YEAR 9 CURRICULUM MAP Art & Design



	,							EOY Assessment Point
							HT6: Food	HT1 – HT6 <u>Key Concepts</u> Social and
						HT5: Food	Overarching unit intent:	emotional aspects of learning <u>Key stage 3 National</u>
				HT4: 3D Letter	Assessment Point: Summative or AFL	<u>Overarching unit</u> intent:	Students will be making a final outcome which successfully utilises skills learnt throughout	<u>Curriculum Aims</u> Produce Creative     work, exploring     ideas & record their
			HT3: Graffiti &	<u>Overarching unit</u> <u>intent:</u>	Ining unit ent:         HT3 and HT4 (with elements of HT1 and HT2)         Students will be exploring the work of artists associated with         Year 9 and skilfu illustrate the the 'food'	Year 9 and skilfully illustrate the theme	e experiences in a Be Sketchbook or other means.	
	HT2: Skulls	Assessment Point: Summative or AFL	Typography Overarching unit intent:	Designing and making a 3D letter using cardboard construction.	<ul> <li>Recording and investigation</li> <li>Visual elements and media</li> </ul>	the artists Mulheres Barbadas, Sarah Graham, Georgina Luck, Wayne Theibaud &	Knowledge:	<ul> <li>Become proficient in drawing, painting, sculpture &amp; other techniques</li> </ul>
HT1: Skulls	Overarching unit intent:	Assessment Programme • Recording and investigation	Exploring the contemporary and historical practice of Graffiti and street art,	Knowledge: Artists, illustrators and other creative	Reflection and understanding     Social and emotional aspects of	Claes Oldenburg, developing a range of studies in response	Artists, illustrators and other creative practitioners. Drawing techniques.	• Evaluate and critically analyse creative works using Art, craft & design
Overarching unit intent: Baseline assessment	Exploring media and the use of the skull as imagery across time	Visual elements and media     Reflection and	specifically looking at typography and lettering (Tags, Throws and Pieces) as well as	practitioners who create street art. Drawing techniques.	learning <ul> <li>Class work</li> <li>Independent</li> </ul>	Knowledge: Artists, illustrators and	Exploring a variety of media.	<ul> <li>language</li> <li>Know about great artists craftspeople and designers &amp;</li> </ul>
Students will begin this term with a baseline drawing to assess	and cultures, students will examine the form and shape of the human skull and animal	understanding • Social and emotional aspects of	learning about the artistic practice of street artists over time	Exploring a variety of media.	<ul><li>learning</li><li>Critical analysis and evaluations</li></ul>	other creative practitioners. Drawing techniques. Exploring a variety of	Skills Drawing Painting Coloured pencil	understand the historical and cultural
progression from Yr8. Students will then be taught a range of approaches to drawing,	skulls from a variety of viewpoints. Students will be taught to investigate the subject	<ul> <li>learning</li> <li>Class work</li> <li>Independent learning</li> </ul>	Knowledge: Artists, illustrators and other creative	Skills Drawing Digital/ Chromebook Coloured pencil	Formative assessment of pupil progress each lesson-; these will be a mixture of teacher	media. <b>Skills</b> Drawing	Collage Printmaking Critical analysis and written evaluations	development of their art forms Include periods & styles of movements
painting, printmaking and paper cutting as we explore this theme. Increase knowledge &	matter critically and with precision, whilst at times adopting an expressive and creative	<ul> <li>Critical analysis and evaluations</li> </ul>	practitioners who create street art. Drawing techniques. Exploring a variety of	Creative thinking Stencils	assessments, peer assessments and self- assessments. Summative assessment	Painting Coloured pencil Collage Printmaking		from ancient times to present day. Interleaving skills to reinforce skills and
experience working with a variety of materials & techniques on the theme.	interpretation. We will explore the work of artists across time and	Formative assessment of pupil progress each lesson-; these will be a	media. Skills		at the end of the unit.	Critical analysis and written evaluations		understanding Independent Learning
Drawings of skulls, as well as using a wide	culture who have also used the skull as a	mixture of teacher assessments, peer assessments and self-	Drawing Digital/ Chromebook Coloured pencil					

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With God all things are possible Matthew 19:26



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range of media, feed	subject matter and	assessments.	Creative thinking			
into the learning	motif in their work.	Summative assessment	Stencils			
experiences and		at the end of the unit.				
refinement of student						
outcomes.						
Knowledge:						
Artists, illustrators and						
other creative						
practitioners.						
Drawing techniques.						
brawing teerinques.						
Skills						
Paper cutting & folding						
Drawing						
Painting						
Coloured pencil						
Collaborative						
approaches to learning						
approaches to learning						

## **Careers in Art & Design**

Artist, Illustrator, Set Designer, Graphic Designer, Art Historian, Sculptor, Animator, Games Designer, Fashion & Textile Designer, Art Teacher, Photographer, Curator, Art Director, Art Therapist, Jewellery Designer, Interior Designer, web Designer, Concept Artist, Ceramicist, Tattoo Artist (and more!)

## **Catholic Social Teaching in Art & Design**

Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Art lessons at St James' and are underpinned by the school's core values: *Family*, *Faith* and *Excellence*.