

ART CURRICULUM OUTLINE – YEAR 9

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	Urban Art. Exploring Artists - Jean-Michel Basquiat (continues into Autumn Term 2)	<ul style="list-style-type: none"> ● Basquiat’s life and artistic influences ● Including own experiences and influences ● Properties of media, e.g. oil pastel and watercolour ● Exploration and experimentation of techniques 	<ul style="list-style-type: none"> ● Accurate drawing ● Application of colour ● Successful combinations of media ● Contextual understanding of artists 	<p>Formative and summative assessment of work.</p> <p>Final piece/outcome and prep work assessed during lessons and at the end of the project.</p> <p>Work assessed through:</p> <ul style="list-style-type: none"> ● Self-assessment ● Peer review ● Teacher assessment.
Autumn Term 2	(Commences during Autumn Term 2) Cultures & World Art	<p>Exploring Cultures & World Art and gaining an understanding of:</p> <ul style="list-style-type: none"> ● Day of the Dead ● Mehndi/Zentangle Patterns 	<p>Development and exploration of the use of a range of media in support of the production of prep work and final outcomes:</p> <ul style="list-style-type: none"> ● Watercolour paint ● Pencil crayons ● Pen/fine liner <p>Outcomes:</p> <ul style="list-style-type: none"> ● A watercolour painting which is further developed with pencil crayon details and patterns. 	<p>Formative and summative assessment of work.</p> <p>Final piece/outcome and prep work assessed during lessons and at the end of the project.</p> <p>Work assessed through:</p> <ul style="list-style-type: none"> ● Self-assessment ● Peer review ● Teacher assessment. <p>Assessment Pieces/Focus:</p>

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				<ul style="list-style-type: none"> ● Day of the Dead Fact Page/Information Sheet with Sugar Skull Designs ● Mehndi/Zentangle Pattern ● Quality of painting ● Quality of pencil colour embellishments.
Spring Term 1	Cultures & World Art	<p>Exploring Cultures & World Art and gaining an understanding of:</p> <ul style="list-style-type: none"> ● Adinkra Symbols ● Kimono Design. 	<p>Painting with tints and shades to create a monochromatic colour scheme.</p> <p>Painting and the creation of relief prints.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ● A series of Adinkra symbols that represent you and your values. ● Design your own modern-day kimono. 	<p>Formative and summative assessment of work.</p> <p>Final piece/outcome and prep work assessed during lessons and at the end of the project.</p> <p>Work assessed through:</p> <ul style="list-style-type: none"> ● Self-assessment ● Peer review ● Teacher assessment ● Questioning. <p>Assessment Pieces/Focus:</p> <ul style="list-style-type: none"> ● Adinkra Patterns ● Kimono Designs ● Quality of work ● Skilful use of media.
			<ul style="list-style-type: none"> ● Application of paint 	

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<p>Spring Term 2</p>	<p>Colour Theory and Fauvism</p>	<ul style="list-style-type: none"> ● Colour theory and understanding of the colour wheel ● Understanding primary, secondary and tertiary colours ● Understanding complementary and contrasting colours ● Colour combinations ● Colour theory vocabulary ● Exploration into Fauvism 	<ul style="list-style-type: none"> ● Colour mixing 	<p>Formative and summative assessment of work.</p> <p>Final piece/outcome and prep work assessed during lessons and at the end of the project.</p> <p>Work assessed through:</p> <ul style="list-style-type: none"> ● Self-assessment ● Peer review ● Teacher assessment ● Questioning. <p>Assessment Pieces/Focus:</p> <ul style="list-style-type: none"> ● Colour Wheel ● Fauvism Final Piece ● Fauvism Assessment Sheet.
<p>Summer Term 1</p>	<p>Pattern Design</p>	<p>Understanding of patterns/repeat pattern methods:</p> <ul style="list-style-type: none"> ● Symmetry ● Asymmetry ● Radial – Diverging Lines ● Tessellation. <p>Exploring into cultures.</p>	<ul style="list-style-type: none"> ● Creation of patterns ● Use of media 	<p>Formative and summative assessment of work.</p> <p>Final piece/outcome and prep work assessed during lessons and at the end of the project.</p> <p>Work assessed through:</p> <ul style="list-style-type: none"> ● Self-assessment ● Peer review ● Teacher assessment ● Questioning.

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				<p>Assessment Pieces/Focus:</p> <ul style="list-style-type: none"> ● Repeat Pattern Final Piece.
<p>Summer Term 2</p>	<p>GCSE Supporting Portfolio – Workshops/Formal Elements</p>	<ul style="list-style-type: none"> ● Understanding of Formal Elements ● Exploring Artists 		<p>Formative and summative assessment of work.</p> <p>Final piece/outcome and prep work assessed during lessons and at the end of the project.</p> <p>Work assessed through:</p> <ul style="list-style-type: none"> ● Self-assessment ● Peer review ● Teacher assessment ● Questioning.