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| *What will they be learning, why and in what order?* |
| **Year 9** | **Term 1****Project 1: Fantastic and strange****Project 2: Architecture** | **Term 2****Project 1: Mythical creatures****Project 2: Photomontage** | **Term 3****Project 1: Oceanic/Aboriginal Art****Project 2: In the news** |
| **Bridge/ Foundation knowledge required** |  |  |  |
| **Key Learning Experience / Skills** | **Fantastic and strange** Students will explore the work of Tim Burton and Jason Wilsher-mills and create imaginative responses as well as artists studiesStudents will develop and enhance their drawing skills, learning stylised techniquesDevelop use of proficiency in handling different materials Develop drawing and mixed media skills. Explore the job role of an IllustratorEnhance knowledge in the use of CAD and digital manipulationDevelop use of key terminology and critical analysis vocabulary**Architecture**Students will explore the work of James Gulliver Hancock and Dion Archibald, creating their own outcomes inspired by their style and techniquesExplore the work of Hundertwasser creating an artist study and using visual language to analyse his work. Students will extend their practical making skills by creating a building model/ city scape in the style of Hundertwasser exploring irregular shapes, using cardboard construction and relief techniques. This will be underpinned by the 4 key building methods (shapes, slits, scoring and strips) by Darrell Wakelam (Art shaped).Develop knowledge and understanding of Health and safety- use of Stanley knife and glue gun appropriately | **Mythical Creatures**Students will explore a range of mythical creatures from folklore/art history. They will develop their drawing skills, using their knowledge of the visual elements incorporating visual texture. Explore a range of media, techniques and processes such as painting techniques, dry media techniques Use visual language to analyse their outcomes and use of media **Photomontage** Students will explore the concepts of photomontage and surrealismThey will use photography and develop CAD skills, using procreate and photoshop exploring a range of photomontage techniques (cutting, rearranging, overlapping)Develop collage and mixed media skills Explore the work of Lana Jokhadze, creating an artist study and imaginative responses to her work Use visual language to describe surrealist art works and critically analyse their own creative outcomes  | **Oceanic/Aboriginal Art** Students will explore a range of oceanic/Aboriginal art worksThey will explore the dotting technique using secondary sources (traditional symbols and images) creating an imaginative compositionStudents will learn some Aboriginal key terms and phrases relating to art formsBuild on and demonstrate knowledge and understanding of visual elements (colour, pattern, shape)Explore traditional materials and techniques.**In the News**Students will explore Word and Image as an artform Linked to KS4 study following the 4 AO’S Explore current affairs, and developing mixed media and collage techniques.Explore a range of artists whose work reflects current issues such as Banksy,  |
| **Assessment**How will you assess the impact of teaching? | Use of chatterbox for recall Mid -term assessment criteria Use of visual language in their analysis and critical analysis of artists' work Application of media, techniques, printing processes | Use of chatter box for recall Mid-term assessment criteria Use of visual language in questioning and written feedback/evaluation Skills demonstrated in creative outcomes  | Use of chatterbox for recall Mid-term assessment criteria Skill demonstrated in creative outcomes Use of visual language  |
| **CIAG Links** | Employability skills: Communicating with othersListening Following instructions Following Health and Safety rules Self- efficacy Explore the job role of an architect | Employability skills: Communicating with othersListening Following instructions Following Health and Safety rules Self- efficacy | Employability skills: Communicating with othersListening Following instructions Following Health and Safety rulesSelf- efficacy |
| **British Values**  | Support each other with constructive feedbackFollow rules in using equipment safely Individual liberty- making own decisions and choices | Support each other with constructive feedbackFollow rules in using equipment safely Individual Liberty – express individuality  | Respect the opinion of othersSupport each other with constructive feedbackFollow rules in using equipment safely Individual liberty – express individuality |
| **Cross Curricular Link Numeracy** | Exploring 2D shapeMeasuring, angles | **Cross Curricular Link- Literacy** | Key vocabulary on the board for each learning stage Verbal and written communication Use of key vocabulary encouraged during written and verbal feedback with self and peers  |
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| ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** |

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