



Curriculum Overview

Curriculum Area: Art Year: 9

Year 9 Curriculum:

Autumn Term: Drawing techniques

During this topic, the pupils will explore and practice the different biro techniques of scumbling, stippling, contour, hatching and cross hatching. They will be able to summarize which biro techniques Mark Powell uses in his work and they will then be able to apply these techniques to a drawing of a skull. Working from primary source photographs, taken for homework, pupils will draw an eye using drawing techniques of their choice. Pupils also explore the cultural symbolism of either eyes or skulls through homework.

Spring Term – Wire techniques

During this topic, all pupils will compare the use of the Formal Elements and the Principles of Design in the work of a range of artists. They will explore and practice different ways to form, attach, design and plan specific wire drawing or 3D structure of an eye or a skull.

Summer Term – Paper based techniques

During this topic, all pupils will put into context how the crafts of paper-cutting and paper quilling began, and they will understand how they are used in many different cultures across the world. They will analyse the work of a range of contemporary artists, and they will be able to use the correct terminology when discussing the techniques used by the artists. They will then experiment with these techniques by creating a simple paper cut or paper quilled design.

Powerful Knowledge opportunities

Using own well-informed opinions and be able to justify them.

Developing control through practice when learning any new technique; practical or otherwise.

Problem solving.

Being willing to experiment, to get things wrong and learn from the mistakes. Review and refine work.

Recording their own thoughts and observations.

Being resilient to develop their skills.

Making suitable choices for themselves.

Showing perseverance to work on an extended piece of work.

Being capable of using their time efficiently.

Having the ability to judge their own work rationally.

Considering the presentation of their work.

Being aware that there are other opinions than their own and other ways of working.

That there are many ways to be creative.

Appreciating and understanding that different cultures, artists, architects, designers work from different periods of history and also from different perspectives.

Be capable of showing someone else information in a visual format.

To use colour in an informed way that is fit for purpose.

Using creative, critical and technical language enabling them to interact with others in any setting to clearly express their personal understanding, intentions and ideas.

Links to National Curriculum

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- to use a range of techniques and media, including painting.
- to increase their proficiency in the handling of different materials.
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Knowledge and understanding of this curriculum will be assessed by:

Using biro techniques to add tone to a drawing of a skull.

Drawing an eye using pupil's own choice of techniques taught, including mixed media.

Creating a wire piece using the techniques taught.

Designing and creating a paper cut or paper quilled piece of work.

Cultural Capital Opportunities

Understanding what the Formal Elements and Principles of Design are; to recognise their use in pieces of Art and to consider how these can make their own work more effective, when working in 2D or 3D.

Exploring the symbolism of eyes or skulls across different cultures.

Exploring the work of northern artist Mark Powell.

Using manipulation of a photograph to record images of eyes.

Experiencing working in wire; including the opportunity to produce 3D work.

Understanding how artists can use the similar techniques and media but very different outcomes to their work

Understanding how artists can use tradition techniques from different cultures and yet produce very different outcomes.