



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 and 2: BONES

The aim of this unit is to refine drawing skills using a range of media working from animal bones and other natural forms. Students will experiment with a variety of materials and techniques before developing and creating a 2D mixed media final outcome.

STUDENTS MUST KNOW:

- how to produce sensitive, skilful and accurate observed drawings of skulls, bones and other natural forms using a range of media such as pencil, pen and watercolour.
- how to analyse (visual and written) and critically evaluate the work of artists such as DaVinci, Eric Lacombe and Caroline Carron.
- 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 create surface texture using tissue paper, collage, gesso, Tyvek and stitching.
- how to develop and produce a sophisticated mixed media final piece that combines all aspects of their research and experimentation, combining the head of a human and an animal.

HOW THIS WILL BE ASSESSED:

Formal assessment based on observational drawing skills (observed drawings of skulls and vertebrae using pencil and pen; competent written and visual analysis of artists using relevant subject specific vocabulary; final piece – mixed media.

Self and peer assessment opportunities and informal verbal feedback.

HALF TERM 3, 4, 5 and 6: SHOES

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 and create a sea life inspired shoe, referring to a range of costume and fashion designers for inspiration. Students will develop their research and analytical skills, alongside their drawing, design and 3D skills.

STUDENTS MUST KNOW:

- how to produce sensitive, skilful and accurate observed drawings of different styles of footwear using a range of media such as pencil and coloured pencil.
- how to produce sensitive skilful drawings of sea creatures (fish, starfish, octopus, etc)
- how to select relevant artists/designers (such as Tim Burton, Sally King, Kermit Tesoro, Costa Magarakus and Alexander McQueen) and analyse and critically evaluate their work.
- how to create a design based on their research
- 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 decorate/adorn the 3D shoe using materials such as card, Tyvek, wire and found objects

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-mache, card construction, surface decoration; final outcome – 3D shoe.

Self and peer assessment opportunities and informal verbal feedback.

Summative assessment – the completed project as a whole.

Embedding this knowledge can be supported at home by encouraging students to experiment with their own art equipment to build their confidence and expertise, visiting local galleries and museums on a regular basis to further develop knowledge and understanding of the wide spectrum of art and to gain ideas to inform their own work, watching and discussing the many interesting programmes and documentaries on artists and art movements on the main TV channels and looking at exemplar projects on websites such as <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm> www.u2learn.com/ks3-art-links.html

www.thestudentartguide.com and the school web page on Pinterest <https://www.pinterest.co.uk/mrspeggbmcc/>

Reading: selected, differentiated texts about the artists in each project; <https://www.tate.org.uk/art/talking-point/why-study-art> <https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4>

<https://ahzassociates.co.uk/why-you-should-be-studying-art-design-in-the-uk/>