

Curriculum Overview

Year 9 – Art & Design 2021-2022



Rationale for Year 9 Art & Design

Year 9 is a vitally important year in the education of our students. In Art & Design in Year 9 we aim to develop students to be 'GCSE ready'. With the knowledge and skills that we need students to have at the start of Year 10. With just one lesson each week, we need students developing their work to have greater depth and reasoning. Leading towards independent ideas, which provide scope for independent development supported by further technical skill, further artist research and a much broader knowledge of the subject. This knowledge development is critically important so that students possess the language and visual language skills that will convey their ideas upon reaching GCSE.

What will students learn and why?

Year 9 students explore the human figure and form throughout the year with a variety of media and connecting topics. They will explore proportions and form, colour theory and skin tones and the historical context of the figure in art. The figure has long been used by artists as a teaching tool for formal skills, and students will engage with a long historical, western tradition of taking inspiration from the human form. They will also learn to question the predominant depiction of white men as subjects in western art, and consider the response of contemporary artists to this issue. In the second term, Year 9 Art & Design curriculum follows an issues based approach. Overall, this year we have chosen to look at topics such as race, racism, political protest, questions relation to statues and representation. We have looked in depth at the BLM protests following the death of George Floyd. Leading to the removal of the Edward Colston Statue, and its replacement with a BLM protester called Jen Reid. We then looked at bias and debated white privilege.

We then moved the topics onto global warning, pollution and the lack of biodiversity in the world.

After several weeks, we moved onto Feminism and discussed issues that were linked to the news at the time in early 2021 about sexism and violence towards women. We also looked at insidious sexism that often goes unseen and unchallenged. Art has an important role to play in engaging students in issues of right and wrong. Students have the opportunity to create work about these important contemporary issues using a variety of forms and techniques. Students will also build up a body of research and investigation into these issues and their views on them.

The final term of the year will have students given the freedom to choose a world issue they care about the most. Working towards them creating a final piece about that issue.

Projects will be spaced so that students will research to underpin their development before introducing practical and then independent phases. This roughly repeats through each of the three main projects so that students sequentially build their understanding of the design process.

How will students learn?

Lessons build upon students' understanding of the design and development process established in Year 8. Students begin by exploring drawing of the human form and the mathematical proportions of the human figure. Students are encouraged to draw dynamic figures (as in moving figures) as a primary means of visual communication and documentation of skill level. Students investigate and then explore the human form through research followed by experimentation with formal life drawing techniques. Shape, pose, proportion and form will be academically approached using a formal, 'Fine Art' teaching strategy. While this can be

modified for the less able, it will provide stretch and challenge for even the most gifted of artists. Students study the works of artists who explore the figure in order to inform their approach. Research is then used to explore skin tones painting. Students experiment with painted reproductions to refine their handling and mixing of colour before applying these techniques in their own experiments. Students are then introduced to world issues and contemporary debates and are given the opportunity to combine their figure drawing skills and their work relating to topical issues. Finally, students bring together the elements explored throughout the year to construct a 2D personal response outcome piece, which creatively demonstrates understanding of all the formal elements within the figure presented to convey a personal idea/concept/message.

How will students be assessed?

Students are assessed on key pieces of work throughout the year. There is no formal examination or testing. Rather, students are given opportunities to develop their skills and knowledge and are assessed upon predetermined 'main pieces' or 'outcome pieces'.

What is the aim for learners by the end of the year in comparison to the previous year?

Year 9 serves a dual aim. The primary aim is to make students 'GCSE ready', providing them with the technical confidence to tackle GCSE Art & Design if they choose to do so. The secondary aim is to provide all students with an 'art experience'. Students leaving Year 9 should appreciate the context of artworks and design pieces, and be able to engage with visual forms and artefacts inquisitively and purposefully. Our hope is that even if a student leaves to never again study Art, that they are politically confident and engaged in what they believe to be right, just and true. It is our hope that by the end of Year 9 students will be confident in their abilities and more confident in who they are as young creative artists.