



SUBJECT: ART

Year Group	YEAR 9		
Rationale	Students explore, experiment and develop the skills needed to understand the visual world around them. It is our intention that Students do this without fear of failure. Units are varied and based around key media or concepts that we believe the students need in order to develop their ability to express themselves through visual language. We also encourage students to review relevant artists in order to help them to be able to question, critique, describe and subvert their world. Only Art can do this honestly.		
	<i>Pupils will rotate through the media in different orders based on their teacher</i>		
	Autumn Term	Spring Term	Summer Term
Media/ Concept:	Clay	Drawing and the formal elements	Painting, Oil Pastel or mixed media
	Projects will vary but will be based around themes such as:-		
	- Tattoos - Contemporary culture - The world around us	- Observational drawing - Eyes - Identity	- Sketchbooks and GCSE style outcomes - Abstract Art - Digital Art - Books
Knowledge	Students will revisit how to roll a slab. Students will understand how coils are made. Students will understand how to change the shape of their pot based on the placement of coils. Know how to reflect on the success of their work in the project plenary format.	Students will be made aware of perspective and how it alters the appearance of images. Students will consider representational art and use their under-standing to represent elements of their personality by selecting images that link to them in some way. Know how to reflect on the success of their work in the project plenary format.	Teaching will be explore composition and colour application. They may also learn to use digital image manipulation and abstraction to create new images. Students will gain an awareness of how images and materials can be combined will be taught so that students can work in combinations of media. Know how to reflect on the success of their work in the project plenary format.
Skills	Students will explore a theme and create designs for a ceramic vessel. Students They will develop coil blending skills. These pots will then have decoration applied by engraving or relief slab work.	Students will further develop their ability to render images tonally. Students will consider detail and placement in order to ensure accuracy. Students will consider representational art and use their under-standing to represent elements of their personality by selecting images that link to them in some way.	Students will be guided in an exploration of a theme of their choice, they will also explore relevant artists and learn to combine elements to create original images. Students will develop skills in oil pastel colour blending and application. Students will use their learning to create digital and drawn collages that represent self-chosen themes.
Assessments	The ability to match the construction of the pot to the original and intended design. Successful blending or coils to create a smooth surfaced vessel. Surface decoration that links clearly and skilfully to their theme. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.	Students will be marked based on their ability to use line and tone to capture detail effectively. Ability to combine objects and images in a creative way. Students will be assessed on their ability to combine images in order to tell a story or convey a meaning. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.	The ability to mix and layer colour in order to create rich and smooth gradation of colour will be assessed. The ability to combine media effectively. An understanding of how to use digital images to create a new image that appears either realistic or effectively layered. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.



Summative Assessments	Summative assessments will take place at the end of each project in line with the criteria stated above. This will also happen for the homework projects. High stakes testing in the form of the two yearly assessment points will take the following forms: AP1: The first assessment will be comprised of a multiple-choice "Key word" test and a summative assessment of their current project. The test will be on the most relevant key words for the year. Students will be given a list of the key words to revise for the test. AP2: The second assessment will be comprised of a multiple-choice "Artist Study" test and a summative assessment of a drawing exam. The test will be based on a relevant artist that students will have to study in advance of the assessment, before answering questions on their life and their art. The drawing exam will have an observational drawing component and a creative interpretation element.		
Formative Assessments	Formative assessments will happen continually and will be visible in most lessons. Below are some of the examples of formative assessment that are used in the department: Verbal feedback Personal demonstrations Peer feedback Self-assessment Written teacher feedback Tick and a Target (Star and a wish) Individual tutorial support		
Homework	Artist and information research, including printed images in some projects. Completion of class-based tasks/drawings where appropriate.	Artist based personal study project This project lasts a term and has six stages: 1. Research artist and print/draw images of their work as well as give opinions. 2. Detailed tonally coloured copy of the artist's work. 3. Research images of a student selected theme. 4. Create a new image that combines the student theme with the work of the artist. 5. Creatively assemble all work onto a poster, booklet or other format. 6. Personalise poster or booklet with sketches or decorative elements linked to the theme or artist. This ties to the four GCSE assessment objectives and mirrors the structure of the GCSE Sketchbooks.	Artist based personal study project This project lasts a term and has six stages: 1. Research artist and print/draw images of their work as well as give opinions. 2. Detailed tonally coloured copy of the artist's work. 3. Research images of a student selected theme. 4. Create a new image that combines the student theme with the work of the artist. 5. Creatively assemble all work onto a poster, booklet or other format. 6. Personalise poster or booklet with sketches or decorative elements linked to the theme or artist. This ties to the four GCSE assessment objectives and mirrors the structure of the GCSE Sketchbooks.