

<p>Cross curricular</p>	<ul style="list-style-type: none"> • Religious studies: Cultural Impact (Mexican Day of the Dead possible theme) • Colour and how it can be used to portray emotion and mood 	<ul style="list-style-type: none"> • Debate: can graffiti be classed as art? (if using Roa - graffiti artist as the theme) • Meditation (If using Zen-tangle as the theme) 	<ul style="list-style-type: none"> • Health and safety when using clay knives • Rations when moulding clay • Science: No trapped air in sculpture –when heated, air particles speed up causing clay to explode • Insects/Under the Sea (possible theme) anatomy 	<ul style="list-style-type: none"> • Textiles (T-shirt design possible theme) • Understanding of copyright 	<ul style="list-style-type: none"> • Maths: 3D nets/measuring • Animal Mask (possible theme) linking to Lion King theatre production/set design 	<ul style="list-style-type: none"> • British heritage (Pop Art possible theme) • Importance of a healthy diet (Food possible theme)
<p>Possible Themes</p>	<ul style="list-style-type: none"> • Mexican Day of the Dead • David Hockney • Hundertwasser 	<ul style="list-style-type: none"> • Roa (animals) • Op Art (pattern) • Zen-tangle (Pattern) 	<ul style="list-style-type: none"> • Kate Malone (fruit) • Insects • Under the sea • Shoes (Fashion Design) 	<ul style="list-style-type: none"> • Jon Burgerman 	<ul style="list-style-type: none"> • Animal masks • Peter Anton (food) 	<ul style="list-style-type: none"> • Pop Art (Food) • Under the Sea
<p>Differentiation</p>	<ul style="list-style-type: none"> • Easier artist examples can be given for students struggling • More challenging artist examples can be given for students excelling • Students wanting to push themselves further can partake in 	<ul style="list-style-type: none"> • Easier artist examples can be given for students struggling • More challenging artist examples can be given for students excelling • Students wanting to push themselves further can partake in 	<ul style="list-style-type: none"> • Easier artist examples can be given for students struggling • More challenging artist examples can be given for students excelling • struggling • Students wanting to push themselves further can 	<ul style="list-style-type: none"> • Easier artist examples can be given for students struggling • More challenging artist examples can be given for students excelling • struggling • Students wanting to push themselves further can 	<ul style="list-style-type: none"> • Easier artist examples can be given for students struggling • More challenging artist examples can be given for students excelling • struggling • Students wanting to push themselves further can 	<ul style="list-style-type: none"> • Easier artist examples can be given for students struggling • More challenging artist examples can be given for students excelling • struggling • Students wanting to push themselves further can

	<p>independent artist research</p> <ul style="list-style-type: none"> • Key word spellings will be written on the board • Starters will recap and embed key word definitions • Staff will model techniques and skills (recaps available for students struggling) • Personalised support given and verbal feedback given in lessons 	<p>independent artist research</p> <ul style="list-style-type: none"> • Key word spellings will be written on the board • Starters will recap and embed key word definitions • Staff will model techniques and skills (recaps available for students struggling) • Personalised support given and verbal feedback given in lessons 	<p>partake in independent artist research</p> <ul style="list-style-type: none"> • Key word spellings will be written on the board • Starters will recap and embed key word definitions • Staff will model techniques and skills (recaps available for students struggling) • Personalised support given and verbal feedback given in lessons 	<p>partake in independent artist research</p> <ul style="list-style-type: none"> • Key word spellings will be written on the board • Starters will recap and embed key word definitions • Staff will model techniques and skills (recaps available for students struggling) • Personalised support given and verbal feedback given in lessons 	<p>partake in independent artist research</p> <ul style="list-style-type: none"> • Key word spellings will be written on the board • Starters will recap and embed key word definitions • Staff will model techniques and skills (recaps available for students struggling) • Personalised support given and verbal feedback given in lessons 	<p>partake in independent artist research</p> <ul style="list-style-type: none"> • Key word spellings will be written on the board • Starters will recap and embed key word definitions • Staff will model techniques and skills (recaps available for students struggling) • Personalised support given and verbal feedback given in lessons
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Art Curriculum for Plan Year 9

	Term 1	Term 2	Term 3
Year 9 Content	<p>Exam Project Students are able to personalise their projects when following the theme 'Exciting Objects'. This gives students a taster for GCSE as they plan and develop their own ideas within a project.</p>	<p>Portraiture Students will study how to draw faces. Teachers will approach this in a style of their choice looking into how different artists and cultures investigate human faces.</p>	<p>Cross – Curricular Project Teachers will select a topic linking to another subject dependent on the class. Current links are Landscapes (Geography) and Music in Art (Music). Students will learn how artists are inspired by a range of subject matters that link to other subjects taught at Edgbarrow.</p>
Year 9 Skills & Knowledge	<ul style="list-style-type: none"> • Plan own project • Develop own ideas • Independent learning • Ownership of project • Reflection of own artwork • Reflection of artist's work • Time management • Research the work of other practitioners • Contextualisation of project • Students interested in taking Photography GCSE are encourage to take their own photos and reference their own photos within the project • Key words and vocabulary • Range of media (students are able to choose/personalise) 	<ul style="list-style-type: none"> • Facial Proportions • Mapping of the face • Angles of the face • Depth (pencil shading) • How artists abstract or distort facial features • Ink manipulation (Marion Bolognesiion) • Key words and vocabulary • Colours linking to emotion/mood 	<ul style="list-style-type: none"> • Building on prior skills: drawing/ painting • Observational drawing • Expressive mark-making • Abstract Art • Cross-curricular links between art and other subjects • Taking inspiration form areas outside of Art • How to look for inspiration from a range of sources (not always visual sources e.g. auditory) • Range of media (students are able to choose/personalise) • Tonal range/colour range • Key words and vocabulary
Year 9 Cultural Capital, SMSC, Cross Curricular Links	<ul style="list-style-type: none"> • Individual expression • Self-expression • Choice to develop own ideas • Personalised project • Expression of individuality • Analysis of artist work 	<ul style="list-style-type: none"> • Everybody looks different • Personal identity • Expression of individuality • Cultural links (African mask possible theme) • Positive body image 	<ul style="list-style-type: none"> • Artists are inspired by a range of subject matters (outside of art – cross curricular links) • Importance of subjects linking together • Visual influences in a range of subjects

Art Curriculum Plan Year 9

	<ul style="list-style-type: none"> Evaluation of own work 	<ul style="list-style-type: none"> Sometimes the images we see of others online aren't realistic (photoshop/other editing tools) Choice to develop own ideas 	<ul style="list-style-type: none"> How colours can represent/influence emotions Analysis of artist work/other practitioners Choice to develop own ideas Personalised project
Possible Themes	Exciting Objects: <ul style="list-style-type: none"> Gadgets/Technology Jewellery/Clothing/Fashion Books/Illustration Sports Food/Confectionary 	<ul style="list-style-type: none"> Abstract portraiture Realistic portraiture African masks 	<ul style="list-style-type: none"> Landscapes (Geography) Music in Art Natural forms (Geography/Biology)
Differentiation	<ul style="list-style-type: none"> Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling The Y9 Exam projects allows students to personalise their projects to choose topics of their choice Students wanting to push themselves further can partake in independent artist research Key word spellings will be written on the board Starters will recap and embed key word definitions Staff will model techniques and skills (recaps available for students struggling) Personalised support given and verbal feedback given in lessons 	<ul style="list-style-type: none"> Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling Students wanting to push themselves further can partake in independent artist research Facial grids and mapping help sheets available for students Key word spellings will be written on the board Starters will recap and embed key word definitions Staff will model techniques and skills (recaps available for students struggling) Personalised support given and verbal feedback given in lessons 	<ul style="list-style-type: none"> Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling Students wanting to push themselves further can partake in independent artist research Key word spellings will be written on the board Starters will recap and embed key word definitions Staff will model techniques and skills (recaps available for students struggling) Personalised support given and verbal feedback given in lessons