

Y9 Art – Curriculum Map

Advent 1 Surrealism	Advent 2 Surrealism	Review of learning Formative assessments to track development of skills; ‘do it now’ activities, key terms etc. Summative assessments; review of skills, DIRT activity.	Lent 1 Artists and their work	Lent 2 Perspective	Review of learning Formative assessments to track development of skills; ‘do it now’ activities, key terms etc. Summative assessments; review of skills, DIRT activity.	Pentecost 1 Perspective	Pentecost 2 Artists and their work	Review of learning Formative assessments to track development of skills; ‘do it now’ activities, key terms etc. Summative assessments; review of skills, DIRT activity.
Unit intent: <i>To continue the journey based on another ‘ism’ focussing on the works of Dali and Magritte.</i>		Disciplinary knowledge Year 9 progress objectives <ul style="list-style-type: none">Ideas <ul style="list-style-type: none">ObservationsTechniquesContextual studies Careers Set Designer, Graphic Designer, Art Historian, Sculptor, Animator, Games Designer Reading 3-2-1	Unit intent: <i>To explore the techniques and conventions used by Hundertwasser and to use his works as a stimulus.</i>	Unit intent: <i>Building on prior knowledge develop understanding of single-point perspective.</i>	Disciplinary knowledge Year 9 progress objectives <ul style="list-style-type: none">Ideas <ul style="list-style-type: none">ObservationsTechniquesContextual studies Careers Designer, Art Teacher, Photographer, Curator, Art Director, Art Therapist, Jewellery Reading 3-2-1	Unit intent: <i>Continuation of previous unit.</i>	Unit intent: <i>To explore Pop Art techniques and conventions using the work of James Rizzi as a stimulus for independent creation.</i>	Disciplinary knowledge Year 9 progress objectives <ul style="list-style-type: none">Ideas <ul style="list-style-type: none">ObservationsTechniquesContextual studies Careers Fashion & Textile Designer, Interior Designer, web Designer, Concept Artist, Ceramicist, Tattoo Artist (and more!)
Key skills <ul style="list-style-type: none">Investigate key words such as ‘morphing’ composition imaginationInvestigate the interconnections between observation realism imaginationDevelop thinking skills through the combination of images, perspective, compositional structure			Key skills <ul style="list-style-type: none">Develop a city scape<ul style="list-style-type: none">Work cooperatively, in partnership with othersIntroduction to the GCSE syllabus ahead of the option cycle	Key skills <ul style="list-style-type: none">Continue to develop skills using examples of past GCSE students as a stimulusUse shade to create depth and distance within the perspective projectStudy the work of other artists		Key skills <ul style="list-style-type: none">Demonstrate how artists use perspective within our environmentAnalyse progress by way of sketchbook and class work.Students review own and others’ progress	Key skills <ul style="list-style-type: none">Appreciate how influential Rizzi was in shaping our understanding of the world<ul style="list-style-type: none">Create characters and places in an unconventional wayDevelop graphic representations<ul style="list-style-type: none">Develop partnership work and cooperation skills	
Catholic Social Teaching in Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God’s creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Art lessons at St Thomas More and are underpinned by the school’s ASPIRE values #BeMore			Currently, year 9 classes are taught in tutor groups and consist of 1 lesson per week during the academic year.			Reading 3-2-1		