CURRICULUM CORE KNOWLEDGE PLAN

SUBJECT: Art & Design YEAR GROUP: 9 DATE: 2024/2025

Purpose of study: Art embodies some of the highest forms of human creativity. Art aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Students use critical and analytical skills to develop a more rigorous understanding of art and design. The curriculum aims to gain an appreciation of how Art and Design both reflect and shape our history including periods, styles and major movements from ancient times up to the present day.

The curriculum aims to ensure all pupils produce creative work, exploring their ideas and recording their experiences. Students should become skilful in drawing, painting, sculpture and other art, craft and design techniques.

Students should learn how to evaluate and analyse creative works using the language of art, craft and design. Students gain knowledge about artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year 9 Purpose and Overview: In Year 9 students receive 2 lessons a fortnights and build from previous learning from Year 7 and Year 8. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. They develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils are taught to use a range of techniques and media to record their observations in sketchbooks.

Students learn how to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Career opportunity: Year 9 Art SOW provides several career opportunities and insights into many creative fields such as: photography, digital editing, digital art, painting fine art, Graphic communication, printmaking, core design skills, costume design.

Interleaving and Retrieval: Schemes of work encourage pupils to re-visit techniques and refine processes in order to improve understanding and skill. This approach helps embed new learning in long-term memory, through the act of repetition. Pupils enjoy learning more than one technique at a time and experimenting with this in order to aid progress.

Term and unit	Core knowledge	Core skills	Core Vocabulary	Revisiting prior knowledge	Links to Walney Ways & Employability skills/Careers
<u>Autumn Term 1</u> **Project title: Mexican day of the dead** **Observational skull drawing** **Felt tip pen wash skull** **polyprint print**	To develop observational drawing techniques by creating an observational drawing of a skull To develop understanding of pen wash technique by creating a felt tip pen wash skull.	Students are to create an observational drawing of a skull, using tonal pencil. Students demonstrate 3x tone, texture and key details. Mastering skills using a 4B pencil. Students will complete a felt tip pen wash bird using harmonious colours. Transferring monochrome 5x tone to colour hues	Obervational Drawing Tone Harmonious Colour Monochrome	Students recall practical skills of how to observe and record. Mastering skills using a 4B pencil. Students will be recalling previous learning on colour theory and harmonious colours. Recall previous technique of felt tip pen wash bird taught in Year 7. Revisiting printmaking	**Walney Ways** Wider thinking Self motivated Communicative Aspirational Resilient **Employability.** Organisation, planning and time management. Problem solving Creative thinking Communication **Walney Ways**

calavera **Papel Picado** **Carsten Witte artist research page** **Final outcome:**	To develop understanding of printmaking. To explore printmaking to create a background for calavera design. To develop cutting skills in order to create a papel picado inspired by Mexican day of the dead festival. To analyse the work of Carsten Witte. To develop a range of analytical and critical thinking skills.	Complete a polyprint tile to be used as a background motif for calavera design. Students will be introduced to day of the dead imagery and patternwork Students will be able to create 3D paper papel picado using craft knives. Students will be revisiting skills with pattern and symmetry. Introduction to craft knives. Students will produce an Artist research page on Carsten Witte. Students will continue to gain knowledge of how to critically analyse and		form Year 7 and 8. Recalling skills with pattern design. Students recalling cutting skills from Year 7 and 8. Transferring knowledge of calavera pattern designs to cut outs Recall literacy skills, key words and how to reflect on the work of an artist. Students will recap and revisit practical techniques and materials	Wider thinking Self motivated Communicative Aspirational Curious Resilient **Employability.** Organisation, planning and time management. Self awareness Problem solving Creative thinking Attention to detail Communication Analysing and reflection

Carsten Witte inspired portrait	To create a personal response portrait inspired by Carsten Witte using the techniques learnt exploring Mexican day of the dead festival.	reflect on artwork. Students will gain insight into GCSE A01 assessment objective and shown previous examples of GCSE artist research pages Students will complete an A3 portrait inspired by the Carsten Witte. Student's will previously used Photoshop to create their final composition using skills such as the opacity and multiply tool. Students will be introduced to GCSE assessment objective A04 and will learn how a final piece of Art is created. Introduction to poster paint.		used during the Autumn term. Students will recall key details of Mexican day of the dead imagery and pattern motif. Students will recall and develop paintbrush/drawing skills.	

<u>Spring term 2</u> **Project title: Pop Art** **Pop Art mind map** **Pop Art food items** **Andy Warhol portrait painting**	Develop an understanding of the Pop Art movement. To create a visual mind map inspired by key facts and imagery. Create Pop Art inspired food items inspired by Andy Warhol and Roy Lichtenstein. To develop understanding of	Students will create a visual mind map inspired by Pop Art. Students will learn the fundamentals of the movement and understand key design principles. Students will create Pop Art drawings of food items. Students will be drawing from observation and applying key Pop Art features such a bendet dots and bold outlines.	Observation Min Map Bendat dots Bold Outline Monochromatic Typography	Students will be recalling previous learning from Year 8 on how to create a successful mind map. Student's will be recalling and strengthening observation/drawing skills. Transferring key design knowledge of art movement. Students will be recalling previous learning on paintbrush skills and painting. Expanding on	**Walney Ways** Wider thinking Self motivated Communicative Aspirational Curious Resilient **Employability.** Organisation, planning and time management. Self awareness Problem solving Creative thinking Attention to detail Communication Independent working Analysing and reflection

Onomatopia **Roy Lichtenstein artist research page** **Final outcomes**	monochromatic painting techniques by creating a celebrity portrait inspired by Andy Warhol To create an onomatopea graphic design logo inspired by Roy Lichtenstein To analyse the work of Roy Lichtenstein. To develop a range of analytical and critical thinking skills.	Students will create their own celebrity monochromatic painting inspired by Andy Warhol. Students are introduced to Monochromatic painting Students will produce an onomatopia design inspired by Roy Lichtenstein. Students will be drawing from observation and imagination and introduced to typography. Links to careers – Graphic design. Students will produce an artist research page on Roy Lichtenstein. Students will gain knowledge of how to critically analyse and		colour theory and colour tones. Students will recall previous learning of Pop Art key details and apply them to their design. Recall literacy skills, key words and how to reflect on the work of an artist. Students will recap and revisit the practical techniques/processes and materials explored during this term.	

response	To create a personal response inspired by Roy Lichtenstein and Andy Warhol, using the techniques learnt investigating the Art movement of Pop Art.	reflect on artwork. Students will gain insight into GCSE A01 assessment objective and shown previous examples of GCSE artist research pages Students will complete an A3 Art mixed media outcome inspired by the style of Pop Art. Students will develop understanding to GCSE assessment objective A04 and will learn how a final piece of Art is created.		Students will recall key details and aspects of Warhol/Lichtenstein's work to be implement into their personal response.	

Term 3 **Project title:** **Music in Art** **Continuous line** **Observational drawing of an instrument** **Facial features**	To create an illustration composition of instruments using continuous line. To develop observational drawing techniques by creating an observational drawing of an instrument To develop and understanding of how to create observational drawings of facial features	Students are able to create a composition outcome using coloured paper and continuous line. Students are to create an observational drawing of an instrument using either tonal pencil or biro. Strongest media and demonstrate 3x tone, texture and key details. Students will be drawing from observation and selecting an appropriate instrument to their skill level. Developing skills using a 4B pencil/biro. Students are to create a	Continuos line Features Observationa; Tone Etching	Students are to develop previous knowledge of how to produce a continuous line drawing. Students will be recalling previous skill learnt of using either a 4B pencil Student's will be recalling and strengthening observation/drawing skills. Students recap previous learning on observation and recording.	**Walney Ways** Wider thinking Self motivated Communicative Aspirational Curious Resilient **Employability.** Customer/ client service and commercial business awareness. Organisation, planning and time management. Self awareness Problem solving

CD etching **Andres Chaparoo response** **Artist research page on Kandinsky**	Introduction to Etching to create music inspired etched CD. To create a response to the Artist Chaparoo using collage and mixed media To analyse the Kandinsky. To develop a range of analytical and critical thinking skills.	page filled with a mixture of different facial features using a variety of different medias. Students are introduced to etching and how to create imagery using a 3D object such as a CD. Introduction to etching. Students will be able to successfully create a response to the artist Andres Chaparoo. Students will be introduced to the use of mixed media to create a photomontage outcome Students will produce an Artist research page on		Students will recall basic paintbrush skills. Developing skills through observation. Students will recall previous skills of photomontage. Students will develop literacy skills and recap how to be reflective/analytical about the work of artists	

Final outcome response	To create a personal response portrait inspired by the term topic of Music in Art	Kandinsky. Students will gain knowledge of how to critically analyse and reflect on artwork. Students will gain insight into GCSE A01 assessment objective and shown previous examples of GCSE artist research pages Students will complete a mixed media portrait response. Students will continue to work towards GCSE assessment objective A04 and will learn how a final piece of Art is created. Students will be combining the work of several artists and techniques explored during this term.		Students will recall observation and composition skills. Students will recap and revisit the practical techniques/processes and materials explored during this term. Students will recall how to successfully merge artist's work to create a personal outcome.	