



Year 9 Curriculum Overview

Rationale: The Year 9 Art Curriculum is designed to give students the opportunity to use Art and Photography materials and techniques that can be built on in year 10 and 11 (GCSE). The starting point for the year is Surreal Identity which can be taken in lots of directions. Students will develop further their use of the formal elements, whilst exploring drawing, collage, painting and camera manipulation, linked to the knowledge and understanding of Artists being studied.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	<p>Students will learn how to draw their self-portrait, starting with the learning to draw each facial features accurately and how to apply tone to create FORM and realism. This will lead onto learning to draw the facial proportions accurately and applying TONES to create FORM. Finally a full face tonal drawing will be completed ready for assessment. This drawing then will be manipulated into other outcomes after looking at other Artists, starting with the collage Artists Hannah Hoch. There will be opportunities to practise these skills at home and develop their application of tones.</p>		
	<p>Photography Lessons – In term one students will be introduced to the concept of ‘Formal Elements’ in Photography with a focus on Composition and Tone. They will also learn the basic but very important skills of safely saving their work and presenting their work in a digital manner. There will also be an element of Photographer research and analysis of their work in the form of written annotations.</p>		
	<p><i>Students will use the FORMAL ELEMENTS to create recordings of their facial features and face in pencil and charcoal. Art Teacher’s will demonstration how to construct the facial features and apply tones for Form and realism, as this will support students in drawing a full portrait later on this term.</i></p> <p><i>In photography students will use IT skills to support digital photography using the formal elements of COMPOSTION and TONE. They will also learn how to</i></p>	<p>FAR 1 A03- record observation: SHAPE, LINE, and FORM of the facial features. Students will be assessed on their overall shading and blending skills, as well as their application of tones when recording facial features. FORMAL ELEMENTS are:_</p> <ul style="list-style-type: none"> • TONE • FORM • LINE • TEXTURE • SHAPE • PROPORTION <p>There are opportunities to use self and peer assessment so that strengths and</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> • Please open up this link on YouTube and practise drawing a eye. https://www.youtube.com/watch?v=wpZzbAeVxAE • Please copy this link to YouTube on how to draw and shade a mouth https://www.youtube.com/watch?v=QCg9P03CpjU • Please copy this link to You Tube on how to draw and shade a nose. https://www.youtube.com/watch?v=2mvSJMF3w90&list=RDCMUCnXHH5k3Ay-NwQTFpeU5T1w&index= <p>Optional homework tasks</p>

	<p><i>use a camera and retrieve images to work from.</i></p>	<p>weaknesses are identified. This helps with the written responses and setting of goals in this half terms FAR.</p> <p>Learning Ladders of past students work will help with the identification of progress overall.</p>	<p>There are loads of useful YouTube videos you can watch to learn from and expand your skills.</p> <ul style="list-style-type: none"> • Draw a pair of eyes or eyes of different ages. • Draw a different mouths open or expressions to broaden your knowledge. • Investigate ways of drawing hair using a rubber and 6B pencil. Apply this learning to a drawing of yourself. <p>PHOTOGRAPHY Homework 1</p> <ul style="list-style-type: none"> • Complete a ‘home’ shoot where the student will consider their use of composition in the images created <p>PHOTOGRAPHY Extra Tasks</p> <ul style="list-style-type: none"> • Explore using PIXLRx to manipulate images from home • Visit https://www.vam.ac.uk/collections/photographs and explore their online collection. Choose a photograph that you will try to emulate yourself.
	<p>Students will learn how to draw the proportions of a human face, applying this to a free hand drawing/tracing in pencil tone using a photograph of themselves. They will need to apply their learning of facial features to practise their skills and create a realistic pencil drawing.</p> <p><i>In photography students will use IT skills to support digital photography using the formal elements of COMPOSTION and TONE. They will also learn how to use a camera and retrieve images to work from.</i></p>	<p>FAR 2</p> <p>Learning Ladders of past students work will help with the identification of progress overall and help students set goals to improve their self-portrait drawing.</p> <p>Students will be assessed on proportion, shading, tone and form and given DIRT time to improve their self portrait drawing.</p> <p>PHOTOGRAPHY FAR 1</p> <p>Students will be assessed on the quality of their research and annotations using accurate photographic keywords. (AO1 – Research) They will also be assessed on the quality of their practical</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> • Complete the facial expression exercise after printing off from the PowerPoint sent by your class Teacher. • Useful link to watch to help with shading your self-portrait. <p>https://www.youtube.com/watch?v=ycJfci7FE4</p> <ul style="list-style-type: none"> • Watch and copy the person on the video draw the face. <p>https://www.youtube.com/watch?v=cdSzAOgSuew</p> <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> • You can use You Tube videos to learn how to draw side profiles and give these a try. Please present these in your sketchbook. • What about trying another material- there are brilliant You Tube videos on painting or using oil pastel that you could learn from. Give a different material a go. • There are different ways to draw expressions. Look on You Tube for ways artists change the facial features to create these expressions.

		<p>photographs demonstrating good use of tone and composition. (AO3 Recording)</p>	<ul style="list-style-type: none"> Learning how to mix flesh tones is tricky, but once learnt can make your self-portraits much stronger. https://www.youtube.com/watch?v=PNULjaaFHzc <p>PHOTOGRAPHY Homework 2</p> <ul style="list-style-type: none"> Repeat and 'refine' your paper prop shoot at home. Think carefully how you will make it better than what you have done in school. <p>PHOTOGRAPHY Extra Tasks</p> <ul style="list-style-type: none"> Explore the APP store to download and experiment with different image manipulation APPS? Share your findings with your class teacher. Visit https://openeye.org.uk/ and explore their online collection. Choose a photograph that you will try to emulate yourself.
Spring Term	<p>Students will in spring term 1, manipulate the surreal collage techniques of the Artist Hannah Hock, whilst exploring mixed media techniques and storytelling. This will allow students to explore ways of generating surreal images and developing ideas that will turn into interesting and personal final outcomes.</p> <p>Students will in spring term 2 research the Artist Louis Jover and use their knowledge of the key features of this Artist to create celebrity, semi abstract portraiture using portraiture, shapes, bold colours and line.</p>		
	<p>Photography Lessons – In term two students will build on their knowledge of 'Formal Elements' this time with a focus on Colour. They will explore colour theory and Photographers working with colour, understand what makes a good Still Life shoot and then create images. They will also be introduced to some aspects of digital manipulation.</p>		
	<p>Students will be researching the surrealism art movement, in particular two very different Artists. The first Hannah Hoch who inspired a generation of collage Artists to manipulate found materials to tell a story. Students will select imagery and bring this in to create a piece that tells a story. This could be political inspired, a social issue of importance or a hobby.</p>	<p>FAR 3 :- Students will be assessed on collages that creatively manipulate collage or photomontage imagery into their own self-portraits from term 1, whilst creatively telling a story of interest. Learning Ladders of past students work will help with the identification of progress overall and help students set goals to improve.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> Present on an A4 word document and print off in colour- what is surrealist art? Who are the main surrealist artists? Find facts and images that explain the two questions. Who is the Surreal Artist Hannah Hoch? What type of work does she create? Find information and select the four best portrait or figurative pieces you like of hers. Present in colour, on a word document and print off.

	<p><i>In photography students be looking to research into the different types of colour schemes and explore how to best utilise this in their own images. They will have their initial explorations into still life Photography and also digital manipulation. They will present their work in their digital sketchbooks.</i></p>		<ul style="list-style-type: none"> • Think of a personal issue that interest you. This could be political, social, global or a hobby. Select from the internet, newspaper or magazines images that you could cut up and use at school. Ten images or more. • Collect interesting images from newspapers, magazines, old photos you may have you could cut up or photocopy from, old cards, postcards, wallpapers, etc. keep them in a Polly Pocket or envelope to use in class. • Watch these videos too as they are useful. https://www.youtube.com/watch?v=d4Fu_L1z96w https://www.youtube.com/watch?v=rzh607-fwUM https://www.youtube.com/watch?v=Ih7PfwLNfoU https://www.youtube.com/watch?v=62PWD9BZrLo <p>Extra homework for more ideas Now each week watch a video and complete a task using collage as an extension.</p> <p>Option 1 Surreal Collage transforming bodies https://www.youtube.com/watch?v=B8On4YmCoAg</p> <p>Option 2 Collage portraiture https://www.youtube.com/watch?v=ivsRSyHd6LA</p> <p>Option 3 https://www.youtube.com/watch?v=mmNAdhFsGxg</p> <p>Option 4 Silly Landscape https://www.youtube.com/watch?v=0Oy7EXXdD58</p> <p>Option 5 remove and replace collage/shatter/mess with scale https://www.youtube.com/watch?v=1hgPInGRJEg</p> <p>Option 6 fantasy collage https://www.youtube.com/watch?v=8fqPQ598W1A</p>
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	<p>Students will start by looking at and researching the semi abstract mixed media artwork of Louis Jover. They will use skills in tracing celebrities facing into interesting compositions which use the key features of the Artist, whilst also recapping on colour theory and balance of colour, so that stronger outcomes are achieved.</p> <p>There are careers references in March that will be delivered to students regarding Jobs in the Art and Photography industries.</p> <p><i>In photography students be looking to research into the different types of colour schemes and explore how to best utilise this in their own images. They will have their initial explorations into</i></p>	<p>FAR 4:- Students will be assessed on the three celebrity semi abstract compositions and the balance of shape, line and imagery.</p> <p>Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.</p> <p>PHOTOGRAPHY FAR 2 Students will be assessed on their approach and success with using media, materials and techniques. This will include evidence of colour schemes, use of colour filters and digital manipulation. (AO2 – Explore).</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> Who is the Artist Louis Jover? Copy and paste the link into YouTube and then stain one piece of A4 paper, get a celebrity black and white portrait and give the task a go. https://www.youtube.com/watch?v=ISwa2zJaMTY Find and print off A4 size three celebrities head and shoulder shots you personally like. Print off black and white copies ready to use in class. <p>Optional homework tasks</p> <ul style="list-style-type: none"> Create a large scale mixed media self portrait of yourself using the techniques and key features of Louis Jover. This could be as large as A2 in size. Create personal artwork in the style of Louis Jover for different people in your family. You can use all the skills used in class. <p>PHOTOGRAPHY Homework 4</p> <ul style="list-style-type: none"> Using the filters you have made at school extend and create another photoshoot at home. Share this into your sketchbook

	<i>still life Photography and also digital manipulation. They will present their work in their digital sketchbooks.</i>		PHOTOGRAPHY Extra Tasks <ul style="list-style-type: none"> • Look at this resource https://expertphotography.com/color-in-photography/ to find out a bit more about colour photography • https://www.adobe.com/creativecloud/photography/discover/color-photography.html
Summer Term	Students will explore the Artwork of Teesha Moore and her story telling and illustrative sketchbooks. The knowledge they gain through research of her will lead to them creating a self-portrait that tells a personal story. Using the key features of her work:- text, blended colours, self-portrait, patterns and imagery students will use their knowledge of painting or dry materials to produce a final outcome.		
	Photography Lessons - In term three students will further build on their knowledge of 'Formal Elements' with a focus on Light. They will explore different lighting setups and coloured lights. They will also look at varied ways to manipulate photographs through hand manipulation techniques.		
	<p>Students will be given the opportunity to use their selected homework in IT lessons where they will present this information effectively. Further understanding of the process of making her artwork will be explored through painted reproductions of her work, recapping back on colour theory knowledge.</p> <p><i>In photography students will be exploring 'light' as a formal element and the varied difference that occurs when certain aspects of the lighting setups are changed. This section will also let the students explore varied hand manipulation techniques. All of</i></p>	FAR 5 Students will be assessed on their ability to select information and artwork by Teesha Moore and describe the key features of her work.	Minimum homework expectation - to be set on G4S <ul style="list-style-type: none"> • Find and save ready for your Art lesson five artworks by Teesha Moore that use portraiture in them. • Find ten useful facts about Teesha Moore and save this ready to use in class. • Fill in the worksheet sent via PowerPoint to write down what is personal about you. If you don't have a printer at home, make sure you print off a copy to write on. Bring this in and stick this into your sketchbook. • Find ten images from the internet that relate to your personal story. Example if I like football I could print of the logo, sports equipment, favourite player, trophy, etc. • Find a quote that you believe in, lyric or poem and use this in your final piece next half term. Optional homework tasks and Literacy resources <ul style="list-style-type: none"> • Take photographs of yourself from different angles or with props that relate to your personal story. Print off the best to A4 size ready to use next half term. • Practise painting yourself. Watch videos on flesh tones so that your self-portrait is painted. https://www.youtube.com/watch?v=PNULjaaFHzc

	<p><i>their work will be presented in their digital sketchbooks.</i></p>		<p>PHOTOGRAPHY Homework 5</p> <ul style="list-style-type: none"> • Research varied hand manipulation techniques. Test out your favourites. Bring your examples into school <p>PHOTOGRAPHY Extra Tasks</p> <ul style="list-style-type: none"> • Attend the Stretch and Challenge Photography Portrait workshop.
	<p>Students will use their knowledge of Teesha Moore, gained from their research and reproduction, to create a self-portrait that is personal to them. They will select images and quotes that tell a story and combine these into a final outcome. Preferences in painting or mixed materials will be allowed so that students create a piece unique to them.</p> <p><i>In photography students will be exploring 'light' as a formal element and the varied difference that occurs when certain aspects of the lighting setups are changed. This section will also let the students explore varied hand manipulation techniques. All of their work will be presented in their digital sketchbooks.</i></p>	<p>FAR 6 Students will be assessed on their ability to engage with their knowledge of Teesha Moore and her key features, and how well they select and use imagery to create a pleasing outcome that is personal.</p> <p>Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.</p> <p>PHOTOGRAPHY FAR 3 Students will be assessed on their outcomes to each section based on their demonstration of their understanding of Formal Elements. (AO4 – Present)</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> • From newspapers or magazines, cut out letters and words to either trace onto your class outcome or you can glue onto your piece. Keep them safe for classwork in an old envelope or ploy pocket. • Watch the video on transfer techniques as it could be useful for you. Try these out at home. https://www.youtube.com/watch?v=k0_WT1sN6xc&t=239s • Watch the video on blending acrylic paint this will help with masking strip or areas and painting your background. https://www.youtube.com/watch?v=tlyqMTKFmCO <p>Optional homework tasks</p> <ul style="list-style-type: none"> • Draw or paint images if you want to glue these onto your final piece. This is called prep work. <p>PHOTOGRAPHY Homework 6</p> <ul style="list-style-type: none"> • Prepare your Digital Sketchbook for the end of year assessment. •