

## Year 9

Year 9	Autumn Year 9	Autumn 2 Year 9	Spring 1 Year 9	Spring 2 Year 9	Summer 1 Year 9	Summer 2 Year 9
Topic/Unit to be studied	<b><u>Surrealism</u></b> <b><u>Metamorphosis</u></b>	<b><u>Surrealism</u></b>	<b><u>Surrealism</u></b>	<b><u>Mixed media Bugs</u></b>	<b><u>3D Bugs</u></b>	<b><u>3D Bugs</u></b>
Core Knowledge and skills	<p><b>Key Skill/Knowledge:</b> Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p><b>Working in the style of an artist:</b> Using the artist Redmer Hoekstra to influence their work and for inspiration. Use of creativity to develop hybrid animals.</p> <p><b>Collage:</b> How to successfully combine different animals to</p> <p><b>Drawing:</b> Observational pencil drawing, line drawing, collage, pen drawing. Accuracy and proportions. How to use pen to create tone and detail. create a Surrealist illustration.</p> <p><b>3D:</b> Creation of Hybrid animal using old toys and objects. Students to use old broken toys to create a sculpture.</p>	<p><b>Key Skill/Knowledge:</b> Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p><b>Key concepts:</b> How and why Surrealism is important as an art movement.</p> <p><b>Skills:</b> Development of composition skills.</p> <p>How to apply Surrealist principles to develop imaginative and personal work.</p> <p><b>Numeracy:</b> Perspective skills, vanishing point, two-point perspective</p> <p><b>Analysing and evaluating work:</b> including their own and the work of other artists.</p>	<p><b>Key Skill/Knowledge:</b> Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p><b>Composition:</b> Students are to consider and plan different compositions for an outcome.</p> <p><b>Painting:</b> introduction of watercolour painting skills.</p> <p>Mixing and blending colours, layering of colour.</p> <p>Refining and improving skills</p> <p><b>Outcome:</b> Mixed media piece, bringing together skills learnt, Colouring pencil skill, biro pen drawing and painting. Building on skills from year 7.</p>	<p><b>Key Skill/Knowledge:</b> Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p><b>Drawing:</b> Drawing from observation of bugs. Mixed media Pen and ink bug drawings Mark-making</p> <p><b>Printing:</b> Introduction of a new skill Mono printing from images of bugs</p> <p><b>Analysing and evaluating work:</b> including their own and the work of other artists.</p>	<p><b>Key Skill/Knowledge:</b> Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p><b>Artist analysis:</b> Looking at the abstract art of Helen Wells focusing on colour, pattern and shape.</p> <p><b>Sculpture:</b> Working with paper to create 3D bugs</p> <p><b>Analysing and evaluating work:</b> including their own and the work of other artists.</p> <p><b>Outcome:</b> 3D paper sculpture of bug, students to use their Helene Wells inspired drawings to create a paper sculpture.</p>	<p><b>Key Skill/Knowledge:</b> Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p><b>How to refine ideas for a personal response.</b></p> <p><b>3D:</b> Drawing with wire Key construction skills, with reference to the assemblage tradition. Creative problem solving through responding to design constraints. Construction and embellishment.</p> <p><b>Outcome:</b> Creating a 3D bug using different materials and recycled materials.</p>

Why this?	Studying the work of artists helps students to improve their own drawings. Students developing hybrid animals to show the use of techniques learnt over the past 2 years.	Surrealism is a major art movement and one which is popular with students. Students start to think independently to produce a creative outcome. Prepares them for GCSE by thinking independently, selecting their own images and materials.	Using characteristics of the Surrealist art movement helps students to show their understanding and use their imagination.	Builds on drawing in year 7 and 8. Use of mixed media. Working from direct observations, develops skills and build confidence. Increased challenge with colour pencil work from year 7. New skill of mono-printing which is built on in GCSE.	Consolidates many of the skills learnt throughout year 7 and 8. Introduces a new paper craft skill.	3D making is a vital skill, and this project builds on the skills. Documenting ideas in the design process, using mixed media to draw their final sculpture helps students to think about drawing in different ways.
Why here?	Previous years have given students a grounding in observational drawing, and this lets them take it to the next level. At this age, students have very strong imaginations, and it is important for them to learn about artists whose work show creativity and imagination. Building on skills from year 7 and 8.	students have enough confidence in their drawing skills to take on perspective and creativity within drawing. Increased challenge with use of perspective.	Having combined ideas in their imaginative work they will then develop painting skills and creating an outcome. This will prepare the students for painting in GCSE. Building on composition skills, reinforcing the formal elements of art.	Introducing new skill of mono-printing this is a good skill for GCSE. Embedding colour pencil skills, building on previous skills and giving them confidence to use at GCSE.	The skills developed will give students confidence and a sense of achievement as they complete KS3. Introduces paper craft skills. Building on skills from year 7 and 8.	Having drawn, played and explored techniques and materials students are ready to finalise their designs and create their sculpture. Those continuing with Art beyond KS3 will gain valuable transferable skills.
Assessment for and of learning	Students will be assessed formatively on the exploration of new skills and techniques. <b>FORMAL ELEMENTS</b> <b>PROPORTION</b> <b>ACCURACY</b> <b>SHADE AND TONE</b> Students will be assessed on their observational drawings of hybrid animals	Formative assessment of work and self-assessment. Summative assessment at the end of the project.  <b>PROPORTION</b> <b>ACCURACY</b> <b>Perspective skills</b>	Formative assessment of work and self-assessment. Summative assessment at the end of the project. <b>Painting skills will be assessed – use of watercolour, quality of mixing and blending.</b> Work is assessed holistically.	Students will be assessed formatively on the exploration of new skills and techniques.  <b>Mixed media work, observation from life skills, accuracy, pen work.</b>	Formative assessment of work and self-assessment. Summative assessment at the end of the project.  <b>Application of colour and use of abstract pattern.</b> <b>3D craft skills in paper sculpting.</b>	Formative assessment of work and self-assessment. Summative assessment at the end of the project.  <b>Work is assessed holistically across the project.</b>