

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|---------------|-----------------|--|---|--|-------------------|---|---|
| Natural Forms | 4 PER FORTNIGHT | <p><i>See week by week overview</i></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills - develop and refine ideas and proposals, personal outcomes or solutions with increasing independence - develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures through investigations - develop an awareness of the different roles and individual work practice evident in the production of art, craft and design in the creative and cultural industries - develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work - demonstrate safe working practices in art, craft and design <p>SKILLS</p> <ul style="list-style-type: none"> - become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques - actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds - acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent - To develop fine motor skills | <p>Students are provided with a work booklet that includes a range of knowledge organisers to support in the classroom and at home.</p> <p>Use of pinterest.com – we have a page that has links to a plethora of online resources.</p> <p>Students are supported with equipment where necessary.</p> <p>Students have access to the art room during break and lunch in necessary.</p> | <p>CEIAG Learning about practising artists. Learning about the various career pathways in Art & Design through discussion.</p> <p>SMSC Developing views, feelings and issues whilst making personal responses or when writing about the work of artists. Exploring how views differ and gain and an understanding of artworks.</p> <p>NUMERACY Students will need to be able to use rulers, proportion accurately and understand rule of 3 in relation to composition.</p> <p>LITERACY Key Terms on power point slides Development of literacy through analysis and evaluation. SPAG checked when work is marked. Writing frames provided to support students writing.</p> | | <p>SEND Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p>MORE ABLE If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> | <p>FORMATIVE Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p>SUMMATIVE Folder reviews conducted at the end of the project linking to AO's.</p> |

Year 9 Art Term 2 (Spring) Half Term 1

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| Art Bytes | 4 PER FORTNIGHT | <p>Art Bytes gives young participants the opportunity to see their art exhibited online and engage with new technology from the safety and convenience of their own home or school. It builds confidence and nurtures talent, allows children and young people to see galleries as places “for them” and encourages future cultural engagement.</p> <ul style="list-style-type: none"> - Contributes to a broad and balanced curriculum which builds pupils’ cultural capital (included in the new Education Inspection Framework) - Increase pupil’s self-esteem, particularly important with the growing mental health crisis facing young people, which has been magnified during lockdown. - Help close the disadvantage gap, which has been significantly widened by the COVID-19 pandemic. - Fantastic opportunity to showcase student’s artwork outside school. - Improve students’ confidence in their own ability and give a real sense of pride - Great way to engage student’s families through the public vote, virtual exhibition and celebration event. - Demonstrate the quality of artwork produced to students’ families and the wider community | <p>Students are provided with a work booklet that includes a range of knowledge organisers to support in the classroom and at home.</p> <p>Use of pinterest.com – we have a page that has links to a plethora of online resources</p> | <p><u>CEIAG</u> Learning about practising artists. Learning about the various career pathways in Art & Design through discussion.</p> <p><u>SMSC</u> Students are inspired by ‘Society Today’ to create a final outcome. Students are encouraged to research current affairs, issues and topics that could link to their final outcome.</p> | | <p><u>SEND</u> Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><u>MORE ABLE</u> If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> | <p><u>FORMATIVE</u> Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p><u>SUMMATIVE</u> No summative assessment. Students will produce and present a final outcome in a nationwide online exhibition.</p> |

Year 9 Art Term 2 (Spring) Half Term 2

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| Ways to Draw | 4 PER FORTNIGHT | <p>Drawing is a key part of developing any art, craft or design work. It is an important method of researching, investigating, developing and communicating ideas.</p> <p>Drawing and mark making can be used to:</p> <ul style="list-style-type: none"> - record observations about a subject - experiment and develop use of formal elements such as line and colour - express emotions and abstract ideas <p>While drawing is an important method of researching, investigating and developing ideas across all areas of study, it can also be used as a form of descriptive and expressive mark making in its own right and as the medium for final resolved work.</p> <p>Drawing materials include:</p> <ul style="list-style-type: none"> - pencils and coloured pencils - graphite sticks - charcoal - biros - fine line and felt-tips pens - drawing ink - chalk and oil pastels - oil pastels - erasers <p>A number of different tools can be used to create different effects with your drawings, including erasers for removing marks and sponges for rubbing and smudging.</p> <p>It is also important to consider a variety of surfaces to draw onto, creating interesting textures and backgrounds to drawings.</p> | <p>Students are provided with a work booklet that includes a range of knowledge organisers to support in the classroom and at home.</p> <p>Use of pinterest.com – we have a page that has links to a plethora of online resources</p> | <p><u>CEIAG</u> Learning about practising artists. Learning about the various career pathways in Art & Design through discussion.</p> <p><u>SMSC</u> Explore how artists use drawing to express their thoughts, values, opinions and feelings.</p> | | <p><u>SEND</u> Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><u>MORE ABLE</u> If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box/task in the classroom.</p> <p>Set additional challenges as part of CTG work.</p> | <p><u>FORMATIVE</u> Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p><u>SUMMATIVE</u> No summative assessment.</p> |

Year 9 Art Term 3 Artists and Industry

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| Artists and Industry | 4 PER FORTNIGHT | <p>KNOWLEDGE & SKILLS</p> <p>Understand the roles of the museum curator and the exhibition designer in a museum</p> <p>Work collaboratively to relate artworks to one another and find a common theme</p> <p>Write museum labels that clearly communicate ideas to an audience</p> <p>Select, analyse and interpret artist's work for presentation</p> <p>Critique, justify, and present choices of analysing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>Organise a group exhibition.</p> <p>Work collaboratively with peers to put on a showcase of Fashion, Textiles and Art & Design work.</p> | <p>Students are provided with a work booklet to support their learning.</p> <p>Use of pinterest.com – we have a page that has links to a plethora of online resources.</p> | <p>CEIAG</p> <p>Learning about practising artists.</p> <p>Learning about the various career pathways in Art & Design through discussion.</p> <p>NUMERACY</p> <p>Estimate, measure, and calculate scale of pieces of artwork</p> <p>LITERACY</p> <p>Key Terms on power point slides</p> <p>Development of literacy through analysis and evaluation.</p> <p>SPAG checked when work is marked.</p> <p>Writing frames provided to support students writing.</p> <p>Curator – an art specialist responsible for a museum's collection and exhibitions.</p> <p>Exhibition designer – designs exhibition spaces, paints walls, arranges artwork, usually under the supervision of the curator.</p> <p>Other Subject Vocabulary:</p> <p>Centre line – The imaginary line exhibition designers use to hang artworks. The middle of the painting usually falls between 54 and 62 inches.</p> <p>Accent wall – A single wall painted in a contrasting colour from the rest of the space. It focuses viewer's attention and directs people around the space.</p> <p>Anchor Piece – usually the largest or strongest pieces of an exhibition</p> <p>Wall text – information provided by the curator for each artwork. It is the curator's choice as to how much information is to be provided.</p> | <p>SEND</p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p>MORE ABLE</p> <p>If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> | <p>FORMATIVE</p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p>SUMMATIVE</p> <p>Final folder review to take place at the end of the project but reviews to take place formatively.</p> |