

ART AND DESIGN Year 9 Curriculum Overview

What is the Year 9 ART AND DESIGN curriculum aiming to achieve?		
What do we want our Year 9 Artists to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ol style="list-style-type: none"> 1. To be ADVENTUROUS with materials and willing to embrace 'happy accidents'. 2. To be INQUISITIVE about the world and Art beyond their own geographical existence. 3. To be ENTHUSIASTIC about Art and recognise its intrinsic value. 4. To be DETERMINED in utilising new-found skills. 5. To be REFLECTIVE about the Art they see and make. 	<ul style="list-style-type: none"> • Most will have developed some printmaking and painting skills exploring colour. • Most students will have responded to African Art with a cultural twist. • Some students will have developed awareness American history via civil rights. • Some students will have begun to use specialist vocabulary with greater intent. 	<ul style="list-style-type: none"> • Visit Art galleries and exhibitions and encourage them to draw and speak about what they see. • Make Art materials available to use at home and encourage their use to draw and experiment with creatively. • Show an interest in their sketchbook and encourage them in their homework tasks.

How are we organising the Year ART AND DESIGN curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	TRAVEL: Road trip. <i>Observational drawing focus through translation of Travel resources.</i>	TRAVEL: Road Trip <i>Recording focus via developing sketchbook work on Travel theme.</i>	TRAVEL: Case study. <i>Analytical focus through case study on artist(s) linked to Travel.</i>	TRAVEL: Case study <i>Responding to relevant artist(s) in the form of painting and/or printmaking.</i>	TRAVEL: The Art of Travel illustration. <i>Developing illustrative work in response to brief.</i>	TRAVEL: The Art of Travel illustration. <i>Creating illustrations that celebrate the American road trip.</i>
Threshold Concepts	TC#1- ARTISTS MAKE MARKS, DRAWING OUR ATTENTION.	TC#2- ART COMMUNICATES, IN EVERY SENSE.	TC#6- ART ENGAGES; HEAD, HANDS AND HEART.	TC#8- ART HAS VALUES IN UNEQUAL MEASURES.	TC#5- ARTISTS PLAY – WITH IDEAS, MATERIALS & FAILURE.	TC#3- ART HAS ITS OWN VOCABULARY, SHAPED ACROSS TIME AND SPACE.
Skills	Drawing exploring mark-making techniques using negative space and tone.	Translating ideas on a variety of scales working within landscape genre.	Selecting and interpreting photographic images into paint and colour.	Paint skills and collagraphic printing skills utilising simple recycled media .	Utilising analogue and digital media to develop images combined with text.	Working to a professional brief, concluding ideas with sense of American culture.
Enrichment within the curriculum	We provide a broad and rich Art curriculum that provides students the opportunities to explore a wide and varied range of specialist mediums and techniques including printmaking and digital post-production work. We strive to celebrate student work by putting work on display physically and digitally. Students also have opportunities to enter work in competitions and exhibitions such as the Voices and Visions exhibition in the wider community. As part of our Art curriculum, we also seek to enrich students through our related extended learning tasks inspired by David Hockney.					
Cross curricular links	<ul style="list-style-type: none"> • We pride on our ability to weave in extra-curricular links. We will be making links to History, Geography, music, English and this will be integrated into our teaching. For example, we will be looking at David Hockney who travelled from UK to USA. This journey underpins the student year 9 journey which will touch upon American literature, migration etc • The theme of Travel will also encourage students to explore climate change and reasons for Travel touching on topics such as environmental disasters, famine in contrast with the more obvious motivations for travel such as tourism. 					
Extra-curricular opportunities	As a department, we have an open door policy that enables students to work in the Art rooms during lunchtimes every day of the week; however, we structure a Key stage 3 focussed extra-curricular club once a week. This is aimed at providing students an opportunity to stretch and challenge themselves and build on areas of the class-based projects that may not ordinarily have been to be explored in lesson time.					

What are the intended outcomes of the Year 9 ART AND DESIGN curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Travel themed observational drawings.	Emma Stibbon analysis and subtractive drawing study.	Exploration of American artists in written and visual response	Bay area influenced painting and printmaking	David Hockney Extended Learning project	Series of illustrations inspired by USA Road trip
Impact on personal development (SMSC)	<i>Students learn to have a creative mind and rethink their relationship with the world and the environment; seeing it as something, that can catalyse their curiosity to Travel. They are encouraged to look at the work of others and develop respect for the environment and landscape. The Year 9 challenges them to develop independence of thought and encourages them to explore the creative potential of merging ideas from analogue and digital methods with a growing ability to communicate.</i>					
Preparation for the next stage of education	The artists explored in Year 9 were consciously selected because they form a crucial part of the DNA of artists we explore in the following years leading to a deeper understanding in future projects. For example, in Year 9 students are encouraged to explore the influence of America and its impact on artists such as David Hockney. He is essential to the portrait work we deliver in year 10 and the UK v USA Pop Art project in year 11. The illustrative dimension of Year 9 also enables students to become more versatile in responding to a brief; which is a skill required in exam units in Year 10-13.					