

## Art and Design Year 9

### LEARNING BLOCK 1

<b>KNOWLEDGE</b>	<p>Cubism/distortion</p> <p>All learners explore the theme of Cubism developing their knowledge of the formal elements. All learners do this by recording from first hand observation. All learners investigate designers from different historical and geographical areas, exploring the use of 2D materials.</p> <p>Learners are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to each project. Learners will show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.</p>
<b>SKILLS</b>	<p>Introduction to photography (Still Life)</p> <p>Development of observational recording skills and refinement.</p> <p>Describing the creative process through annotation.</p> <p>Independent exploration when using a range of media and process's.</p> <p>Make connections between own work and the work of others. Picasso, Gris.</p> <p>Research and select information.</p> <p>Large scale painting with text created in response to photographs of still life.</p>
<b>ASSESSMENT</b>	<p>All learners are assessed in line with the schools marking policy. Learners receive regular verbal and written feedback as well as a checking question. Assessments are recorded on learner's assessment sheets located in their sketchbooks and learners make written responses to any feedback given and respond to checking questions.</p> <p>Learners are assessed as working towards their EPG (expected progress grade), below or exceeding their expected progress grade.</p>

### LEARNING BLOCK 2

<b>KNOWLEDGE</b>	<p>Culture Brazil</p> <p>All learners explore the theme of Culture developing their knowledge of the formal elements. All learners do this by recording from first hand observation. All learners investigate designers from different historical and geographical areas, exploring the use of 3D materials.</p> <p>Students will explore the culture and life of people in Brazil.</p> <p>Learners are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to each project. Learners will show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.</p>
<b>SKILLS</b>	<p>Development of observational recording skills and refinement.</p> <p>Describing the creative process through annotation.</p> <p>Independent exploration of Architecture in Brazil and the manipulation of cardboard to create 3D buildings.</p> <p>Looking at various joining techniques.</p> <p>Make connections between own work and the work of others. Brazilian street art.</p> <p>Research and select information.</p> <p>Creating a 3D suitcase and a model Favela to be displayed as a group piece.</p>
<b>ASSESSMENT</b>	<p>All learners are assessed in line with the schools marking policy. Learners receive regular verbal and written feedback as well as a checking question. Assessments are recorded on learner's assessment sheets located in their sketchbooks and learners make written responses to any feedback given and respond to checking questions.</p> <p>Learners are assessed as working towards their EPG (expected progress grade), below or exceeding their expected progress grade.</p>

## LEARNING BLOCK 3

<b>KNOWLEDGE</b>	<p>Portraits</p> <p>All learners explore the theme of Portraits developing their knowledge of the formal elements. All learners do this by recording from first hand observation. All learners investigate designers from different historical and geographical areas, exploring the use of 3D materials.</p> <p>Students will explore the culture and life of people in Brazil.</p> <p>Learners are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to each project. Learners will show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.</p>
<b>SKILLS</b>	<p>Development of observational recording skills and refinement.</p> <p>Describing the creative process through annotation.</p> <p>Printing techniques</p> <p>Drawing using tone, proportion, drawing from a primary source.</p> <p>Make connections between own work and the work of others across genres, Fauves, Pop Art, and contemporary artists.</p> <p>Research and select information.</p>
<b>ASSESSMENT</b>	<p>All learners are assessed in line with the schools marking policy. Learners receive regular verbal and written feedback as well as a checking question. Assessments are recorded on learner's assessment sheets located in their sketchbooks and learners make written responses to any feedback given and respond to checking questions.</p> <p>Learners are assessed as working towards their EPG (expected progress grade), below or exceeding their expected progress grade.</p>