

CURRICULUM MAP (Long term plan)

SUBJECT : Art

YEAR GROUP : 9

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<u>The natural world</u>	<u>Man made</u>	<u>The natural world and/or man made</u> (Developing a final outcome)
	Formal elements focus TONE FORM COLOUR TEXTURE SHAPE SPACE	Formal elements focus TONE FORM COLOUR TEXTURE SHAPE SPACE	Formal elements focus TONE FORM COLOUR TEXTURE SHAPE SPACE
	Outcomes <ul style="list-style-type: none"> - A range of observational studies connected to the theme using different media, processes and techniques. - Artist research x 1 - Analysis of an artwork x 1 - Artist response x 1 	Outcomes <ul style="list-style-type: none"> - A range of observational studies connected to the theme using different media, processes and techniques. - Artist research x 1 - Analysis of an artwork x 1 - Artist response x 1 	Outcomes <ul style="list-style-type: none"> - Composition ideas - Refined ideas - Final outcome - Evaluation
	Knowledge, understanding and development of skills and techniques <ul style="list-style-type: none"> - Printing - Painting - Sculpture - Drawing - Annotation skills - Evaluation - Presentation skills (sketchbook) - Artist research - Analysis of artists' work - Responding to artists' work using a range of media, processes and techniques 	Knowledge, understanding and development of skills and techniques <ul style="list-style-type: none"> - Printing - Painting - Sculpture - Drawing - Annotation skills - Evaluation - Presentation skills (sketchbook) - Artist research - Analysis of artists' work - Responding to artists' work using a range of media, processes and techniques 	Knowledge, understanding and development of skills and techniques <ul style="list-style-type: none"> - Mindmapping - Moodboards - Drawing initial and developed composition ideas - Producing an original final outcome - Evaluation skills

<p>Disciplinary knowledge - what skills are practiced?</p>	<ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
<p>Key questions (What is the learning about?)</p>	<p>Can I refine my skills and produce a range of artworks using different media, processes and techniques? Can I annotate my work to explain WWW and EBI? Can I evaluate my work? Can I present my work in a professional and creative way? Can I research artists? Can I analyse the work of artists? Can I compare and contrast artworks made by the same and/or different artists? Can I create my own responses to a range of artists?</p>	<p>Can I refine my skills and produce a range of artworks using different media, processes and techniques? Can I annotate my work to explain WWW and EBI? Can I evaluate my work? Can I present my work in a professional and creative way? Can I research artists? Can I analyse the work of artists? Can I compare and contrast artworks made by the same and/or different artists? Can I create my own responses to a range of artists?</p>	<p>Can I mind map potential ideas from a given theme? Can I draw initial composition ideas? Can I develop my composition ideas to show development? Can I annotate my work to explain and justify my thoughts and ideas? Can I produce an original and skillful final outcome? Can I evaluate my work?</p>

Assessment	<p>Verbal feedback in lessons Whole class written feedback for observational studies and annotations as each is completed Self/peer assessment and whole class feedback for artist research/analysis of artwork EOT assessment - all of student's work this term</p>	<p>Verbal feedback in lessons Whole class written feedback for observational studies and annotations as each is completed Self/peer assessment and whole class feedback for artist research/analysis of artwork EOT assessment - all of student's work this term</p>	<p>Verbal feedback in lessons Whole class feedback for initial composition ideas EOT assessment (Final outcome for project and evaluation)</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Annotation of work (L) Evaluation (L) Grid method (N) Artist research (L) Analysis of artists' work (L)</p>	<p>Annotation of work (L) Evaluation (L) Grid method (N) Artist research (L) Analysis of artists' work (L)</p>	<p>Annotation of work (L) Evaluation (L) Sharing ideas/group tutorials (O)</p>
Cross Curricular Opportunities	<p>Cross curricular opportunities will be available depending on the direction of work that each individual student takes.</p> <p>English (annotation, evaluation artist research and analysis of artwork)</p>	<p>Cross curricular opportunities will be available depending on the direction of work that each individual student takes.</p> <p>English (annotation, evaluation artist research and analysis of artwork)</p>	<p>Cross curricular opportunities will be available depending on the direction of work that each individual student takes.</p> <p>English (annotation and evaluation)</p>
SMSC / Character/Careers/Cultural Capital (personal development)	<p>Students have the freedom to respond to the theme in any ways they wish (SMSC)</p> <p>Students will be exposed to a number of potential artists and designers that they can choose to investigate to inspire the development of their work (SMSC)</p>	<p>Students have the freedom to respond to the theme in any ways they wish (SMSC)</p> <p>Students will be exposed to a number of potential artists and designers that they can choose to investigate to inspire the development of their work (SMSC)</p>	<p>Exhibition of students' work (SMSC/character)</p>
Equality and Diversity	<p>Students will look at a range of artists from different times and places and will have opportunities to select their own artists/designers to investigate for their project.</p>	<p>Students will look at a range of artists from different times and places and will have opportunities to select their own artists/designers to investigate for their project.</p>	<p>Students will look at a range of artists from different times and places and will have opportunities to select their own artists/designers to investigate for their project.</p>
Super Curriculum (personal development)	<p>Art club</p>	<p>Art club</p>	<p>Y9 Art exhibition at the end of the academic year.</p> <p>Art club</p>

