

YEAR 9 CURRICULUM MAT ART and DESIGN

AUTUMN TERM : SURREALISM - This work will be a progressive link from the work completed in year eight on Cubism.

SPRING TERM : LAND AND TOWNSCAPE - In this students will be introduced to the theme through a nationwide competition, 'The Spa Prize'. This is a painting that reflects the students environment and culminates in an exhibition of works in a local gallery alongside the work of professional artists.

SUMMER TERM : 'COLLECTIONS' - From June of the summer term, students will work on personal 'collection' based on observational drawing.

KEY VOCABULARY : This will be highlighted through the Knowledge Organiser and relate to the differences between each task. Students will be encouraged to use this when analysing their own work through personal comment and annotation and the reference between their work and the work of artists.

<p>Knowledge developed through theme.</p> <p>Through each project students are expected to engage with sources and the work of different artists to inform their own work. The skills and techniques taught will be associated with those at the heart of the examination course in year 10.</p> <ul style="list-style-type: none"> • Observation • Idea • Techniques • Historical and contextual studies 	<p style="text-align: center;">Surrealism</p> <ul style="list-style-type: none"> • Use of formal elements such as line, shape, colour and composition. • Develop understanding of artists' work and why they produce the work they do. Learn methods of analysis and understanding of images of historical significance. • Realise that art can have social and political meaning. 	<p style="text-align: center;">Land and Townscape</p> <ul style="list-style-type: none"> • Develop skills in location and direct observational drawing. • Teach painting techniques which promote G.C.S.E skills as well as patterns of examination work. • Use the local environment to extend work beyond the classroom, with location at the heart of study. • Encourage independent learning. 	<p style="text-align: center;">Collections linked to Still - Life</p> <ul style="list-style-type: none"> • Drawing familiar objects in a different way using formal elements such line, shape, and scale. • Use sketchbooks as a tool to enable students to record, assess, review and redo. • Use assessment criteria to develop thinking skills such as 'what I see is what I should record' and not necessarily what I think. • Investigate scale and proportion.
<p>Assessment for Learning</p>	<p>Group tutorials, baseline test. Quality and review across year groups.</p>	<p>Promote G.C.S.E criteria, so students are aware of subject requirements at option level.</p>	<p>Observational drawing tests that measure accuracy through formal elements.</p>

