



Year 9 Depth Curriculum Sequence: Fine Art

Intent: The curriculum allows for students to experience different art specialisms in depth, in order that they can make better informed choices when selecting their GCSE Options. The Fine Art curriculum builds on student prior knowledge and skills, working towards mastery in their knowledge and practical skills. Students are introduced to new processes and media in developing ideas and producing a range of mixed media explorations.

HT1 Rotation 1 Everyday Objects: Jim Dine Drawing from still-life to develop skills in observational drawing and tonal value	HT2 Rotation 1 Everyday Objects: Michael Craig-Martin Studying the work of artists in developing skills in drawing,	HT3 Rotation 2 Everyday Objects: Jim Dine Drawing from still-life to develop skills in observational drawing and tonal value	HT4 Rotation 2 Everyday Objects: Michael Craig-Martin Studying the work of artists in developing skills in drawing,	HT5 Collections Studying the work of current artists including Lisa Milroy in exploring drawing and painting.	HT6 Collections Exploring printmaking and the development and refinement of ideas accumulate in the production of a final outcome.
Why 'Everyday Objects: Jim Dine'? Building on the Formal Elements explored in Y7 and Y8; this still-life project focuses on tonal value, allowing for knowledge retrieval of skills while exploring new techniques and media.	Why 'everyday Objects: Michael Craig-Martin'? Further developing skills an techniques in observational drawing; this part of the project allows for exploration of composition and colour.	Why 'Everyday Objects: Jim Dine'? Building on the Formal Elements explored in Y7 and Y8; this still-life project focuses on tonal value, allowing for knowledge retrieval of skills while exploring new techniques and media.	Why 'Everyday Objects: Michael Craig-Martin' ? Further developing skills an techniques in observational drawing; this part of the project allows for exploration of composition and colour.	Why 'Collections'? Continuing from the theme 'everyday objects', this allows for student independent exploration of the theme and the further development of drawing and painting skills.	Why 'Collections' ? Reflecting on their creative journey of skills, knowledge and the work produced, students then develop individual ideas which lead to exploring printmaking and a final outcome. This promotes independent thought and enquiry.
National curriculum links Pupils will: -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.	National curriculum links Pupils will: -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.	National curriculum links Pupils will: -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.	National curriculum links Pupils will: -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.	National curriculum links Pupils will: -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.	National curriculum links Pupils will: -Use a range of techniques and media, including printmaking 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.
Teaching 'Everyday Objects-Jim Dine supports: Knowledge of historical art movements – Jim Dine and Pop Art Understanding of tonal value and composition Skills in tonal value techniques, mono-printing, presentation, annotation, typography	Teaching 'Everyday Objects – Michael Craig-Martin' supports: Knowledge of contemporary artists – Michael Craig-Martin Understanding of form, composition and colour theory Skills in observational drawing, composition, colour, presentation, annotation	Teaching 'Everyday Objects-Jim Dine supports: Knowledge of historical art movements – Jim Dine and Pop Art Understanding of tonal value and composition Skills in tonal value techniques, mono-printing, presentation, annotation, typography	Teaching 'Everyday Objects – Michael Craig-Martin' supports: Knowledge of contemporary artists – Michael Craig-Martin Understanding of form, composition and colour theory Skills in observational drawing, composition, colour, presentation, annotation	Teaching 'Collections' supports: Knowledge of historical and contemporary artists – Wayne Thiebaud and Lisa Milroy Understanding of shape, form, space and colour theory Skills in drawing and painting	Teaching 'realism' supports: Knowledge of historical and contemporary artists –Lisa Milroy Understanding of ideas development and refinement. Skills in producing a large-scale outcome
Feeds From : Y7 HT6, Y8 HT6 Tonal value Y7 HT3 Mono-printing	Feeds From : Y7 HT2 Colour theory Y8 HT4, HT6 Observational drawing	Feeds From : Y7 HT6, Y8 HT6 Tonal value Y7 HT3 Mono-printing	Feeds From : Y7 HT2 Colour theory Y8 HT4, HT6 Observational drawing	Feeds From : Y8 HT6 Painting Y9 HT2/HT4 Observational drawing	Feeds From : Y8 HT3 developing ideas