

WHAT ARE THE BIG AIMS OF YEAR 9?

Students use appropriate creative processes to develop, explore, record and create outcomes in response to the themes of ‘Skulls’, ‘Close-up’ and ‘Fantastical Landscapes’. They will be able to make independent choices in relation to source imagery and lead the development of their personalised outcomes. Students confidently work in the manner of creative practitioners, using their observations and insights to support the realisation of their intentions.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

A highly developed and consistent ability to effectively refine ideas through purposeful investigations and to demonstrate critical understanding of artists’ work. Students demonstrate a consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. They are able to skillfully record ideas, observations and insights through drawing and annotation and the presentation of a personal and meaningful responses.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

Selection of appropriate subject matter
 Artist’s techniques and context
 Analysis and development of personal designs
 The structure of source imagery / observations and how to record in proportion
 How to manipulate card to create forms in relief
 How to apply as oil pastels, printing, paint, relief and textural collage to achieve intentions
 How printing process can be used to create patterns and textures
 Development of subject specific vocabulary for understanding

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

Drawing skills and techniques for representation and abstract contexts
 Use of a wide range of materials and techniques such as oil pastels, printing, painting, relief and textural collage to achieve intentions
 Effective development of design ideas
 Evaluation and annotation of ideas
 The creation of personal artworks that realise intentions and demonstrate understanding of visual language
 Meaningful application of subject specific language appropriate to individual contexts

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

How to apply mathematical understanding of scale, proportion and ratio to the drawing process; the amount of detail required when drawing features of a landscape such as mountains and clouds; collage being something simplistic rather than a sophisticated artistic technique.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

Students will be assessed on their achievements in the areas of developing, exploring, recording, creating and knowledge. A range of assessment approaches will be used to ensure the needs of all learners are met. Hinge and multiple choice questioning will be used throughout each unit to assess knowledge and understanding. Verbal and written formative assessment pose questions to students which inform the development and refinement of practical work through teacher and/or self established personalised and pragmatic targets. Each unit sees summative, multiple choice, knowledge checkers and final piece assessment to inform individuals’ next steps.