| **Year 9 Curriculum Overview [2023-2024]**  **Art - Environments** | | | | | |
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| **Term** | **Knowledge & Understanding** | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Formal Retrieval**  **[if any]** |
| **Autumn Term HT1** | Key Skills - Illustration / Mark Making  Environments' in the style of Vincent Van Gogh *(1853-1890)* using Watercolour and Acrylic Paint.  Each composite - 15% x5 =75% **(25%) – Summative Assessment** | Do now retrievals on factual information.  Knowledge developed of 'Environment'art elements surrounding the artist Vincent Van Gogh.  Tonal theory both grayscale and colour, through activities and observations.  Proportion and scale, through activities and observations.  Perspective accuracy within artwork, through activities and observations.  Producing a final piece inspired  by Vincent Van Gogh, using Watercolour / Acrylic Paint. | Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.  Discussions surrounding artwork and techniques involved.  Peer and self reflections. | Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists. | Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.  Assessment on each composite and a final outcome for the project. |
| **Autumn Term  HT2** |
| **Spring Term HT3** | Key Skills - Print / Layers  Japanese landscapes *(1500 – Present)*Foam / Lino and inks.  Each composite - 15% x5 =75% **(25%) – Summative Assessment** | Do now retrievals on factual information.  Knowledge developed of *‘Japanese Landscapes’* art elements surrounding historic Japanese Landscape artists.  Develop knowledge surrounding the processes of print.  Formatting and preparing materials before printing and using ink  Layering colour theory, using print and ink techniques through activities and observations.  Mark making observations using ink and water.  Carving and printing techniques using lino.  Producing a final piece inspired  by Japanese Landscape artists using print & ink. | Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.  Discussions surrounding artwork and techniques involved.  Peer and self reflections. | Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists. | Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.  Assessment on each composite and a final outcome for the project. |
| **Spring Term HT4** |
| **Summer Term  HT 5** | Key Skills - 3D / Sculpture  Urban Landscapes, linking to architecture and graffiti artists *'Keith Haring / Banksy'*. Using Cardboard / foil / Plaster and Paint.   Each composite - 15% x5 =75% **(25%) – Summative Assessment** | Do now retrievals on factual information.  Knowledge developed of ‘Urban Landscapes, linking to architecture and graffiti artists'art elements it.  Applying colour theory to sculpture, through activities and observations.  Proportion and scale when sculpting, through activities and observations.  Exploring Form and architecture within Urban Landscape art, through activities and observations.  Develop knowledge of how to use sculpture materials (plaster/ foil/ cardboard) .  Textures within artwork, through activities and observations.  Producing a final piece Urban Landscape city, including aspects of graffiti inspired  by Keith Haring and Banksy. | Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.  Discussions surrounding artwork and techniques involved.  Peer and self reflections. | Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists. | Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.  Assessment on each composite and a final outcome for the project. |
| **Summer Term  HT6** |