

Art & Design Curriculum Map - Year 9

Term	Units of Study	Curriculum Guidelines	NC –Aims / Focus Points
Autumn 1	<p style="text-align: center;">Analysing Art</p> <ul style="list-style-type: none"> • Matisse • Van Gogh • Da Vinci • Munch • Movements 	<ul style="list-style-type: none"> • To learn about the art, craft and design of different periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context/s in which the work/s was, were or are created. • Physical mixing of colours and optical colour mixing, to create descriptive, expressive, emotional effects to convey ideas and intentions 	<ul style="list-style-type: none"> • About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day • To use a range of techniques and media, including painting.
Autumn 2	<p style="text-align: center;">Festivals & Celebrations</p> <ul style="list-style-type: none"> • Mexican Day of the Dead • Chinese New Year • Christmas 	<ul style="list-style-type: none"> • To learn about the art, craft and design of different periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, 	<ul style="list-style-type: none"> • About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day • Using ceramics to develop functional, craft, sculptural or

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		<p>moral, environmental context/s in which the work/s was, were or are created.</p> <ul style="list-style-type: none"> • 	<p>decorative outcomes - using clay techniques.</p>
Spring 1	<p>Changing Styles</p> <ul style="list-style-type: none"> • Working as a designer • T-shirt designs • Trainer Designs • Evaluations 	<ul style="list-style-type: none"> • To learn how to critically and technically analyze and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work. • To further develop, broaden and extend their skillsknowledge and understanding of materials and processes through the key processes of art, craft and design 	<ul style="list-style-type: none"> • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To use a range of techniques and media, including painting. • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
Spring 2	<p>Mid-Year Assessment</p>	<ul style="list-style-type: none"> • To further develop, broaden and extend their skills knowledge and understanding of materials and processes through the key processes of art, craft and design • Physical mixing of colours and optical 	<ul style="list-style-type: none"> • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To use a range of techniques and media, including painting.

		<p>colour mixing, to create descriptive, expressive, emotional effects to convey ideas and intentions - using a range of wet and dry media</p> <ul style="list-style-type: none"> • Drawing from memory, imagination and observation, to perceive, communicate, invent and inform actions, using an increasing range of fine and broad media to carefully and/or expressively control line, shape, tone, colour, pattern, texture, form and space. • 	<ul style="list-style-type: none"> • To increase their proficiency in the handling of different materials
<p>Summer 1</p>	<p>Natural Forms</p> <ul style="list-style-type: none"> • Peacocks • Visual Elements • Group Work 	<ul style="list-style-type: none"> • Physical mixing of colours and optical colour mixing, to create descriptive, expressive, emotional effects to convey ideas and intentions - using a range of wet and dry media • Drawing from memory, imagination and 	<ul style="list-style-type: none"> • To use a range of techniques and media, including painting. • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. •

		<p>observation, to perceive, communicate, invent and inform actions, using an increasing range of fine and broad media to carefully and/or expressively control line, shape, tone, colour, pattern, texture, form and space.</p> <ul style="list-style-type: none"> To learn how to critically and technically analyze and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work. 	
<p>Summer 2</p>	<p>Legends</p> <ul style="list-style-type: none"> Dracula Frankenstein The Supernatural 	<ul style="list-style-type: none"> Assembling and constructing, making, forming and modelling using clay or air-drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces - using 3D 	<ul style="list-style-type: none"> To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

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		<p>media to make their ideas and design physical and real.</p> <ul style="list-style-type: none">• To learn how to critically and technically analyze and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work	
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