**Curriculum Map Y9 ART 2022/23**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
|  | **Term 1a** | **Term 1b** | **Term 2a** | **Term 2b** | **Term 3a** | **Term 3b** |
| **Dates** | 1st September – 21st October | 31st October – 21st December | 9th January –10th February | 20th February – 31st March | 17th April – 26th May | 5th June – 19th July |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks |
| **Assessment** |  | | AP1:Y7-10 and 12. W/B Jan 16th, 16 weeks in (2 lesson assessment) | | AP2:Y7-9 Begins Fri Jun 9th, 16 weeks from AP1. (2 lesson assessment) | |
| **Lessons** | 8 Lessons | 8 Lessons | 5 Lessons | 6 Lessons | 6 Lessons | 7 Lessons |
| **Inset** | 1S September, 2nd September 22nd December (School Closed) | | 4th, 5th & 6th January | | 1st May (Bank Holiday) 8th May (Bank Holiday) | |
| **Unit Title** | **ART: People and Places**  **Key material focus: Drawing, Painting, Colour, Photography, Graphics, Typography, Mixed media.** | | | | | |
| **Sequence** | * Observational drawing task:’ Liverpool skyline’   **Portraits. Term 1**   * Artist research in sketchbook timeline; * Mixed Media development and techniques page | | **People and places Term 2**   * Contemporary artist: development and techniques 2a continued * AP1 task * Completion of final outcome * Artist research in sketchbook timeline * Artist research in sketchbook timeline; 3 weeks 2a * People portraits and places development and techniques 2b | | **CULTURE Term 3**   * People and places * Personal response- producing an outcome. * AP2 task – People and places | |
| **Key Building Blocks** | **Y9 observational drawing 3 lessons**  Review drawing skill set on return. Key art skills (line shape, form tone) will provide staff with an accurate picture of each student’s knowledge and understanding.  **Block 1a: Contemporary Artist research**  Research of x2 artists (Banksy, Mark Andrew Allen).  Sketchbook work: exploring composition, layout, design and presentation  Understanding of artist timeline.  Annotation of research and personal thoughts using appropriate language  Recording of ideas relevant to the theme.  **Block 1b: Drawing and techniques development page:**  Exploration and experiment with drawing in varied materials and processes.  Development of drawings/paintings and ideas.  Observational drawing  Composition, layout and presentation.  Development of ideas following artist research working in a mixed media style.  Skill sets: line, tone, shape, form, pattern, texture, mark-making, colour mixing, blending.  Varied materials, processes and techniques to explore. | | **Block 2a: Drawing and techniques development page continued**  Exploration and experiment with drawing in varied materials and processes.  Development of drawings/paintings and ideas.  Observational drawing  Composition, layout and presentation.  Development of ideas following artist research.  Skill sets: line, tone, shape, form, pattern, texture, mark-making, colour mixing, blending.  Varied materials, processes and techniques to explore.  **AP1: 2 lessons**  A written and a practical assessment. The written component assess theoretical knowledge. The practical focuses on artist research, development and the skill set taught in throughout the year. This will assess art key skills: drawing, composition, layout and presentation, use of materials and processes relating to the theme and a personal response.  This will provide staff with an accurate picture of each students K&U. The work will be standardised across the department.  **Final outcome completion**  Refine work as it progresses  Development of materials  Personal response to the project | | **Block 3 Artist research ‘People’**  Research of artist (Argadol)  Sketchbook work: exploring composition, layout, design and presentation  Understanding of artist timeline.  Annotation of research and personal thoughts using visual language  Recording of ideas relevant to the theme.  **Block 3: Personal response**  Skill sets to be covered: drawing, painting, mixed media and collage Photography will be encouraged throughout the year.  Construction of 1 or more final outcome, using the theme ‘People’ as well as linking to the artist’s work.  Evaluation.  **AP2: 2 lessons**  A written assessment accompanied by a holistic grade of practical outcome and sketchbook to date. The written component assess theoretical knowledge The practical focuses on artist research, development and the skill set taught in throughout the year. This will assess art key skills: drawing, composition, layout and presentation, use of materials and processes relating to the theme and a personal response.  **Final outcome completion**  Refine work as it progresses  Development of materials  Personal response to the project | |
| **Retrieval Practices** | Interleaved themes:   * Recording ideas, thoughts and opinions through research * Developing the use of art materials and processes | | Interleaved themes:   * Recording ideas, thoughts and opinions through research * Developing the use of art materials and processes * Constructing a personal response through the ideas and development made. | | Interleaved themes:   * Developing the use of art materials and processes * Analysing, developing and Modifying work as it progresses * Constructing a personal response through the ideas and development made. | |
| **Key Skills** | Observational drawing  Analysis of work and annotation  Artist research  Developing work in a style appropriate to the theme  Exploring drawing, paint, mixed media, collage.  Discussing and writing about art: what, why, how, quality, learning. | | Analysis of work and annotation  Artist research  Discussing and writing about art: what, why, how, quality, learning.  Observational drawing  Developing skills in varied materials and processes.  Creating ideas through the development of drawing  Exploring paint, mixed media, collage and more. | | Observational drawing  Analysis of work- what you are doing and why  Creating work in similar styles style of the artist/culture/art movement  Developing skills in varied materials and processes.  Creating ideas through the development of drawing  Evaluating work - what, why, how, quality, learning.  Developing a final idea and producing a final outcome on a larger scale. | |
| **Literacy** | Written & Oral communication  Paragraph structure  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Written & Oral communication  Paragraph structure  Vocab development  Reading articles: X 2 per term. See departmental reading document. | | Oral communication  Vocab development  Reading articles: X 2 per term. See departmental reading document. | |
| **Numeracy** | Proportions through drawing  Space, shape and line.  Measurement: use of a ruler and composition. | | Enlargement from initial drawings  Ratios: with colour mixing | | Proportions through drawing  Space, shape and line.  Repeat pattern | |
| **Formative Assessment** | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback  Whole class feedback | | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback – written for AP1  Whole class feedback | | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback – written for AP2  Whole class feedback | |
| **Summative Assessment** |  | | AP1 Practical and written assessment 60/40 | | AP2 Holistic mark of practical and written assessment 70/30 | |
| **Social** | Students are given opportunities to discuss artwork and provide criticism to their peers, they are also expected to write down their thoughts and feelings and communicate ideas verbally, written and artistically. | | | | | |
| **Moral** | Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists. Students are reminded that this is one view (much like a story or a film) and there may be differing views / opinions. Students can explore how they feel through discussions with their peers. | | | | | |
| **Spiritual** | Students are asked to create their own personal responses from the artist and art movements studied and therefore are asked to be creative in their responses to this work. | | | | | |
| **Cultural** | Students are exposed to a variety of artists during this project, and with the theme also looking at people we can begin to discuss the cultural differences in how artwork is completed and also who is on the artwork. | | | | | |
| **British Values** | Individual Liberty – Students are given more independence and are encouraged to produce work that is personal to them as part of their personal response. Students can express themselves and their own beliefs. | | | | | |
| **Gatsby Benchmark 4 Linking curriculum to careers** | Understanding the creative industry and thinking about different career paths within Art. The students are at a fundamental time in their school careers whereby students are picking option subjects for their GCSE’s. | | | | | |