

ART CURRICULUM SEQUENCE GRID

Year 9 ART

Unit(s) (Tablet in 39week plan)

Portraiture

Key Retainable Knowledge and Skills

(Required for Y11/13)

- What...
- How....
- Why....

	Year 9 Theme Portraits
Drawing	<ul style="list-style-type: none"> • Portraiture • Proportions of the face • Grid method from photography • Detailed drawing and shading of facial features • Self portrait • Charcoal • Line and hatching – mark making • Accuracy of shape / tone • Distortion • Collage
Painting	<ul style="list-style-type: none"> • Colour mixing- skin tones and development of sensitive exploration using paint • Proportion • Perspective and composition • Detailed technique exploration, variety of textures and techniques
3D	<ul style="list-style-type: none"> • Creative designing and making in response to artist's work • Relief work • More complex joining and paper engineering
Printing/Design	<ul style="list-style-type: none"> • Design • Working in the style of an artist • Creative planning • Lino printing techniques and processes • Moving lino prints into film poster design / DVD cover.
Contextual studies	<ul style="list-style-type: none"> • Cubism • Pop Art • Hatching – Mark making

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- By the time students enter year 9 students will have understood the basic formal elements, line, tone and texture. They will now apply this knowledge into portraiture. Learning the proportions of the face and observe and apply tone and line accurately. Focusing on detail facial features and capturing the texture.
- As students' progress into year 9 they build on their visual literacy through projects that are more complex, both in terms of ideas and skills.
- Students use their knowledge of observational drawing, learnt in year 7 and 8, to draw and paint more complex and detailed subjects i.e. portraiture
- Students will develop on 3D and making skills by producing more complex shapes and forms.
- Students develop their skills in using the formal elements so that they are more confident artists and have the visual language to communicate in a more sophisticated way, showing more independence and confidence.
- Students complete more complex contextual studies, so that they are developing their critical understanding, making informed judgements about their own and others work.
- By the end of KS3 we want students to begin to see the world as an artist, understand visual language, think creatively and critically and understand how art can shape their lives. We develop their skills in drawing, painting, 3D and printmaking.

Key Technical Vocabulary (To be modelled and deliberately practiced in context.)

Media / Foundation / Materials / Techniques / Processes / Technologies / Journey/ intent / Skill / Context / Purposes / Annotation/ Personal / Portraiture / Culture / expressionism / proportions / figurative / features

Opportunities for Reading

The department all have new literacy boards within teaching areas for the display of subject specific words, numeracy and key phrases that aid understanding of learning objectives and GCSE and A-Level principles. All teachers have key words that pertinent to each project and year group on display. They have prep learning lists in front of their sketch book which includes the words covered in lessons e.g. observational, expressive. The starter activities involve students explaining the news words or remembering spellings.

Numeracy concepts have been used at any opportunity such as in year 7 pattern where understanding of repeat, symmetry and tessellation are reinforced. Portrait work usually involves proportion and fraction. Scale is discussed at any opportunity. Mental arithmetic is included in QA sessions where students work out how old an artist was when they painted a particular painting. Timelines are included also. Marking schemes for GCSE require numerical understanding.

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Developing Cultural Capital	A variety of portrait artist across the globe -
Strategies to engage and maximise achievement of PP learners	<ul style="list-style-type: none"> • Art equipment provided if required (pencils, brushes, paper, pads, rubbers) • Individual A2 folders given to work independently from home. • GCSE Intervention on Thursday to deliver more one to one support.
Cross Curricular Links (Authentic Connections with other curriculum)	<ul style="list-style-type: none"> • Cultural capital- Making connections to advertising, film, literature and music through learning about portraiture • Literacy: Understanding key words throughout the unit. Spelling, punctuation and presentation of artist study. Group & 1:1. Evaluation and forming own ideas. • Speaking and Listening <ul style="list-style-type: none"> • Identify main points • Ask questions to gain clarification and further information • Answer questions using relevant evidence and reasons • Collaborate with others to share ideas and information • Numeracy: Measuring techniques and scale. • ICT: Use of internet to research. Use of departmental computers.
Key Assessments	<p>Contextual studies piece.</p> <p>Self-portrait.</p>

THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.

INVEST TO ACHIEVE

Care about the now: create the very best for your future.

EVERYONE IS VALUED

We are unique individuals working together to be the best.

NO EXCUSES

Create solutions, not excuses.

NEVER GIVE UP

Resilience is essential: self-belief drives improvement.

CULTIVATE YOUR CHARACTER

Qualifications open doors, your character gets you through them.