



# Curriculum Narrative

<b>Subject: Art</b>	<b>Year: 9</b>	<b>Author: A. Culley-Tea</b>
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<b>Key Knowledge</b> <i>Pupils will know</i>	<b>Key Skills</b> <i>Pupils will be able to</i>
<p style="text-align: center;"><b>Key Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b><i>What it is to have choice, taste and opinion about artists and artworks</i></b></li> <li>• <b><i>To have an appreciation of a variety of artworks</i></b></li> <li>• <b><i>To grasp the concept behind an artwork.</i></b></li> <li>• <b><i>To develop, refine and experiment with different materials and techniques.</i></b></li> <li>• <b><i>Present personal and creative works in response to other artists.</i></b></li> <li>• <b><i>Build up a confident visual language.</i></b></li> </ul>	<p style="text-align: center;"><b>Subject Skills:</b></p> <ul style="list-style-type: none"> <li>• <i>How to use the following materials: Shading Pencils, Marking Making; Chalk, Charcoal, Biro and Fine Liner, Mono Printing, Watercolour Painting, Oil Pastel and Acrylic Painting</i></li> <li>• <i>Study and understand a variety of different artists in relation to the themes 'Food and Drink' and 'Natural Forms'</i></li> <li>• <i>What it is to create an 'Artist's Journal'</i></li> <li>• <i>How to scale up an image using the grid method.</i></li> <li>• <i>Work in the style of other artists and designers to respond in a creative and personal way.</i></li> <li>• <i>Conducting research.</i></li> <li>• <i>Careful observation.</i></li> <li>• <i>Focusing on details and High Standards of Presentation</i></li> <li>• <i>Risk Taking with materials.</i></li> <li>• <i>Expressing opinion and Critical Analysis.</i></li> </ul>

<p><b>Subject Specific Knowledge and Sequencing:</b></p> <p><i>Throughout the year students will put into practice all the practical skills that they have learnt so far and develop more of a personal and creative response to artists in preparation for future study. Students will also be expected to develop a strong Art vocabulary to promote a high standard of explanation when reflecting on the work of others and their own. Students will study two main themes using a spiral method to make progress as they practice and refine their skills in practical and theory work. The overarching concept is that students understand the importance of creating an 'Artistic Journal'</i></p> <p><b>'Food and Drink'</b></p> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>• Expressing Opinion, Using Key Words, Tonal Drawings, Shape and Line, In the style of an artist</li> <li>• Understanding a variety of styles by different artists in response to the theme 'Food and Drink'.</li> <li>• Having the choice of which artist to study, Generating Ideas, Expressing opinions, Accurate drawings, Key Words, In the style of an artist</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Experimenting, Blending, Colour Mixing, Blending, Detail and Precision, Tints and Shades</li> <li>• Understanding how to use a variety of materials and</li> </ul>	<p><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will start year 9 with good drawing, watercolour, clay sculpture and mixed media skills.</i></li> <li>• <i>Students will have an understanding and appreciation of a variety of art and artists</i></li> <li>• <i>Key Areas of Art History such as Surrealism, Cubism and Pop Art.</i></li> <li>• <i>Know of a variety of different Artistic styles</i></li> <li>• <i>Building on previous learning from basic drawing skills, colour theory, techniques with materials from year 7. Accessing a broadening selection of artists, styles and materials throughout year 8.</i></li> </ul>
<p style="text-align: center;"><b>Cross-Curricular Knowledge Links:</b></p> <p><i>Geography and MFL – Artists are from different countries.</i></p> <p><i>Maths – Scaling and Grid Method</i></p> <p><i>English – Writing frames at different levels to guide written annotation</i></p> <p><i>Science – Colour Mixing and consistencies of paint</i></p> <p><i>Beliefs and Values – opinions and responses to artists.</i></p>	



techniques to refine work.

- Showing skills with a variety of materials, Evaluating strengths and areas to develop, Refining work

### **'Natural Forms'**

#### **Artists**

- Expressing Opinion, Using Key Words, Tonal Drawings, Shape and Line, In the style of an artist
- Understanding a variety of styles by different artists in response to the theme 'Natural Forms'.
- Having the choice of which artist to study, Generating Ideas, Expressing opinions, Accurate drawings, Key Words, Refining work

#### **Experimenting**

- Experimenting, Blending, Colour Mixing, Blending, Detail and Precision, Tints and Shades
- Understanding how to use a variety of materials and techniques to refine work
- Showing skills with a variety of materials, Evaluating strengths and areas to develop, Refining work

#### **Reading Lists / Sources / Reading around the subject recommendations:**

- *The Paintings That Revolutionized Art*, by Claudia Stauble
- *Great Paintings: The World's Masterpieces Explores and Explained*, by DK
- *200 Projects to Strengthen Your Art Skills*, by Valerie Colston
- *The Complete Book of Drawing: Essential Skills for Every Artist*, by Barrington Barber
- *Botany for the Artist: An Inspirational Guide to Drawing Plants*, by Sarah Simblet
- <https://www.artistsnetwork.com/free-art-instruction/>
- <https://paulpriestley.com/portfolio/starting-to-draw-part-3-two-things-to-know/>