

## Year 9 Curriculum

### The 2 Strands

**In KS3 we run two concurrent but linking strands on the development of practical skill and the development of art history knowledge.**

These are both designed as three year courses to provide a deep theoretical and disciplinary overview of the sweep of art history and to provide a wide range of practical approaches to skills and making in art and design. Through both of these strands run theoretical, disciplinary and practical knowledge, including planning for the spiralling of repeated skills development with a key emphasis on drawing. We run termly projects to provide a depth of skills and knowledge learning. These are planned to cover a wide breadth over the three years and contain relevant links to the Art History strands.

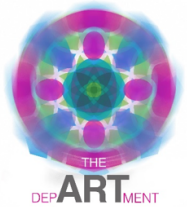
In Year 9 the classwork projects are on Tonal Drawing, Photography, Urban Art/Pen Illustration, and a GCSE Foundation project. The Art History covers Expressionism, Abstract Art, Photography and Pop Art.

The *curriculum roadmap* document provides an overview, the core knowledge in detail is provided below:

# YEAR 9

## CORE KNOWLEDGE & VOCABULARY

STRANDS	YR 9 TERM 1: TONAL DRAWING <i>How can I use tone to turn my drawings from good to excellent?</i>
Art & Design genre	Drawing – advanced tone
Knowledge (theoretical)	Definition, purpose, history of tonal work.
Knowledge (disciplinary)	The paradigms of Tonal Drawing: Traditional/Modern/Contemporary
Skills (practical knowledge)	Using range of B pencils, methods to work in detail, using pressure carefully, trace/transfer technique, using rubber and smudge technique, figure drawing, details on facial features.
Analysis	Verbal analysis in skills/knowledge discussion. Written analysis in concurrent Art History project.
Creativity /Intent	Practice of skills, developing into individualised outcomes
Psychology	Growth Mindset continuation to witness improvements.



EXPRESSIONISM	CORE KNOWLEDGE & VOCABULARY
<b>WHEN</b> DID IT START?	1905
<b>WHERE</b> DID IT DEVELOP?	Germany
WHAT WAS THE <b>CONTEXT</b> ?	1. Germany's involvement in both world wars. 2. Expressionists were against Nazism.
WHAT WERE THE <b>4 KEY FEATURES</b> ?	1) War 2) Strong colour 3) Distortion 4) Intense emotion (grief, horror, fear).
HOW DID IT <b>EVOLVE</b> ?	Continued bold brushwork & sense of atmosphere from Impressionism.
WHAT WAS <b>REVOLUTIONARY</b> ?	Changed Art towards protest, political ideas & self-expression.
3 KEY ARTWORKS:	NAME THE <b>ARTWORK</b> & <b>ARTIST</b> BELOW.



1. *Metropolis* by George Grosz

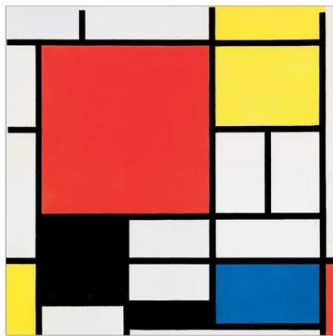


2. *The Widow* by Kathe Kollwitz



3. *The Scream* by Edvard Munch

ABSTRACT ART	CORE KNOWLEDGE & VOCABULARY
WHEN DID IT START?	1915 in Europe – 1945 for American abstract art
WHERE DID IT DEVELOP?	Europe (especially Holland) / Abstract Expressionism developed in New York
WHAT WAS THE CONTEXT?	Many arts (writing, music, theatre etc) were all pushing to their limits.
WHAT WERE THE 4 KEY FEATURES?	1) Non-realistic. 2)Complex meaning. 3)Geometric. 4)Expressive
HOW DID IT EVOLVE?	Continued pushing boundaries from Cubism and Expressionism.
WHAT WAS REVOLUTIONARY?	No attempt at reality. A new visual language. Re-defined artistic 'skill'.
3 KEY ARTWORKS:	NAME THE ARTWORK & ARTIST BELOW.



1. *Composition with Large Red Plane* by Piet Mondrian



2. *Number 1 (1950) Lavender Mist* by Jackson Pollock



3. *Yellow-Red-Blue* by Wassily Kandinsky

## CORE KNOWLEDGE & VOCABULARY

STRANDS	YR 9 TERM 2: PHOTOGRAPHY <i>How can I become a great photographer just by using my iPad and apps?</i>
Art & Design genre	Photography & Digital Media
Knowledge (theoretical)	Definition, History of Photography and methods.
Knowledge (disciplinary)	The paradigms of Photography: Traditional/Modern/Contemporary
Skills (practical knowledge)	Camera: Composition, infinity curves, lighting, portraits Editing: Crop, tune image, vignette, curves, frames, B&W, double exposure, graphic design elements.
Analysis	Verbal analysis in skills/knowledge discussion. Written analysis in concurrent Art History project.
Creativity /Intent	Practice of skills, developing into individualised outcomes
Psychology	Growth Mindset continuation.



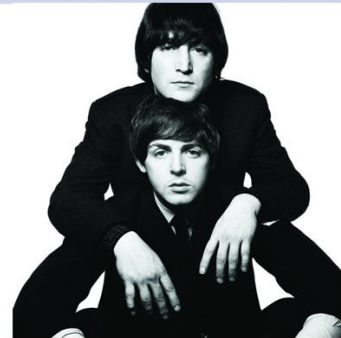
PHOTOGRAPHY	CORE KNOWLEDGE & VOCABULARY
WHEN DID IT START?	1840 Analogue. 1990 Digital.
WHERE DID IT DEVELOP?	England and France
WHAT WAS THE CONTEXT?	Advances in science of light-sensitive chemicals. Advances in machinery.
WHAT WERE THE KEY FEATURES?	A Light sensitive negative or sensor in the camera. Outcome printed onto paper. Images can have: Focus, Blur, Grain.
HOW DID IT EVOLVE?	The Camera Obscura. Scientific experiments.
WHAT WAS REVOLUTIONARY?	A new art form. Showing reality as truth. Changed society (news photography, advertising, social media etc)
3 KEY ARTWORKS:	NAME THE ARTWORK & ARTIST BELOW.



1. *Le Violin d'Ingres* by Man Ray



2. *American Gothic, Washington* by Gordon Parks



3. *John Lennon & Paul McCartney* by David Bailey

## CORE KNOWLEDGE & VOCABULARY

STRANDS	YR 9 TERM 3: OPTION 1: GCSE FOUNDATION <i>How can I progress my work towards GCSE approaches?</i>
Art & Design genre	Drawing – individualised styles & GCSE approach
Knowledge (theoretical)	Art History & developments in drawing styles.
Knowledge (disciplinary)	The paradigms of drawing: Traditional/Modern/Contemporary Drawing and assessment criteria at GCSE
Skills (practical knowledge)	Research skills relevant to chosen area. Taking elements of researched artists' styles to generate own responses. Developing drawing skills based on chosen style.
Analysis	Practical analysis – producing studies that uncover processes. Mixing practical and written analytical responses. In-depth GCSE analysis skills.
Creativity /Intent	Creative choices over styles to develop. Creative awareness of mixing styles between individuality/influence. Practice of skills, developing into individualised outcomes
Psychology	Self-belief: Seeing own work as potential GCSE standard



CORE KNOWLEDGE & VOCABULARY

STRANDS	YR 9 TERM 3: OPTION 2: PEN ILLUSTRATION <i>How can I take my Pen drawings to the next level? And further!</i>
Art & Design genre	Drawing – line and pen work
Knowledge (theoretical)	Knowledge of Sam Cox, Bein Eine, Swoon, The London Police.
Knowledge (disciplinary)	Urban Art styles and its cross-over into illustration.
Skills (practical knowledge)	Line drawing techniques, balancing black and white, 'stream of consciousness' drawing, isometric grids, drawing onto 3D forms, collaborative skills.
Analysis	Verbal analysis in skills/knowledge discussion. Written analysis in concurrent Art History project.
Creativity /Intent	Individualised themes and choices or outcomes from options.
Psychology	Drawing as 'flow state' and for therapeutic purposes.



POP ART	CORE KNOWLEDGE & VOCABULARY
WHEN DID IT START?	1955
WHERE DID IT DEVELOP?	UK then the USA
WHAT WAS THE CONTEXT?	Consumerism (the idea that life is about buying things). Mass media (TV, radio, cinema). Popular Culture (movies, pop music, celebrity etc).
WHAT WERE THE 4 KEY FEATURES?	1) Bright colours 2) High Impact and Simple 3) Influence of comics 4) Influence of celebrity.
HOW DID IT EVOLVE?	Many pop artists came from a background in graphics and advertising.
WHAT WAS REVOLUTIONARY?	Use of advertising and mass media as inspiration. Appropriation (borrowing images from other sources).
3 KEY ARTWORKS:	NAME THE <b>ARTWORK</b> & <b>ARTIST</b> BELOW.



1. *WHAAM!* By Roy Lichtenstein



2. *Shot Marilyns* by Andy Warhol



3. *Sgt Peppers album cover* by Peter Blake