalent in the Key Stage 4 schemes of work. Students will have learnt and built a variety of different skills their understanding of techniques, materials, composition and themes will be developed in Year 10 in order to create strong coursework and exam projects. Students will be encouraged to take their own photographs, set up their own still lifes and draw from their own resources – skills that will be invaluable throughout year 10 when students select their own independent projects.

Links to other subjects and the wider curriculum

The year 9 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Students will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them. Throughout the Mexican day of the dead project students will gain a historical context of where it originated from and will discuss different cultures, linking strongly to SMSC and character education. Students will also explore observational studies and will learn about different art movements – linking to history and science (properties of materials).

Viewing and participating in art helps to build well rounded, caring individuals that bring with them a different view and opinion on the world today. They will have developed their understanding of other cultures in preparation for their journey towards adulthood in a modern day multi-cultural society. Students will have technical skills which they can take with them in any career they chose or within their own practice for the love of being creative.



Topics

Autumn 1 – Mexican day of the dead			Home Learning
Practical <ul style="list-style-type: none"> • Front cover design • Skull drawings – timed activities – observational studies. • Mixed material sugar skulls • Assessment 1 (bottle and apple) 	Writing Peer/self-assessment	Complete front cover design. Explore and find different sugar skull designs. Sugar skulls – set across 2 homeworks – complete 2/finish all 4.	
Learning content: <ul style="list-style-type: none"> • Introduction to Mexican day of the dead. • Experimenting with techniques and processes – teacher led demonstrations. • Looking at the work of others. 			
Assessment - Assessment 1 (bottle and apple) peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
Wider curriculum – links to cultural capital through investigation into MDOTD.			
Literacy Peer/self-assessment Literacy based starters (word scrambles etc)	Numeracy Symmetry of sugar skulls	British Values – Individual liberty and mutual respect, tolerance of those of different faiths and beliefs	Employability Architect Art historian
SMSC MDOTD artists studied and study of cultural motifs. Social and cultural links.	Cultural Capital Historical artists Values	Character Education Attitude, morals, resilience and inclusiveness.	Personal Development Risk taking, perseverance

Autumn 2 – Mexican day of the dead			Home Learning
Practical <ul style="list-style-type: none"> • Oil pastel ink sugar skull • Presentation based on MDOD • Clay/Print (Final outcome) 	Writing MDOTD Presentation	David Lozeau copy. Complete group presentations. Sugar skull clay plan. Complete final outcome.	
Learning Content: <ul style="list-style-type: none"> • Further knowledge of MDOTD • Investigation of MDOTD artists to produce a group presentation • Working with clay. • Producing a successful final piece 			



Assessment - Final outcome/group presentation

Wider curriculum - links to character education and cultural capital through investigation into MDOTD and presentations.

<p>Literacy Peer/self-assessment Literacy based starters (word scrambles etc) MDOTD presentation – links to oracy.</p>	<p>Numeracy Symmetry of sugar skulls</p>	<p>British Values – Individual liberty and mutual respect, tolerance of those of different faiths and beliefs</p>	<p>Employability Architect Art historian Ceramist</p>
<p>SMSC MDOTD artists studied and study of cultural motifs. Social and cultural links.</p>	<p>Cultural Capital Historical artists Values</p>	<p>Character Education - <i>Confidence - deliver a speech</i> Attitude, morals, resilience and inclusiveness.</p>	<p>Personal Development Risk taking, perseverance, team work.</p>



Spring 1 – Bugs and Nature			Home Learning
Practical <ul style="list-style-type: none"> • Black and white bug design page with ink background • Oil pastel large-scale bug/oil pastel transfer (teacher’s choice). • Assessment 2 (Sweet drawing) 	Writing Artist Research page	Complete bug details of black and white bug designs Complete observational study of bugs/nature artist – e.g. Haeckel, E.A Seguy, Georgia O’Keeffe. Produce an A4 artist write up based on one of the above artists.	
Learning Content: <ul style="list-style-type: none"> • Introduction into bugs and nature project. • Different bugs/patterns • Cross circular links with Geography • Experimenting with techniques 			
Assessment Assessment 2 (sweet drawing) peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
Wider curriculum – exploring bugs and where in the world they are from.			
Literacy Artists research page	Numeracy – Proportions of bugs – symmetry of butterflies.	British Values – The rule of Law	Employability – Illustrator Landscape Artist
SMSC – Cultural – where certain bugs and insects come from.	Cultural Capital – Attitude and values	Character Education - Inclusiveness and respect	Personal Development - Development of ideas and resilience

Spring 2 – Bugs and Nature			Home Learning
Practical <ul style="list-style-type: none"> • Observational drawing – stick and ink. • Monoprint/foamboard print bug. • Wire/carboard bugs/teacher’s choice. • Evaluation page. 	Writing Evaluation	Complete observational study of a bug or insect. Complete background of evaluation page – set EBI for when handing back.	



Learning Content: <ul style="list-style-type: none"> • What makes a successful observational study? • Making a successful and accurate print. • Working with 3D materials – health and safety. • How to properly evaluate a project. 			Complete written content of evaluation page
<ul style="list-style-type: none"> • Assessment - Wire/carboard bugs/teacher's choice. 			
Wider curriculum - exploring bugs and where in the world they are from.			
Literacy Evaluation page	Numeracy - Proportions of bugs – symmetry of butterflies.	British Values - The rule of Law	Employability Illustrator Landscape Artist
SMSC - Cultural – where certain bugs and insects come from.	Cultural Capital – Attitude and behaviour	Character Education – Inclusiveness and respect	Personal Development – Development of ideas and resilience.

Summer 1 – Observational Studies			Home Learning
Practical <ul style="list-style-type: none"> • Loose observational studies – charcoal knot drawings • Fine liner and water onions • Finger paint peppers • Assessment 3 – Reflections drawing 	Writing Joel Penkman artist page	Cross section of a piece of fruit/veg. Complete A4 Joel Penkman copy Produce an A4 artist write up based on Joel Penkman.	
Learning Content: <ul style="list-style-type: none"> • Launch project – info regarding observational studies – what is an observational study – show pupils a variety of studies. • Different Materials and techniques. • The work of different observational study artists and art movements. • Create a 3D piece – effective placement of materials • Final Year 9 assessment – building on observational drawing skills. 			
Assessment - Assessment 3 (reflections drawing) peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
Wider curriculum – Links to history through the study of a variety of artists.			
Literacy Artist research page.	Numeracy Proportions and perspective.	British Values Individual liberty and Mutual respect	Employability Painter Photographer
SMSC	Cultural Capital	Character Education	Personal



Spiritual through the emotions of different artwork and communicating opinions (social). Looking at a variety of artists (cultural).	Attitudes and values	Co-operation, courage and responsibility.	Development Self-confidence, problem solving and communication.
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<p>Summer 2 – Observational studies</p> <p>Practical</p> <ul style="list-style-type: none"> • Precious placement drawing. • Mixed material piece e.g. Lollipop – A2 piece • Teachers choice – monoprint/palette knife painting. • Evaluation of project <p>Writing</p> <p>Evaluation of project</p> <p>Learning Content:</p> <ul style="list-style-type: none"> • Observational studies – looking at the work of artists. • Still lifes – how to arrange an interesting composition. • Further investigation into materials, techniques and processes. • Evaluation of project. 	<p>Home Learning</p> <p>Take a photograph of a still life – try to make it personal to show off student interests.</p> <p>Produce an observational study of the image taken.</p> <p>Background of evaluation page.</p> <p>Evaluation – answering questions linked to project.</p>
<p>Assessment - On going teacher and peer/self-assessment of work.</p>	
<p>Wider curriculum - Links to history through the study of a variety of artists.</p>	

Literacy Evaluation page	Numeracy Proportions, exact dimensions for precious placement drawings.	British Values Individual liberty and Mutual respect	Employability Painter Photographer
SMSC Spiritual through the emotions of different artwork and communicating opinions (social). Looking at a variety of artists (cultural).	Cultural Capital Attitudes and values	Character Education Co-operation, courage and responsibility.	Personal Development Self-confidence, problem solving and communication.