

# St Mary's CE High School Curriculum Map 2022-23



## Subject: Art & Design

Year: 9

The Art department aims to promote an awareness of the visual language as a means of communication. With this, students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>CONTENT</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<ul style="list-style-type: none"> <li>• Magnification</li> <li>• Observational Studies</li> <li>• Formal Elements</li> <li>• Drawing</li> <li>• Painting</li> <li>• Oil pastels</li> <li>• Chalk pastels</li> <li>• Collage</li> <li>• Mono Printing</li> <li>• Poly printing</li> <li>• Photography</li> <li>• Research</li> <li>• Lino Printing</li> <li>• Digital Art / Photography</li> <li>• Composition and Scale</li> <li>• Georgia O'Keefe</li> <li>• Gainor E Roberts</li> </ul>		<ul style="list-style-type: none"> <li>• Food</li> <li>• Cultural diversity</li> <li>• Observational studies</li> <li>• Formal elements</li> <li>• Drawing</li> <li>• Painting</li> <li>• Ink and wash</li> <li>• Spray paint</li> <li>• Mono print</li> <li>• String print</li> <li>• Photography</li> <li>• Photoshop</li> <li>• Oil pastels</li> <li>• Chalk and charcoal</li> <li>• Chuck Close</li> <li>• Sarah Graham</li> <li>• Pop Art</li> </ul>		<ul style="list-style-type: none"> <li>• Identity/Self</li> <li>• Cultural heritage</li> <li>• Portraiture</li> <li>• Formal Elements</li> <li>• Observational Drawing</li> <li>• Drawing</li> <li>• Painting</li> <li>• Photography</li> <li>• Pencil</li> <li>• Ink</li> <li>• Chalk and charcoal</li> <li>• Annotation</li> <li>• Wire Construction</li> <li>• Francoise Nielly</li> <li>• Agnes Cecil</li> <li>• Kahinde Wiley</li> </ul>	
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How to'</i></p>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Biro and mark making</li> <li>• Tonal Value</li> <li>• Shading</li> <li>• Composition</li> <li>• Scale</li> <li>• Proportion</li> <li>• Highlight and Low light</li> </ul>		<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Composition</li> <li>• Developing abstract skills and processes</li> <li>• Perspective</li> <li>• Scale</li> <li>• Biro and mark making</li> <li>• Tonal Value</li> <li>• Shading</li> </ul>		<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Ink</li> <li>• Chalk and charcoal</li> <li>• Tonal value</li> <li>• Texture</li> <li>• Proportion of the human form</li> <li>• Scale</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Brush work</li> <li>• Colour blending</li> <li>• Colour mixing</li> <li>• Critical understanding</li> <li>• Critical thinking</li> <li>• Annotation</li> <li>• Contextual studies</li> <li>• Mono print</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight and Low light</li> <li>• Colour theory</li> <li>• Brush work</li> <li>• Colour blending / Colour mixing</li> <li>• Critical understanding</li> <li>• Contextual studies</li> <li>• 3D wire work</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Life drawing</li> <li>• Colour work</li> <li>• Colour theory</li> <li>• Digital Art</li> <li>• Ink and Wash</li> <li>• Pop Art</li> <li>• Critical understanding</li> <li>• Contextual studies</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>	
Key Questions	<p><i>How can I make something look 3 Dimension?</i></p> <p><i>How can I create a more detailed design?</i></p> <p><i>How can I communicate my ideas visually?</i></p> <p><i>How can I make an object look real?</i></p> <p><i>Why is space and composition so important within life drawing?</i></p> <p><i>Have I explored the formal elements in order to create a more realistic drawing/painting?</i></p> <p><i>Why is tonal value so important?</i></p> <p><i>How can I use these skills in everyday life and work?</i></p>	<p><i>How can I refine my drawing skills?</i></p> <p><i>Why is perspective so important and what does it add to my composition?</i></p> <p><i>How can I develop my own ideas?</i></p> <p><i>How can I develop my ideas using 3D Concepts?</i></p> <p><i>Why is colour so important?</i></p> <p><i>Can I show more texture in my drawings and why is this so vital?</i></p> <p><i>How can I use these skills in everyday life and work?</i></p>	<p><i>How can I develop a real portrayal of a person?</i></p> <p><i>How can convey emotion and empathy through my art?</i></p> <p><i>Where will I find my original starting point?</i></p> <p><i>How can you create illustration employing digital art and photography?</i></p> <p><i>How can I make the image look like an illustration?</i></p> <p><i>How can I communicate my ideas through digital [processes?]</i></p> <p><i>How can I use these skills in everyday life and work?</i></p>	
Assessment	<p><b>Practical Assessments:</b> October</p> <p>(Data cycle 1 November)</p> <p><b>Practical Assessments:</b> December</p>	<p>(Year 9 Exam week January)</p> <p><b>Practical Assessments:</b> February (Report window February)</p>	<p><b>Practical Assessments:</b> April</p> <p>(Data cycle 2 March)</p>	<p><b>Practical Assessments:</b> May</p> <p>(Data cycle 3 June)</p> <p><b>Practical Assessments:</b> July</p>

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Extended Learning /Extension Activities	<ul style="list-style-type: none"> <li>• Spray paint extended project</li> <li>• Stencil extended project</li> <li>• More in depth pieces of work on a larger</li> <li>• Exploring different surfaces</li> <li>• Artist research</li> <li>• Virtual Gallery</li> </ul>
Galleries and Museums	<ul style="list-style-type: none"> <li>• Tate Britain <a href="http://www.tate.org.uk/visit/tate-britain">http://www.tate.org.uk/visit/tate-britain</a></li> <li>• Tate Modern <a href="http://www.tate.org.uk/visit/tate-modern">http://www.tate.org.uk/visit/tate-modern</a></li> <li>• The National Gallery <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a></li> <li>• The National Portrait Gallery <a href="http://www.npg.org.uk/">http://www.npg.org.uk/</a></li> <li>• The Victoria and Albert Museum <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></li> <li>• The British Museum <a href="http://www.britishmuseum.org/">http://www.britishmuseum.org/</a></li> <li>• The Design Museum <a href="http://designmuseum.org/">http://designmuseum.org/</a></li> <li>• The Natural History Museum <a href="http://www.nhm.ac.uk/">http://www.nhm.ac.uk/</a></li> <li>• The Science Museum <a href="http://www.sciencemuseum.org.uk/">http://www.sciencemuseum.org.uk/</a></li> <li>• The Wallace Collection <a href="http://www.wallacecollection.org/">http://www.wallacecollection.org/</a></li> </ul>
The Super Curriculum	<ul style="list-style-type: none"> <li>• There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities.</li> <li>• Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.</li> <li>• Visits to galleries allow students to experience real life artwork; observing and connecting with the artists' messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.</li> <li>• Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them.</li> <li>• Students are expected to keep an A5 art journal to document their own connection to the visual art world around them – this will feed into their own projects of work.</li> </ul>