

Art Department: Long-term sequencing Year 9

INTENT: The curriculum for this stage of students' education has been designed to be inclusive for all and build on the knowledge gained in Year 7 and 8 (where students produced creative work becoming increasingly proficient in a range of techniques and media) The work in Year 9 aims increase skills base and confidence in order to prepare them for GCSE and provide a taster of the way they will be expected to structure their coursework. It is designed to increase proficiency in the handling of different media, build confidence and independence developing their own ideas and style, further extend their range of subject specific vocabulary enabling them to confidently analyse and evaluate both their own work, and that of others, in order to observe closely, think critically and discuss respectfully. To acquire skills that can be applied to cross-curricular topics, allowing them to explore themes in depth.

HALF TERM 1, 2 and 3: revisit formal elements, including colour theory and introduce perspective drawing.

The aim of this unit is to revisit and refine drawing skills. Students will look at the work of Ian Murphy and complete work based on his style developing different techniques before developing and creating a 2D final outcome. Students will then be introduced to perspective drawing exploring one- and two-point perspective.

STUDENTS MUST KNOW:

- how to produce sensitive, skilful and accurate observed drawing.
- how to analyse (visual and written) and critically evaluate the work of artist Ian Murphy.
- how to experiment with design skill to produce a 2D piece of work based on Ian Murphy's work.
- how to successfully draw in both one- and two-point perspective.
- Blend and mix colours successfully using tones and tints.
- Create a one-point perspective drawing incorporating building design and the use of colour theory within a circle.

HOW THIS WILL BE ASSESSED: Formal assessment based on observational drawing skills. Self and peer assessment opportunities and informal verbal feedback.

HALF TERM 4, 5 and 6: Pop Art, Surrealism and Shoe design.

The aim of this unit is to give students greater autonomy over their work whilst working on a mini GCSE style project. It will allow them to refine the skills already learnt, whilst building their confidence, independence and creativity. They will design a shoe influenced by the pop art and or surrealist movement and shoe designers including Costa Maragakis exploring 3D design.

Students will develop their research and analytical skills whilst exploring these movements, alongside their drawing create a large-scale piece based on a surrealist eye, Using media of their choice.

STUDENTS MUST KNOW:

- how to produce sensitive, skilful and accurate observed drawings of different design ideas using a range of media such as pencil and coloured pencil.
- how to select relevant artists/designers to influence their designs.
- how to experiment with a range of materials and techniques, refining and developing their skills; use the techniques of artists and practitioners to inform their experiments.
- how to build a 3D form using paper and mixed media
- how to create a composition based on an art movement and produce an acute and skilful largescale piece of work.

HOW THIS WILL BE ASSESSED:

Formal assessment based on observational drawing skills (pencil); competent written and visual analysis of artists/designers using relevant subject specific vocabulary; experimenting with a range of materials and techniques such as papier-mâché, card construction, surface decoration; final outcome – 3D shoe design. Self and peer assessment opportunities and informal verbal feedback. Summative assessment – the completed project.

Home learning set will consist of a combination of: Artist research and practicing skills alongside design ideas.

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