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| ART | Year 9 – Long Term Plan | | | | |
| **Unit** | **Unit Intent** | **Feeds Forward to…** | **Content Coverage** | **Methods of Assessment** | **Reading List** |
| **Unit 1: Art History**  Students will explore the different art “isms” through history to develop an understanding of what art is and how different artists have used and adapted their arts throughout the decade “isms”  Elements of the Art Curriculum:  **ACH**  **ACC**  **ACD** | 1. To introduce students to a huge variety of artists that use different art “isms” to convey a message and/or meaning. 2. To allow students to study artists who represent different areas of society. This inclusive unit allows students who are not a traditional part of ‘local culture’ to be represented and have role models. 3. To allow students to explore how Art helps people to express their identities no matter what.   To support students in understanding the personal, social, moral and cultural impact of Art.  4.To allow students to develop a boarder understanding of what art is and how it has developed through time, adjusting the society. | * Personal identity & development * Confidence * Expression * Representation & Equality * Open minded * Cultural appreciation * Analysis skills * Opinion giving/forming * Reading images * Understand visual language * Creative thinking * Historical & Social significance of the Arts     This unit is key in helping students to understand the power of the Arts in helping us to understand what art is and why is it so important. This feeds forward to students being able to understand other’s opinions, views and art movements and being able to produce their own personal artworks inspired by the “isms” | Students to look at what art is and why it matters.    Students to think about how art is used in different “isms” to convey a message/meaning.    Students to understand how the art “isms” influence each other and society.    Students to explore work from a variety of artists from many art “isms” including:   * Dadaism * Surrealism * Modernism * Cubism * Realism     Students to look at how these artists use the “isms” methods and styles to convey their own meaning, styles, messages and social/political issues.  Knowledge and understanding are key in this unit, as well as the idea of what is art and why does it matter? | **Drawing assessment**   * Skill   **Theme page**   * Skill * Knowledge * Effort   **Final Piece**   * Skill * Effort   **Knowledge of Representation Test**  Knowledge | 50 Art Movements You Should Know: From Impressionism to Performance Art  Art: The Whole Story  50 Modern Artists you should know. |
| **Unit 2: Social and Political Issues**  Looking at how Art helped to make us human and exploring how we use it for political and societal reasons.  And  Developing mixed media and drawing skills.  Elements of the Art Curriculum:  **ACH**  **ACC**  **ACD** | 1. To help students understand the role of Art in the evolution of humans, and the importance of Art in our day to day lives. 2. To explore the role of Art in social and political movements, focussing on how works communicate ideas and feelings. 3. To understand the power of protest and the role that Art plays in this. 4. To study several movements in detail, to learn how specific ideas were communicated, and how Art supported them. 5. To explore the methods and mediums within social and political art to develop own skills and understand how the techniques help convey meaning. | * Personal identity & development * Confidence * Expression * Representation & Equality * Open minded * Cultural appreciation * Analysis skills * Opinion giving/forming * Reading images * Understand visual language * Creative thinking * Historical & Social significance of the Arts   This unit is intended to support students in understanding the wider social implications of Art. This feeds forward to the understanding and application of Art as a method of protest and communication socially, as well as personally. | Students to look at the role of Art in the evolution of human beings. Students will look at how Art helped to create community and how this translates in our current world.  Students to look at key political and social moments (historically and contemporary). They will study how Art was relevant to these ideas and how they were communicated.  Students will look at Protest Art and the power that creativity brings to protest.  Students will understand several key movements and how Art helped people to cope, communicate, survive, come together and overcome.  Students will use their knowledge to choose a political or social issue that they will then respond to by creating their own artwork.  Student will develop their mixed media skills and the knowledge of how mediums and techniques help convey meaning through development of their own work.  Student wills develop their own Artists encyclopaedia, which will develop their research, opinion and analysis skills. | **Drawing assessment**   * Skill   **Theme page**   * Skill * Knowledge * Effort   **Final Piece**   * Skill * Effort   **Knowledge of Protest, Politics & Society Test**   * Knowledge | **V&A Disobedient Objects Exhibition Blog**  https://www.vam.ac.uk/blog/disobedient-objects  50 Artists you should know  The art book - 2019 |