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| Year group: Y9 Subject: ART | | | | | |
| Term 1 - Focus | Outcomes | | The link to curriculum aims.  Why teach this and why now? | Linked to: | Promoting SMSC |
| Acquisition of 2D art skills:  2D Mark making using  pencil  pencil crayon  charcoal  Acquisition of 3D  art skills:  3D skill development  “Junk” modelling  Using basic sketching technique:  “Hatching” | * Use different mediums to make definite images on paper: pencil, pencil crayon * Drawings should consistently include detail and shading techniques are used independently. * Be able to apply specific artistic style to own artwork independently. (e.g. abstract, popart, manga etc.)   (specific technique : Hatching)   * Use wire to make a form when 3D modelling. | | *Where appropriate Use TOPIC as inspiration for art work.*  Fine motor skills:  Refining and practicing | * Communication and interaction * Self-care and independence * Social, emotional mental health * Cognition and learning * Physical and Sensory * Topic. * Maths – pattern and shape. * Geography – art from other cultures. * History – influential historical art movements. | Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers  Moral-  Offer reasoned views on your thoughts. Following school rules.  Spiritual-  enjoy learning about oneself, others and the surrounding world  Cultural- Understand, accept, respect and celebrate your own learning as well as your peers |
| Fine motor skills:  Refining and practicing |
| Be familiar with specific 2D artist:  examples:  Matisse  Leger  Mondrian  Jawlensky  Turner  Klimt  Dali | Be familiar with specific 3D artist:  examples:  Henry Moore  Damien Hirst  Pablo Picasso  Barbara Hepworth  Eva Hesse | Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  Pupils be able to express feelings through their own art.Pupils use their own art as a way to access mindfulness for emotional well being. |
| Term 2 – Focus | Outcomes | | The link to curriculum aims.  Why teach this and why now? | Linked to: |
| Acquisition of 2D  art skills:  2D Mark making using  felt-pen  ink  Acquisition of 3D art skills:  3D skill development  plasticine  clay  Junk modelling  Using basic sketching technique:  “Cross Hatching”  Christmas Project | * Use different mediums to make definite images on paper: felt-pen, ink * Drawings should consistently include detail and shading techniques are used independently. * Be able to apply specific artistic style to own artwork independently. (e.g. abstract, popart, manga etc.)   (specific technique : cross hatching)   * Clay-work should include independent application of surface detail and texture.   (Christmas decoration etc.) | | *Where appropriate Use TOPIC as inspiration for art work.*  Fine motor skills:  Refining and practicing | * Communication and interaction * Self-care and independence * Social, emotional mental health * Cognition and learning * Physical and Sensory * Topic. * Maths – pattern and shape. * Geography – art from other cultures. * History – influential historical art movements. * RE – Christmas. |
| Fine motor skills:  Refining and practicing |
| Be familiar with specific 2D artist:  examples:  Matisse  Leger  Mondrian  Jawlensky  Turner  Klimt  Dali  Bridget Riley | Be familiar with specific 3D artist:  examples:  Henry Moore  Damien Hirst  Pablo Picasso  Barbara Hepworth  Eva Hesse  Sokari Douglas Camp | Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  Pupils be able to express feelings through their own art.  Pupils use their own art as a way to access mindfulness for emotional well being. |

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| Term 3 - Focus | Outcomes | | The link to curriculum aims.  Why teach this and why now? | Linked to: | Promoting SMSC |
| Acquisition of 2D  Art skills:  2D Mark making using  water colour  poster paint  Acquisition of 3D  art skills:  3D skill development  “Junk” modelling  Using basic sketching technique:  “Stippling” (pointillism) | * Use different mediums to make definite images on paper: watercolour poster paint * Know how to mix tertiary colours * Drawings should consistently include detail and shading techniques are used independently. * Be able to apply specific artistic style to own artwork independently. (e.g. abstract, popart, manga etc.)   (specific technique : stippling)   * Use wire to make a form when 3D modelling. | | *Where appropriate Use TOPIC as inspiration for art work.*  Fine motor skills:  Refining and practicing | * Communication and interaction * Self-care and independence * Social, emotional mental health * Cognition and learning * Physical and Sensory * Topic. * Maths – pattern and shape. * Geography – art from other cultures. * History – influential historical art movements. | Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers  Moral-  Offer reasoned views on your thoughts. Following school rules.  Spiritual-  enjoy learning about oneself, others and the surrounding world  Cultural- Understand, accept, respect and celebrate your own learning as well as your peers |
| Fine motor skills:  Refining and practicing |
| Be familiar with specific 2D artist:  examples:  Matisse  Leger  Mondrian  Jawlensky  Turner  Klimt | Be familiar with specific 3D artist:  examples:  Henry Moore  Damien Hirst  Pablo Picasso  Barbara Hepworth  Eva Hesse | Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  Pupils be able to express feelings through their own art.Pupils use their own art as a way to access mindfulness for emotional well being. |
| Term 4 – Focus | Outcomes | | The link to curriculum aims.  Why teach this and why now? | Linked to: |
| Acquisition of 2D  Art skills  2D Mark making using  Chalk pastel  Oil pastel  Acquisition of 3D  Art skills:  3D skill development  Fabric/sewing  “Junk” modelling  Using basic sketching technique:  “finger blending”  Easter Project | * Use different mediums to make definite images on paper   : chalk pastel, oil pastel   * Drawings should consistently include detail and shading techniques are used independently. * Be able to apply specific artistic style to own artwork independently. (e.g. abstract, popart, manga etc.)   (specific technique : finger blending)   * Use different basic stitches to make fabric creations   (Easter egg cosy…) | | *Where appropriate Use TOPIC as inspiration for art work.*  Fine motor skills:  Refining and practicing | * Communication and interaction * Self-care and independence * Social, emotional mental health * Cognition and learning * Physical and Sensory * Topic. * Maths – pattern and shape. * Geography – art from other cultures. * History – influential historical art movement. * RE – Easter. |
| Fine motor skills:  Refining and practicing |
| Be familiar with specific 2D artist:  examples:  Matisse  Leger  Mondrian  Jawlensky  Turner  Klimt  Bridget Riley  Seurat | Be familiar with specific 3D artist:  examples:  Henry Moore  Damien Hirst  Pablo Picasso  Barbara Hepworth  Eva Hesse  Sokari Douglas Camp. | Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  Pupils be able to express feelings through their own art.  Pupils use their own art as a way to access mindfulness for emotional well being. |

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| Term 5 - Focus | Outcomes | | The link to curriculum aims.  Why teach this and why now? | Linked to: | Promoting SMSC |
| Acquisition of 2D  Art skills:  2D Mark making using  pencil  charcoal  Acquisition of 3D  art skills:  3D skill development  Sculpture :  “Junk” modelling  Using basic sketching technique:  “scribbling” | * Use different mediums to make definite images on paper : pencil, charcoal * Drawings should consistently include detail and shading techniques are used independently. * Be able to apply specific artistic style to own artwork independently. (e.g. abstract, popart, manga etc.)   (specific technique : scribbling)   * Use wire to make a form when 3D modelling. | | *Where appropriate Use TOPIC as inspiration for art work.*  Fine motor skills:  Refining and practicing | * Communication and interaction * Self-care and independence * Social, emotional mental health * Cognition and learning * Physical and Sensory * Topic. * Maths – pattern and shape. * Geography – art from other cultures. * History – influential historical art movements. | Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers  Moral-  Offer reasoned views on your thoughts. Following school rules.  Spiritual-  enjoy learning about oneself, others and the surrounding world  Cultural- Understand, accept, respect and celebrate your own learning as well as your peers |
| Fine motor skills:  Refining and practicing |
| Be familiar with specific 2D artist:  examples:  Matisse  Leger  Mondrian  Jawlensky  Turner  Klimt  Dali  Picasso  Bridget Riley | Be familiar with specific 3D artist:  examples:  Henry Moore  Damien Hirst  Pablo Picasso  Barbara Hepworth  Eva Hesse  Sokari Douglas Camp etc.. | Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  Pupils be able to express feelings through their own art.  Pupils use their own art as a way to access mindfulness for emotional well being. |
| Term 6 – Focus | Outcomes | | The link to curriculum aims.  Why teach this and why now? | Linked to: |
| Acquisition of 2D  Art skills;  2D Mark making using  Collage  Acquisition of 3D  Art skills:  3D skill development  Sculpture  “Junk” modelling  Using basic sketching technique:  “circles”  Arts Week Project | * Use photomontage to create collage work. * Use different mediums to make definite images on paper: pencil, charcoal * Drawings should consistently include detail and shading techniques are used independently. * Be able to apply specific artistic style to own artwork independently. (e.g. abstract, popart, manga etc.)   (specific technique : circles)   * Use wire to make a form when 3D modelling. | | *Where appropriate Use TOPIC as inspiration for art work.*  Fine motor skills:  Refining and practicing | * Communication and interaction * Self-care and independence * Social, emotional mental health * Cognition and learning * Physical and Sensory * Topic. * Maths – pattern and shape. * Geography – art from other cultures. * History – influential historical art movements. |
| Fine motor skills:  Refining and practicing |
| Be familiar with specific 2D artist:  examples:  Matisse  Leger  Mondrian  Jawlensky  Turner  Klimt  Dali  Picasso  Bridget Riley | Be familiar with specific 3D artist:  examples:  Henry Moore  Damien Hirst  Pablo Picasso  Barbara Hepworth  Eva Hesse  Sokari Douglas Camp | Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  Pupils be able to express feelings through their own art.  Pupils use their own art as a way to access mindfulness for emotional well being. |

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| End of Year 9 Outcomes | (See Outcomes for Y3-Y8)  Know how to mix tertiary colours  Drawings should consistently include detail and shading techniques are used independently.  Use wire to make a form when 3D modelling.  Clay-work should include independent application of surface detail and texture.  Be able to apply specific artistic style to own artwork (e.g. abstract, popart, manga etc.)  Be able to apply style of specific artist independently.  Use different basic stitches to make fabric creations.  Use photomontage to create collage work  Be familiar with the work of at least 3 specific artist (artists TBC – dependent upon topics)  Vocabulary focus :  Tertiary colour |