



# Year 9 Curriculum Sequence: Art and Design

**Intent:** The Art curriculum allows for students to further build on prior knowledge and skills, further developing and mastering these techniques and skills. The focus is promoting confidence, engagement and pride through to development of personal outcomes based on students own identity. Students a range of mixed media explorations as well as painting, taking inspiration from contemporary artists and Op Art.

<b>HT1</b> <b>Rotation 1</b> <b>Identity Project</b> Exploring own self-identity though literacy and drawing	<b>HT2</b> <b>Rotation 1</b> <b>Identity Project Cont.</b> Developing a personal outcome exploring paint and mixed media techniques	<b>HT3</b> <b>Rotation 2</b> <b>Identity Project</b> Exploring own self-identity though literacy and drawing	<b>HT4</b> <b>Rotation 2</b> <b>Identity Project Cont.</b> Developing a personal outcome exploring paint and mixed media techniques	<b>HT5</b> <b>Rotation 3</b> <b>Identity Project</b> Exploring own self-identity though literacy and drawing	<b>HT6</b> <b>Rotation 3</b> <b>Identity Project Cont.</b> Developing a personal outcome exploring paint and mixed media techniques
<b>Why 'Identity Project'?</b> Building on the Formal Elements explored in Y7 and Y8; this portraiture project introduces students to developing personal outcomes. Students explore their identity through art-based mind maps, photography and illustration.	<b>Why 'Identity Project'?</b> Continuing their project theme, students develop a personal outcome exploring portraiture, paint and mixed media. This promotes independent thought and enquiry.	<b>Why 'Identity Project'?</b> Building on the Formal Elements explored in Y7 and Y8; this portraiture project introduces students to developing personal outcomes. Students explore their identity through art-based mind maps, photography and illustration.	<b>Why 'Identity Project'?</b> Continuing their project theme, students develop a personal outcome exploring portraiture, paint and mixed media. This promotes independent thought and enquiry.	<b>Why 'Identity Project'?</b> Building on the Formal Elements explored in Y7 and Y8; this portraiture project introduces students to developing personal outcomes. Students explore their identity through art-based mind maps, photography and illustration.	<b>Why 'Identity Project'?</b> Continuing their project theme, students develop a personal outcome exploring portraiture, paint and mixed media. This promotes independent thought and enquiry.
<b>National curriculum links Pupils will:</b> -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>National curriculum links Pupils will:</b> -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
<b>Teaching the 'Identity Project' supports:</b> <b>Knowledge</b> of current artists – illustrator Jon Burgerman <b>Understanding</b> of typography, illustration and composition in photography <b>Skills</b> in typography, design and illustrative drawing	<b>Teaching the 'Identity Project' supports:</b> <b>Knowledge</b> of current artists and movements – Op Art (Bridget Riley) <b>Understanding</b> of line, shape, composition and colour theory <b>Skills</b> in line drawing, composition, painting, presentation	<b>Teaching the 'Identity Project' supports:</b> <b>Knowledge</b> of current artists – illustrator Jon Burgerman <b>Understanding</b> of typography, illustration and composition in photography <b>Skills</b> in typography, design and illustrative drawing	<b>Teaching the 'Identity Project' supports:</b> <b>Knowledge</b> of current artists and movements – Op Art (Bridget Riley) <b>Understanding</b> of line, shape, composition and colour theory <b>Skills</b> in line drawing, composition, painting, presentation	<b>Teaching the 'Identity Project' supports:</b> <b>Knowledge</b> of current artists – illustrator Jon Burgerman <b>Understanding</b> of typography, illustration and composition in photography <b>Skills</b> in typography, design and illustrative drawing	<b>Teaching the 'Identity Project' supports:</b> <b>Knowledge</b> of current artists and movements – Op Art (Bridget Riley) <b>Understanding</b> of line, shape, composition and colour theory <b>Skills</b> in line drawing, composition, painting, presentation
<b>Feeds From :</b> Y7 HT6, Y8 HT5 Using Line Y7 HT6 mind maps and typography	<b>Feeds From :</b> Y7 HT2 Colour theory Y8 HT2 Pattern Y8 HT6 Observational drawing, painting skills	<b>Feeds From :</b> Y7 HT6, Y8 HT5 Using Line Y7 HT6 mind maps and typography	<b>Feeds From :</b> Y7 HT2 Colour theory Y8 HT2 Pattern Y8 HT6 Observational drawing, painting skills	<b>Feeds From :</b> Y7 HT6, Y8 HT5 Using Line Y7 HT6 mind maps and typography	<b>Feeds From :</b> Y7 HT2 Colour theory Y8 HT2 Pattern Y8 HT6 Observational drawing, painting skills