



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ART

INTENT

"Art is not a mirror held up to reality but a hammer with which to shape it." - Bertolt Brecht

- Students will develop their ability to realise creative thoughts/ideas/imagination.
- Pupils will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice.
- Students will be supported and nurtured to shape their own outcomes.
- Students will gain a deep cultural knowledge and understanding.
- We will empower children to voice, shape and express cultural heritage.
- Students will develop skills for future learning and employment.
- We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about their world.



YEAR GROUP

YEAR 9 – CORE

RATIONAL / NARRATIVE

Pupils explore, experiment and develop the skills needed to successfully decode the increasingly visual world around them. It is our intention that pupils do this without fear of failure. Units are exciting, current, and encourage students to be able to question, critique, describe, subvert their world only Art can do this honestly. Students are on a six month carousel, where they will be taught in art and then move to music.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Cubism:

Contextual and critical understanding (Cubism).
Creating work in response to the work of others.

Presentation skills, annotation.

Critical and contextual understanding of the power of typography as a means of visual communication.

Weaving:

Critical and contextual understanding of the work developed by Fiber artists.

The cotton trade in Manchester, and its historical impact on the city.

The craft of weaving using different materials and techniques.

Graphic Design:

Diversity of Careers within Graphic design.
Contextual understanding of visual communication and its ability to convey meaning.

Typography knowledge

Drawing in perspective.

Generating ideas to realise intentions.

Art and Design in the news.

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Contextual and critical understanding (Cubism).
Creating work in response to the work of others.

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Critical and contextual understanding of the power of typography as a means of visual communication.

Weaving:

Critical and contextual understanding of the work developed by Fiber artists.

The cotton trade in Manchester, and its historical impact on the city.

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Graphic Design:

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Contextual understanding of visual communication and its ability to convey meaning.

Typography knowledge

Drawing in perspective.

Generating ideas to realise intentions.

Art and Design in the news.

SKILLS

Creating work in style of Cubism. Considering composition.

Experimenting with different lettering styles. Using a variety of mediums.

Use of positive and negative space to create artworks.

Experimenting with different lettering styles. Using a variety of mediums.

Fors and styles of Typography

Personal responses of typography outcomes based on students' names and initials influenced by the graphic designers covered

Basic weaving skills.

Weaving patterns.

Generating artwork independently.

ASSESSMENT

MP1 Cubism sample

MP2 weaving sample.

MP3 Progress test

MP1 Cubism sample

MP2 weaving sample.

MP3 Progress test

HOME LEARNING

Completion of Teams Knowledge and recall quiz based on the artist of term.



**READING,
WRITING, TALK,
NUMERACY**

**TIER 2
VOCABULARY**

**TIER 3
VOCABULARY**

**PSPSMC, BRITISH
VALUES AND
DIVERSITY**

Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.

Writing developed in every lesson through writing annotation and analysis of artwork and artistic processes.

Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist's work.

SEEC used for Tier 3 Vocab in lessons.

Layout Process Manipulate Distort	Theory Review Respond Context	Evaluate Research Interpret Refine	Layout Process Manipulate Distort	Theory Review Respond Context	Evaluate Research Interpret Refine
Cubism Formal elements Proportion Distort Primary Secondary Tone	Fiber Warp Weft Loom Weaving Knitting Textile	Typography Graphic Designer Font Collage Mixed media Negative space Layout	Cubism Formal elements Proportion Distort	Fiber, Warp Weft Loom Recycle Weaving Knitting Textile	Typography, Graphic Designer Font, Communication Collage Mixed media

Social/Moral/British: Students will consider the contribution Art has made to current social issues.

Students will engage with cultural workshops celebrating our diverse community at point throughout the year.

Social: Students will consider the historical impact poverty and the working poor on society and how this shapes our communities.

Social: Consider the role art can play in environmental issues.

Students will engage with cultural workshops celebrating our diverse community at point throughout the year.

Cultural: What role the mask plays in different cultures.

Students will engage with cultural workshops celebrating our diverse community at point throughout the year.



YEAR GROUP

YEAR 9 – ARTS ELECTIVE

RATIONAL / NARRATIVE

Pupils explore, experiment and develop skills needed to achieve confidence in Art and Design. It is our intention that pupils do this without fear of failure. Units encourage students to be able to question their world, critique, describe and subvert their world as only Art can do this honestly. Pupils will explore the work of Sci fi inspired artists. Pupils will use drawing skills to build a design portfolio. Pupils will explore and experiment with a wide range of drawing and making techniques concluding in the construction of a 3D sculpture exploring the theme Sci Fi. Sustained practice will be encouraged through exam/assessments. Attendance of after school sessions encourages pupils to balance their time and understand the commitment the making process demands.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Armour

Critical and contextual understanding of the examples of armour in the natural world/ Diversity of careers within the arts. Exploration of the design process.

Sci-Fi Body armour:

Exploration of a variety of making methods to inform construction. Collage process both digital and paper based, pressings, tonal drawings, biro drawings, dry brushing, drawing from observation, paper engineering, papier-mâché.

Food in Art:

Critical and contextual understanding of the work developed by Wayne Theobald, Clae Oldenburg and Sarah Graham.

Food in Art:

Exploration of formal elements of art within painting, drawing and three dimension.

Clay food Project:

Pupils to develop their knowledge of clay and how to handle it to inform a final confectionary piece.

SKILLS

Questioning, debating and relaying complex visual information. Drawing skills using a collection of materials trialling and experimenting.

Collage process both digital and paper based, pressings, tonal drawings, biro drawings, dry brushing, drawing from observation, paper engineering, papier-mâché.

Questioning, debating, and relaying complex visual information.

Observational drawing in a variety of materials, colour blending, drawing three dimensionally, handling acrylics, blending, and mixing colour.

Observational sculpting, 2D clay pressing, colour mixing (accurately) mark making.

ASSESSMENT

MP1 Observational drawings
MP2 Observational drawings

MP3 Body Armour design
MP4 Construction of Body Armour

MP5 Progress test
MP6 Refinement of body armour

MP1 Observational study
MP2 Observational drawing

MP3 Painting skills
MP4 Printing skills

MP5 Progress test
MP6 Clay piece

HOME LEARNING

Completion of Teams tasks, tier 2/3 key words and artists quizzes. Requirement to bring in recycling materials for lesson

READING, WRITING, TALK, NUMERACY

Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.

Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.

Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist's work.

SEEC used for Tier 3 Vocab.



**TIER 2
VOCABULARY**
**TIER 3
VOCABULARY**
**PSPSMC, BRITISH
VALUES AND
DIVERSITY**

Research Manipulate	Fantasy Science Fiction	Manipulation Distort	Layers Technique	Editing Presentation	Experiment Refine
Fantasy, Science Fiction, digital drawing, free transform, sculptural, tessellation.	Construction, three-dimension, paper engineering.		Hyper realism, blending, isolation, cropping, tone.	Acrylic, primary, secondary and tertiary colours.	Mark making, structure, raku, kiln, glaze.
<p>Social/Cultural: Students will explore Entrepreneurial Skills and Creative industries new worth.</p> <p>Moral: Students will review their own work and refine work once their skills have developed appropriately. Students will also explore gender stereo types, within the Science Fiction genre.</p> <p>British Values: Students will explore cultural diversity studying British and International artists.</p>			<p>Social/Cultural: Students will Explore the use of diet, food advertising within the creative industries.</p> <p>Moral: Students will review their own work and refine work once their skills have developed appropriately. Students will also consider the impact of food advertising within the creative industries and the ethics of advertising.</p> <p>British Values: Students will explore cultural studying British and International artists.</p>		