

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

YEAR 9 Art

Careers		
Local Market Information	Skills	Jobs
	<ul style="list-style-type: none"> • Creativity Problem solving • Observation, hand eye coordination • Resilience • Reflective • Observation, hand eye coordination, dexterity. • Work to a deadline/ work to a brief. • Research • To work independently and part of a team • Visual, Verbal and Written Communication 	Fashion Designer, Art education, Scientific/Medical Illustrator

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1	<u>Baseline Skills Assessment</u>	Independent application of skills <ul style="list-style-type: none"> • Outline • Detail 	Reflecting and scaffolding theoretical understanding and skill development from year 7 and 8	Outline Detail Tone	

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
		Tone	<ul style="list-style-type: none"> • Concept mapping • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment 	Grid Method Portrait	
	Introduction into tone	<ul style="list-style-type: none"> • To practice using the shading techniques to develop key skills creating and blending tone. 		Tone 3Dimensional Form Scale Layers	
	<u>Tonal Skills Design</u>	<ul style="list-style-type: none"> • Develop skills creating a variety of tones using pencil. • To observe a form and recreate using drawing techniques. • To know what tone is, what tools can be used to create tone and how to apply it neatly • To know how to blend tones using layers 		Tone Form Layers Circling Pressure 2B 4B	Science – anatomy of the skull Da Vinci anatomical drawings for medicine Science – light theory Careers Connections - medical/ forensic industries
Half Term 2	Artist Introduction – Biza Butler	<ul style="list-style-type: none"> • To analyse and compare the work of others • To structure and compose written analysis. 	Reflecting and building on understanding of the formal elements (learnt in year 7 and scaffolded in year 8) to analyse the work of an artist and make meaningful comparisons against the work of others. <ul style="list-style-type: none"> • Concept mapping • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment 	Multicultural Kente Fabric Portrait	Career Connections – Fashion industry Education
	Formal Elements introduction – Cultural patterns, Line and colour <u>Independent Outcome:</u>	<ul style="list-style-type: none"> • To create a written draft making meaningful connections with the work of the artist and other cultures and symbolism (modern and historic) • Reflecting on formal elements understanding to analyse, compare and include a personalised 		Community Represent Colour Pattern Symmetry Geometric Belonging Culture Heritage	Cultural cloth and uniforms <ul style="list-style-type: none"> • Highland clans of Scotland • Masaka tribes – Philippines • Akan Communities – west Africa Connections with uniform/cloth and

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	<u>Kente Inspired Patterns and Artist Copy</u>	response	<u>Key pieces – Cultural Patterns and Artist copy (which will be used within the Cultural Connections page)</u> WWW <ul style="list-style-type: none"> • EBI • Student Action written response 	History Generation	belonging <ul style="list-style-type: none"> • School • Sport • Work • emergency/ • authority Career Connections – identity in the workplace
Half Term 3 & 4	<u>Independent Outcome: Cultural Connections Research</u>	<ul style="list-style-type: none"> • Developing and recording ideas in creative ways • Drafting and creating meaningful connections and comparisons with the work of the artist, other cultures and symbolism (modern and historic) • Recalling understanding of the formal elements to analyse, compare and inform own opinions and personal responses. • Developing and recording ideas • Creating a written draft making meaningful connections with the work of the artist and other cultures and symbolism 	Reflecting on the characteristics of the artist's work to make meaningful connections and comparisons with the work, symbolism and beliefs of others. <ul style="list-style-type: none"> • Code call • Concept mapping • Reflective starter activities • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment <u>Cultural Connections Research Page - Key piece assessment</u> <ul style="list-style-type: none"> • WWW • EBI • Student Action written response 	Connection Culture Representation Compose Font Decorative Research Analysis	American Diaspora CAFOD: refugee Bible Links Love thy neighbour

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
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		(modern and historic) Reflecting on formal element understanding to analysis and compare			
	<u>A3 Portrait inspired by Biza Butler</u>	<ul style="list-style-type: none"> Creating personal Reflecting on the characteristics of the artist's work to influence a meaningful, personalised outcome Refining ideas and recording insights To know how to use paint to create tone and detail 	<ul style="list-style-type: none"> To reflect on knowledge of colour, tone, form and line to create detailed portraits To use paint skilfully to record tone and colour. <p><u>Inspirational Portrait - Key piece assessment</u></p> <ul style="list-style-type: none"> WWW EBI Student Action written response 	Portrait Paint Colour Temperature Tone Form Collage	Paper weaving – connections with Kente cloth Careers Connections – Illustrator Portrait Artist Weaver
Half Term 5	Introduction to the Native Americans	<ul style="list-style-type: none"> Analysing and comparing the work of other cultures Identify Key features and characteristics of work to influence design ideas 	<ul style="list-style-type: none"> To reflect on knowledge of colour, tone, Pattern and line to create detailed designs that make connections to a researched culture and symbolism <p><u>Native American inspired Animal Spirit Guides - Key piece assessment</u></p> <ul style="list-style-type: none"> WWW EBI Student Action written response 	Native American Totem	
	<u>Animal Spirit guide Totem Mask Outcome</u>	<ul style="list-style-type: none"> Creating personal responses that reflect cultural research and influence Refining ideas and recording insights connected to Pattern shape, line, tone and form Developing ideas and 		Guide Culture Native American Totem Animal Symmetry Portrait Character	Alebrijes - connections with previous Year 8 curriculum. Careers Connections – Sculptor

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
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		<p>creating a skilful personal Response.</p> <p>Skills</p> <ul style="list-style-type: none"> • Outline • Detail • Tone 			
Half Term 6	<u>End of Year Skills Assessment</u>	<p>Independent application of skills. Reflecting on skills developed throughout the year</p> <ul style="list-style-type: none"> • Outline • Detail • Tone 	<p>Reflecting on previous learning of formal elements, drawing skills, techniques and colour theory to create an informed, skilful responses</p> <ul style="list-style-type: none"> • Code call • Reflective starter activities • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment <p><u>End of year Drawing assessment- Key piece assessment</u></p> <ul style="list-style-type: none"> • WWW • EBI • Student Action written response 	Outline, Detail, Tone, skills, reflect	Cultural, Urban Art

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Term 1	<ul style="list-style-type: none"> Baseline Skills Assessment – Iain Macarther Tonal Skills – Shaded Skull Independent outcome - Cultural patterns 	<p>To assess key skills and concepts taught in year 7 and 8</p> <p>To understand and assess initial skills capability and independence.</p> <p>Assess how students can develop refined outcomes using scaffolded drawing techniques.</p>	<ul style="list-style-type: none"> Regular verbal feedback is given within the classroom. Student feedback is given within their Booklet Assessment Sheets against the success criteria. WWW, EBI and Student action is also evident Assessed grades are recorded on Sims <p>Progress Grades are communicated to Students and Guardians throughout the year.</p>
Term 2	<ul style="list-style-type: none"> Independent Outcome Cultural Connections Research A3 Biza Butler Inspired Portrait 	<p>To make meaningful connections and comparisons with the historical and modern work of others.</p> <p>To assess literacy skills and Subject Specific vocabulary.</p> <p>To assess independent research skills</p> <p>To assess how students experiment with different media and apply research, theoretical understanding to develop ideas and create personal responses.</p>	
Term 3	<ul style="list-style-type: none"> Native American Designs End of Year Skills 	<p>To assess skills using the Formal Elements such as forms, texture, detail and tone to create 3D designs</p> <p>To assess how students experiment with different media and make meaningful connections with previous skills and research to develop ideas and create informed personal responses.</p>	

	Assessment	To assess development of drawing skills and concepts practiced throughout the year	
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