

Year 9 Art & Design

Subject Title	Art & Design
Setting information	Taught in tutor groups
Time allowed	<i>2 lessons Per fortnight</i>
Homework information	<i>Homework set approximately twice per term</i>

Term	Topics	Skills	Assessment
1	<p>Still life</p> <p>Pupils conduct artist research and analysis, focusing on still life in its different forms e.g. Cubism, Vanitas, Pop art.</p> <p>Drawing from observation; pupils learn to draw objects accurately, then make a larger tonal drawing by observing a group of objects.</p>	<p>Investigate and analyse work of still life artists and movements recognising cultural context. Express own opinions about the artwork.</p> <p>Exploration of still-life genre through experiments with different art media.</p> <p>Pupils draw objects from direct observation, referencing Form and perspective.</p> <p>Progress and skills documented and reflectively annotated.</p>	<p>Research and analysis, expressing a personal response.</p> <p>Experimentation with a range of media and ideas.</p> <p>Skills in recording observations through drawing.</p> <p>Recording and reflecting on personal progress.</p>
2	<p>Still life</p> <p>Painted or collaged outcome, showing still life in Cubist style.</p>	<p>Pupils complete a final A3 still life composition using tonal or mixed media, working in a style influenced by the cubists.</p> <p>Thorough review of work making artists links.</p>	<p>Pupils incorporate elements of a still life style in their own composition.</p> <p>Imaginative use of media, colour and tone.</p> <p>Evaluation.</p>
3	<p>Printmaking; Endangered Species</p> <p>Art based on a global issue</p>	<p>Issue based art. Pupils conduct independent investigation and analysis of information and art linked to the topic.</p>	<p>Research and analysis of related artwork and logo designs (of charities and action groups).</p>

	In order to further understand and engage with the issue, pupils research specific endangered species to discover the factors that cause them to be at risk.	Drawn studies from images of species, using different media e.g. watercolour and pastels.	
4	<p>Printmaking; Endangered Species</p> <p>Focusing on their chosen species, pupils design and print a linoprint, using shape, pattern and textural elements.</p>	<p>Pupils research lino prints by artist John Muafangejo and others. Personal responses to include analysis and own opinions.</p> <p>Skills in cutting the lino block, then successfully printing a series of images.</p> <p>The prints are imaginatively presented and reflectively evaluated.</p>	<p>Generate and draw imaginative lino print designs inspired by Muafangejo and endangered species.</p> <p>Printmaking skills enabling pupils to create a high quality series of lino prints.</p> <p>Present and evaluate linoprint outcomes, linking with the artist and issue of endangered species.</p>
5	<p>Pop art</p> <p>Knowledge of the 1950s and 1960s culture and links to contemporary life.</p> <p>Pupils identify popular icons and images to collage and draw in the style of Andy Warhol and other pop artists.</p>	<p>Investigation and analysis of Pop art movement, artists, and cultural context.</p> <p>Pupils experiment with 2D media to respond to Pop art examples. Imaginative, practical and contemporary responses.</p> <p>Final outcomes; Mixed media pieces based on popular culture, in mixed media / paint / 3D construction.</p> <p>Evaluation, making artists links.</p>	<p>Pupils base their own Pop art ideas on independent research and analysis.</p> <p>Skills in drawing and use of line, tone and colour media.</p> <p>Presentation of a sustained, imaginative outcome that communicates the mood and meanings of Pop art.</p> <p>Reflective skills.</p>
6	<p>Day of the Dead</p> <p>Pupils focus on the Mexican public cultural holiday; traditions, meanings and imagery.</p> <p>Project outcome; ceramic figure (Calacas) or embellished skull.</p>	<p>Pupils conduct independent enquiry and analysis; cultural significance and associated artists and imagery.</p> <p>Skills and knowledge in use of ceramic materials; modelling, decorating, clay process.</p> <p>Design drawings to show imaginative, multiple ideas; annotated sketches.</p> <p>Recording of progress and outcome through reflections.</p>	<p>Research cultural and visual aspects of Day of the Dead.</p> <p>Draw and annotate designs for Calacas figure.</p> <p>Create figure showing good level of practical skills.</p> <p>Evaluate and reflect on project links and successes.</p>
Links to websites and revision materials:			

