

Yr9 Long Term Plan Art

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Natural Forms: Patterns Yinka Shonibare buttons Alice Ballard clay pods	Yinka Shonibare inspired designs derived from a range of primary and secondary sources.	How to develop an effective pattern design. How to manipulate clay into effective pod shapes. How to use clay tools safely in a studio environment.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	'Art is just pretty pictures' https://www.youtube.com/watch?v=Kjlx6PzajE Types of drawing (accuracy) Comprehension of key words - <i>Formal Elements & Visual Principles.</i>	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists/architects/designers KS2 Improve mastery of art and design	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Using a sketchbook to record	Challenging secondary source images. Microscope photography Studio style photography of the completed pods.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion. The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's	Creative mindset - transferable skills. Fabrics and textiles design

						techniques			Cultural: Explore different ways of working	time in Art & Design. Analysis, understanding	
2	Natural Forms: Abstract Art Mondrian sculptures	Respond to the visual style of Mondrian by creating 3D sculptures using Art straws.	How to turn a 2D drawing into a free standing 3D sculpture.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Comprehension of key words - <i>Formal Elements & Visual Principles.</i>	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists/architects/designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Monoprints (masking off lines) Franz Kline lines High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working	composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. *page in back of booklet*
3	Manmade - Abstract Art Bauhaus	Take inspiration from the Bauhaus visual style to create abstract compositions	The use of tracing paper and other skills to transfer an image from one page to another	Be creative - Experiment, develop, resilience Be curious - Critical and contextual	What does the word abstract mean? The use of tone to further		The accurate use of subject specific keywords is required for GCSE	Folded paper sculptures High level exemplars relating to key skills shared to	Social: Encourage lessons to allow for open conversations about artwork	Literacy starters - H/W tasks designed to promote discussions about artists/archite	Architecture Model Making

			<p>Appropriate pattern design</p>	<p>studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>	<p>enhance the image</p>		<p>Art & Design</p> <p>Development of key skills</p> <p>Creating links</p> <p>Developing a creative /personal response.</p>	<p>encourage additional refinements</p> <p>Incorporate photography to those that wish to work with primary source resources and who can be trusted with a camera - reward</p>	<p>and the work of classmates</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>cts/designers . Broad spectrum covered at the teachers discretion.</p> <p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.</p> <p>Analysis, understanding composition and creating links are key components of the courses.</p> <p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	
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4	<p>Manmade - Abstract Art</p> <p>Michael Craig Martin</p> <p>Irving Penn</p>	<p>The use of line, shape and colour to affect the visual outcome of an image - stylised</p>	<p>Revisit the use of tracing paper - revisit skills learned through the SKU applied to the Julian Opie stylised outcome</p>	<p>Be creative - Experiment, develop, resilience</p> <p>Be curious - Critical and contextual studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>	<p>Filling the spaces presented appropriately and using large enough scale - confidence in ability</p>		<p>The accurate use of subject specific keywords is required for GCSE Art & Design</p> <p>Development of key skills</p> <p>Creating links</p> <p>Developing a creative /personal response.</p>	<p>High level exemplars relating to key skills shared to encourage additional refinements.</p> <p>Use of scaled difficulty in second source material</p> <p>Incorporate photography to challenge learners in finding their own primary source material</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion.</p> <p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.</p> <p>Analysis, understanding composition and creating links are key components of the courses.</p> <p>Students learn to appreciate and value images and artefacts</p>	<p>Conversations about careers by linking to the objects within the composition</p> <p>Illustration</p>
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5	Cultural Identity: Hull	<p>Converting flat template design ideas into 3D papier mache outcomes</p> <p>Idea development</p> <p>Photocubism</p> <p>Collage</p>	<p>Papier Mache process</p> <p>Revisit Watercolour process</p>	<p>Be creative - Experiment, develop, resilience</p> <p>Be curious - Critical and contextual studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>	Watercolour processes and the correct use of the paint and water (consistency and blending)		<p>The accurate use of subject specific keywords is required for GCSE Art & Design</p> <p>Development of key skills</p> <p>Creating links</p> <p>Developing a creative /personal response.</p>	<p>Development ideas further to extend into Matisse style outcomes and convert complex shapes into simple shapes</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion.</p> <p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.</p> <p>Analysis, understanding composition and creating links are key components of the</p>	<p>Town planner</p> <p>Architecture</p> <p>Photographer</p>

										courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	
6	Cultural Identity: Masks	Revisit papier mache and develop ways in which to apply the cultural references using other forms of 3D material and media	Idea generation and development	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Proportions of portraiture How to exploit the cultural reference to further development their outcomes		The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Encourage pupils to work outside of school hours and challenge learners to practise photography at different locations	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural:	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion. The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.	Mask design Costume design Photographer Location scouting

									<p>Explore different ways of working</p> <p>Gaining an appreciation for the wider world, both local and global</p>	<p>Analysis, understanding composition and creating links are key components of the courses.</p> <p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	
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