



Art

Aims:

Skills and knowledge will emerge through:

- practical experimentation with a wide variety of materials
- practical demonstrations and instruction
- research and investigation
- developing ideas in a sequential way from initial idea to final outcome
- engaging with art and artefacts
- a gallery visit

Content:

Art in Year 9 builds on skills and techniques learnt in Years 7 and 8 alongside opening new ways of creative thinking. This year Art will go beyond the sketchbook and scale will be increased up to A1 presentation sheets. Three dimensional opportunities will also be explored with the possibilities of sculptural outcomes. As with previous projects your termly projects will tell a visual story by responding to a theme or question. You will be encouraged to make links to other subject areas. For example, an extract of text studied in English or scientific facts could provide further depth to your individual projects. The thinking and learning within Art demands reflection on the world around you, opening discussion, leading to better understanding of society and culture past and present.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Steampunk inspired multi-media project We will be looking at a diverse range of historical (Victorian) and contemporary (Steampunk) references to answer imaginative design problems. This unit will look to develop both 2D and 3D exploration.	During the first half of each term students will be assessed mainly on development and recording of ideas connected to the overarching theme. In the second half of each term the emphasis of assessment changes to refinement and presentation.
	Term 2	Dots and Circles- Simple or Complex? This project involves exploring the theme. We live in a world surrounded by creative visual imagery. Artists, designers and craftspeople are required to see everyday things in an exciting and innovative way. You will need to develop skills to seek out, organise, select and record a wide variety of information and references relating to a circle!	As above.
	Term 3	Portfolio Project Personalised project for each student building on individual strengths of a previous project. This project will be self-directed building on prior knowledge and skills.	As above.



Assessment:

Students develop responses to initial starting points listed above and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. Effective organisation and presentation of outcome is also vital.

Extended Learning:

Extended learning will be available within the school enrichment programme alongside two weekly tasks set on Go4Schools. There will be an expectation of 60 minutes of extended learning every two weeks.

Connection to the JTFS Approach

Whole School Theme	How does Art and Design support this?
STRIPE	<p>Self-manager – As with all aspects of learning, self-organisation and control is vital.</p> <p>Team player/Participator - Most arts disciplines are collaborative in nature, sharing responsibility, and compromising with others will be necessary.</p> <p>Reflective and resilient – Again, artistic development requires an expectation to repeat, revise, practice to build mastery of skill.</p> <p>Innovate and create – Through innovative thinking students will develop an understanding that there is no right or wrong. Mistakes can lead to happy solutions!</p> <p>Enquirer – Through looking at and making art, students will need to develop an analytical mind, allowing personalised interpretation.</p>
STEAM	<p>Once art and science were diametrically opposite; but today some of the most innovative artists are fusing art, technology and science. Students will develop an understanding of how advances in technology have challenged artists approach, alongside opening new possibilities.</p>
Literacy	<p>Students will develop their abilities to think critically, problem solve effectively, reason clearly, listen constructively, and speak and write persuasively. Within their visual outcomes students will use written reflection to communicate their deep understanding of what they are learning; not just memorising facts related to the artwork or concept studied but comprehending the problems that have been solved.</p>
Numeracy	<p>Numeracy in Art and Design is embedded throughout most practical activities with developing skills related to proportion, estimation, perspective, enlargement, scale, tessellation, ratio and symmetry. Applying this knowledge is then transferred to identifying these concepts within artworks studied.</p>
SMSC, British Values and Citizenship	<p>SMSC, BV and C are centrally linked in art and design.</p> <p>Students will investigate issues raised by different cultures and religions as many art works relate directly. Exploring also how different artists viewed themselves as a part of the human condition. This in turn is relative to the values and beliefs held at specific times.</p>