

Medium Term Planning Document: ART Year 9

Curriculum Intent:

The Art curriculum provides students with the knowledge and tools to become fluent in both practical making skills and creative thinking, developing a visual language to express ideas. These transferable skills relate to the world at large and prepare students for next steps in education and experiences beyond school.

In Key Stage Three students experience a broad range of learning opportunities in traditional two-dimensional and three-dimensional media, including painting, printmaking, and ceramics. Through the study of inspirational practitioners, they examine British and World themes over the last 100 years, providing stimulus for developing their own ideas. Regularly examining contemporary career paths - architecture, photography and game design among others - students identify different areas of employment associated with the creative arts and how specific art skills link to other industries. All students work in co-operative learning groups where, through communication, reflection, and celebrating each other's success, understanding of the subject becomes deeper.

Progressing onto GCSE and A level, students become fully independent. Designing their own projects, photography and research provide sources for their ideas and observations of the world around them, developing a portfolio of original artwork - the body of work vital for entry into college, university, and apprenticeships.

'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Mid-year assessment provides most up to date data before students pick options. The choice of topic reflects the importance of observational drawing skills to help students and teachers reflect on suitability for GCSE Art.
- Over KS3 there has been an organised building in understanding of three dimensions and creating a scene – perspective and landscape- the more difficult aspects of such - are examined in year 9.
- Learning in year 9 requires a mature understanding of a number of processes and media visited already in years 7 and 8 and the ability to combine this knowledge with new skills in creating sophisticated explorations and outcomes that prepare students for the GCSE skills and demands.
- Self reflection and assessment is continuous – Preprinted KS3 Work journals lay out projects and learning with spaces to self/peer assess, the format aiding students understanding in a familiar way.

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

ART	Year 9 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Urban Environments- New York	Portfolio and presentation		Urban Environment 2024-25 - Lesson power points
	Introduction: Urban Environment analysis		
	Analysis: New York 'Wild Style' - how Graffiti developed into a landmark artform		
	Develop ideas: TAG – applying the rules of 'Wildstyle' Graffiti – Text, throw-up, interlocking characters	Visual scan	
	Develop ideas: TAG – applying the rules of 'Wildstyle' Graffiti – Replacement, decoration, sparkles	Verbal Feedback	
	Develop ideas: TAG – applying the rules of 'Wildstyle' Graffiti – Scenery using secondary sources of local/national landmarks etc.	Mark /5 using Department criteria	
	Present Final design – Evaluate understanding		
	<i>Careers: Video and task (refer to scheduled order)</i>		
	Key Words: Urban; Environment; graffiti Art 'Wild Style'; Tag; New York; Interlocking; throw-up; text; bubble letters; replacement ; decoration; sparkles; scenery.		

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ART	Year 9 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Urban Environments-Perspective	Introduction to perspective: Artist -Stephen Wiltshire		Perspective whole project PowerPoints with video links.pptx
	Applying Rules of one point perspective – urban scene Understanding Receding lines and Horizon line and vertical lines		
	Applying Rules of one point perspective – urban scene Feinter towards distance Smaller towards distance; Less detailed towards distance,		
	Vertical and horizontal lines remain the same	Visual scan	
	Develop an Urban scene to site Tag and Graffiti using one point perspective	Verbal Feedback	
	Complete, present and evaluate	Whole class feedback	
	<i>Careers: Video and task (refer to scheduled order)</i>	Mid-year assessment /100	
	Key Words: receding; horizon; vertical; distance; measure; illusion receding; horizon; vertical; distance; measure; illusion;		

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

ART	Year 9 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<p style="text-align: center;">Urban Environments- Frank Stella Sculpture</p>	<p>Analyse 3D, Frank Stella - artist analysis and understanding abstraction</p>	<p>Visual scan Verbal Feedback Mark /5 using Department criteria</p>	<p>Urban Environment 2024-25 - Lesson power points</p>
	<p>Explore abstract marks, colour – using tempera mix paint - Dragging, dripping, scoring, layering wet into wet and other experimental techniques</p>		
	<p>Refine abstract marks, colour</p>		
	<p>Develop slot model shapes – use images of USA culture to abstract shapes for the purpose of creating a 3D slot model</p>		
	<p>Cut out slot model shapes with scissors and store in a plastic pocket.</p>		
	<p>Paint slot shapes face 1 – allowing to dry on drying rack</p>		
	<p>Paint slot shapes face 2 – allowing to dry on drying rack</p>		
	<p>Build - 3D slot model sculpture, organise shapes make slots and complete</p>		
	<p>Evaluate and Present</p>		
	<p><i>Careers: Video and task (refer to scheduled order)</i></p>		
<p>Key Words: Fall of shadows; experiment; texture; aerial perspective; weather; season</p>			

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ART	Year 9 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Natural World: Painting and Landscape	Study of a tree in a field in watercolour	Visual scan Verbal Feedback Whole class feedback sheet Mark /5 using Department criteria	Tree in a field whole project powerpoint .pptx
	Applying understanding from term 3		
Key Words: Fall of shadows; experiment; texture; aerial perspective; weather; season			

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ART	Year 9 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Natural World The Desert and Georgia O’Keeffe	Written analysis of the artwork of Georgia O’Keeffe: Using secondary sources write magazine article	Visual scan Verbal Feedback Whole class feedback Mark /5 using Department criteria	georgia okeeffe project with voice over .pptx
	Literacy paragraphing		
	Visual analysis of Georgia O’Keeffe artwork: skull in the desert		
	Mono-print study of a Georgia O’Keeffe skull in the desert		
	Mixed-media colour experiment of bone, sky, desert		
	End of Year Assessment practice Observational drawing of a flower		
	Careers: Cartwright / stonemason		
	Key Words: Mixed-media; Georgia O’Keeffe; desert; Utah; natural form; mono-print; observation, grid drawing;		

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Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

ART	Year 9 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
End of Year Assessment The Natural World The Desert and Georgia O’Keeffe	End of Year Assessment: Present – observational drawing of a flower	Visual scan Verbal Feedback Mark /5 using Department criteria Whole class feedback E of Y assessment /100	End of year assessment - Sunflower - yr 9.pptm
	Present: Mono-print study of a Georgia O’Keeffe skull in the desert		
	Mixed-media bone, sky, desert		
	Colour, texture and effects in media		
Key Words: Mixed-media; Georgia O’Keeffe; desert; Utah; natural form; mono-print; observation, grid drawing; tonal study			