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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 studies  Students will develop and enhance their drawing skills, learning stylised techniques  Develop use of proficiency in handling different materials  Develop drawing and mixed media skills.  Explore the job role of an Illustrator  Enhance knowledge in the use of CAD and digital manipulation  Develop 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 techniques  Explore 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 surrealism  They 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 works  They will explore the dotting technique using secondary sources (traditional symbols and images) creating an imaginative composition  Students will learn some Aboriginal key terms and phrases relating to art forms  Build 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 others  Listening  Following instructions  Following Health and Safety rules  Self- efficacy  Explore the job role of an architect | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Self- efficacy | | | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Self- efficacy |
| **British Values** | Support each other with constructive feedback  Follow rules in using equipment safely  Individual liberty- making own decisions and choices | Support each other with constructive feedback  Follow rules in using equipment safely  Individual Liberty – express individuality | | | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely  Individual liberty – express individuality |
| **Cross Curricular Link Numeracy** | Exploring 2D shape  Measuring, 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 | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |