

KS3 Long Term Curriculum Plan: Art year 9

Curriculum Aim:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in the use of the formal elements and other Art, Craft and Design techniques.
- Evaluate and analyse creative works using the language of Art, Craft and Design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Link to prior learning: The year 9 curriculum builds upon the KS2 Art National Curriculum and the skills and knowledge developed in year 7 and 8. This is done by widening the use of materials and techniques and deepening understanding of great artists, craft makers and designers and how to evaluate and analyse creative works using the language of art, craft and design.

Rationale of sequencing: Students will continue to build upon the knowledge and skills developed in year 7 and 8, revisiting past techniques in order to improve understanding as well as the introduction of more complex techniques. Students will also carry out a GCSE style project set by the exam board in order to develop their understanding of KS4 methodologies.

	Focus / Topic	Knowledge & Skills (from NC/Programs of Study)	Assessment
Autumn 1	The formal elements. Explore a variety of techniques and materials including mixed media and montage. Develop compositional skills as well as encompassing the relevance of subject matter, i.e. artists' purpose and intention. Continue to develop the formal elements, through observation.	<ul style="list-style-type: none"> • Apply at 9 or more different tones with a smooth transition, exploring mark making. • Apply art materials with precise skill, taking appropriate risks. • Make sensitive observational studies of challenging subjects, which are highly accurate in their detail, shape and perspective. Create imaginative, eye catching compositions that communicate intentions. • Use a broad range of materials and processes with confidence and fluency. • Have a good knowledge of several artists, and be able to perceptively discuss key characteristics of the work and genre. • Analyse a piece of art discussing, style, composition, medium, technique, mood and ideas in a personal and in depth way. • Evaluate own work and discuss how ideas have developed in depth addressing the brief of the project and good use of formal language. 	Sketchbook work.
Autumn 2	Using preparatory studies, complete a final piece, this can be 2D or 3D.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Sketchbook work. Final outcomes. Assessment
Spring 1	Respond to the given GCSE Theme. Produce preparatory studies related to the given theme, exploring a wide variety of material and techniques. 2D or 3D	<ul style="list-style-type: none"> • Apply at 9 or more different tones with a smooth transition, exploring mark making, shape and form. • Apply art materials with precise skill, taking appropriate risks. • Make sensitive observational studies of challenging subjects, which are highly accurate in their detail, shape and perspective. Create imaginative, eye catching compositions that communicate intentions. 	Sketchbook work.

		<ul style="list-style-type: none"> • Use a broad range of materials and processes with confidence and fluency. • Have a good knowledge of several artists, and be able to perceptively discuss key characteristics of the work and genre. • Analyse a piece of art discussing, style, composition, medium, technique, mood and ideas in a personal and in depth way. • Evaluate own work and discuss how ideas have developed in depth addressing the brief of the project and good use of formal language. 	
Spring 2	Using preparatory studies, complete a final piece, this can be 2D or 3D.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Sketchbook work. Final outcomes. Assessment
Summer 1	Respond to the given theme. Past themes have included, Reflection, animals, culture and pattern and decoration. Produce preparatory studies related to the given theme, exploring a wide variety of material and techniques. 2D or 3D	<ul style="list-style-type: none"> • Apply at 9 or more different tones with a smooth transition, exploring mark making, shape and form and mood. • Apply art materials with precise skill, taking appropriate risks. • Make sensitive observational studies of challenging subjects, which are highly accurate in their detail, shape, and perspective. Create imaginative, eye catching compositions that communicate intentions. • Use a broad range of materials and processes with confidence and fluency. • Have a good knowledge of several artists and be able to perceptively discuss key characteristics of the work and genre. • Analyse a piece of art discussing, style, composition, medium, technique, mood and ideas in a personal and in depth way. • Evaluate own work and discuss how ideas have developed in depth addressing the brief of the project and good use of formal language. 	Sketchbook work.
Summer 2	Using preparatory studies, complete a final piece, this can be 2D or 3D. End of year exam	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Sketchbook work. Final outcomes. Written and practical exam Assessment

Further Information

KS2 National Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

KS3 National Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239062/SECONDARY_national_curriculum_-_Art_and_design.pdf

Art History will be covered in all terms, looking at the wide and varied History of Art, Craft, Design and Architecture, specifically focusing on analytical, historical and sociological aspects which influence artists / designers work. Students will learn how to critically evaluate their own work, in order to strengthen the visual impact on

their own work. The orders of projects are subject to change based on teachers sharing resources.