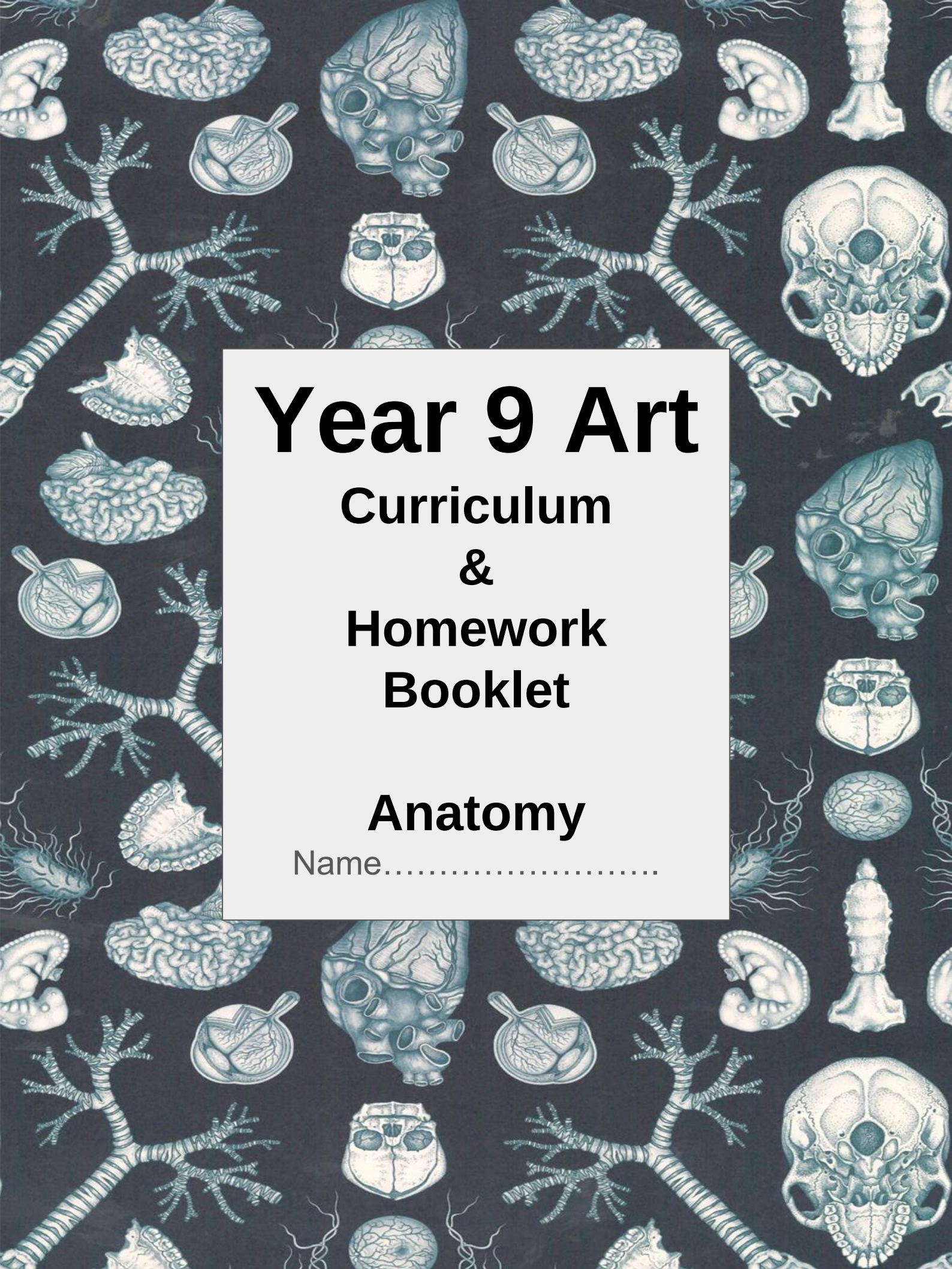


Year 9 Art

Curriculum
&
Homework
Booklet

Anatomy

Name…….

WLA ART

Curriculum theme:

Analyse, Compare & Connect

*The focus in **Year 9** is to further develop skills in* **responding to the work of others, develop and refine their pieces, record their ideas. Students will source their own inspiration and develop their ideas into personal and meaningful responses.**

Think, Plan, Design, Create, Reflect, Refine

3 Making the project personal

We will reflect on the project content and make informed decisions of how to move forward by writing statements of intent and creating design ideas. We will then realise these designs from a range of experimental pieces.
We will reflect on these experiments we made and plan for a final outcome, this piece will combine together our most successful ideas to create a final outcome. We will then reflect upon this and the project journey in the form of an evaluation.

Practical Assessment: Assessment against project progression.
: Work is assessed looking at how students respond to the work of others, develop and refine their pieces, record their ideas and produce meaningful responses.

Real outcome: Seeing work as it progresses and making informed decisions develop towards
final pieces produced.

artist.

2. Photography, 3D & choice

We will work on your ipads to create digital sketchbooks. We will explore still life and material reaction photography to drawing inspiration from the photographers Alexia Sinclair or Klari Reis. Ceramic skills from year 7 will be revisited and built upon learning how to create 3d vessels using thumb and slab pot construction techniques inspired by the brand weird and wonderful ceramics. After studying a wide range of artists and media throughout KS3 Students will move on to research and source an artist of their choice whose work is inspired by anatomy. We will then explore the artists media and methods creating work in response to them. Allowing and encouraging personalisation and own artist flair.

Assessment: Work is assessed looking at how students respond to the work of others, develop and refine their pieces, record their ideas and produce meaningful responses.

Real outcome: Looking at a working brand and price points of pieces of Weird and wonderful ceramics. Production of a whole year group collaborative piece to be displayed in the foyer.

1. Print, Draw, Paint

Building on from basic mono and drypoint earlier in the curriculum we will develop our understanding and skills in mixed media and layer printing exploring colour and pattern drawing inspiration form Christina Dervin. From Linework skills in print we will transfer to drawing medias, drawing inspiration from Leonardo Da Vinci and the Renaissance period, with a focus on accuracy proportion and recording realism skills when recording observations. Moving on to colour work we explore the brand 'The forest cloak' exploring and experimenting with their techniques layering and blending in water colour and combining pen and mark making methods examined when studying Da Vinci.

Assessment: Self and peer reflection comments and Teacher feedback
Real outcome: Digital exhibition on Art Instagram: WLA art. Exhibit paintings in school

Year 8 recap

We will be revisiting all of the skills and knowledge developed in Year 8. Throughout all of the units in Year 9, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

Challenge and Ambition Non - Negotiables in ART
‘Every lesson, Everyday’.

- ‘Train your brain’ task engages learners with the lesson ahead, begins thinking
- No hands up
- Why questioning
- **Purple is or Challenge colour - you will see this in both tasks and marking.**
- Questions are aimed to challenge at a personal level - knowing your learners
- Adaptive teaching providing personalised advice, feedback and stretch
- DIRT marking to extend and stretch
- Actioning DIRT comments
- Challenge activities - harder options
- VERBALISING ‘challenge and ambition’ - letting students know they will find tasks hard and they will need to be resilient, promoting that its ok.
- Encouraging risk taking
- Exit tickets to assess learning and measure progress.

Year 9

In year 9 the complexity of subject matter builds again - looking at human anatomy. You will further refine your skills in formal elements looking at the rules of proportion and accuracy, alongside all previous. You will study a wide variety of artist and have opportunities to select between sources of inspiration and source your own, developing a personal and engaging project route. As alway you will reflect on your work and the work of others using specialist vocabulary, DIRT Comments are used to extend learning at an individual level and encourage you to be ambitious progressing your understanding and skills. As a taster of GCSE you will develop your own project route - personalising your curriculum, selecting your own artists to draw inspiration from, to think about how and why you will respond is a specific way and to continual critically reflect on your progress. Again, DIRT Comments are used to extend your learning at an individual level and encourage you to be ambitious. As with year 7 and 8 Exit tickets are then used to monitor and assess your individual progress. Assessment is used to inspire you to make the pieces you want, selecting your subject, developing and planning composition, selecting chosen media. You will conclude the project with a personal and ambitious outcome developing independent work through personal reflection and choice of media, scale and subject - Encouraging you to start thinking about being an artist.

Milestone 1 – Keywords

Print
Transferring ink to create artwork

Ink
Pigmented liquid for drawing.

Layout
Arranging elements on a page

Shape
A defined area or form.

Line
A continous mark

Tone
Light and dark areas

Cells
Small sections or grids

Watercolour
Transparent paint.

Anatomy
Drawing the human Body.

Monoprint
A unique print.

Dry Point
Scratched intagilo.

Composition
Balancing a picture.

Proportion
Size relationships

Realism
True-to-life art...

Renaissance
Art from the 1400s–1600s

Mark Making
Creating different marks

Delicate
Fine and detailed.

Milestone 1: Print - Draw - Paint

MEDIA - Dry printing - Monoprinting - Pencil drawing - Biro drawing - Watercolor - Preferred technique

Skill: RECORDING SHAPE & LINE ➡ TONE AND SHADING ➡ MARKING MAKING ➡ LAYERING ➡ BLENDING ➡ COLOUR MIXING ➡ PLANNING & REFLECTING

Artist Analysis Sentence Starters

- The artist name is ….
- The main subject matter is of their work is ……..
- I would describe the colours in the artwork as….
- I think the process involved are….
- The composition of the work is laid out …..
- My personal opinion of the work is ……
- Overall, the artwork leaves me feeling…..

Milestone 2 – Keywords

Photography
Capturing image with a camera.

Light
Source of tone and shadows

Camera
A device for taking photos

Reaction Time
Speed of response

Clay
Soft material for sculpture.

Manipulate
Shaping and controlling

Personal
About your own ideas.

Meaningful
Having deep significance.

Still Life
Objects arranged as art

Three Dimensional
Not flat, having depth.

Ceramics
Pottery made from clay.

Slab Pot
Built from flat pieces.

Thumb Pot
Small pot shaped by hand.

Slip
Liquid clay mixture.

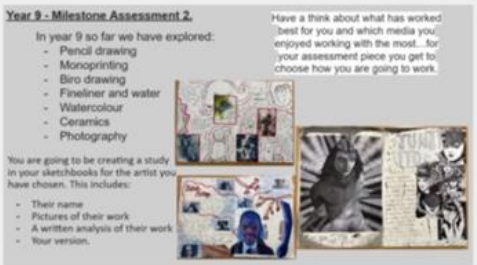
Glaze
Shiny, glassy coaing

Glaze
Shiny, glassy coating.

Delicate
Fresonal dota ted.

Milestone 2: Photography, 3D and Choice

MEDIA - Photography - Ceramics



Skill: Photoshoot ➡ Lighting ➡ Arrangement ➡ Angles ➡ Form and shape ➡ 3D Modeling ➡ Independent study

Artist Analysis Sentence Starters

- The artist name is ….
- The main subject matter is of their work is ……..
- I would describe the colours in the artwork as….
- I think the process involved are….
- The composition of the work is laid out …..
- My personal opinion of the work is ……
- Overall, the artwork leaves me feeling…..

Milestone 3 – Keywords

Milestone 3: Personal Journey

Making the project personal

Review ➡ Reflect ➡ Refine ➡ Plan ➡ Choice ➡ Experiment ➡ Outcome ➡ Evaluate

Annotations

- To develop this further I could
- I like/ dislike this because
- I think using …. worked really well because…
- If I was to do this again I would….
- I have used…. style by……

Useful Opinion Starters

- I think...
- In my opinion...
- I believe...
- This suggests...
- This could represent...
- This might symbolise...
- The artist may have wanted to...
- One reason for this could be...
- Overall, I think...

Year 9 Art Homework Guide

Art Homework will be given every ⅔ lessons - students will have a full week minimum to complete their homework.
If a student forgets their homework they will receive a day's grace to complete and hand in. If they fail to do this they will receive a breaktime detention.

Milestone 1 - Print - Draw - Paint		
Task	Research Answers	done
1.**Research** the Artist **Christina Dervin** and find 5 facts about her work	1. 2. 3. 4. 5.	☐
2. **DIRT** Christina Dervin page - this should include titles, prints and analysis. You could add coloured paper or water color to the background **FRAYER Model** - Realism		☐
3. Research the artist Leonardo Da Vinci and find 5 facts about his work. **FRAYER Model** - Renaissance	1. 2. 3. 4. 5.	☐
3. Continue to work on your **pencil drawing** adding lots of tone and detail to create a realistic outcome		
4. Continue to work on your **Pen drawing** by adding cross hatching and mark making to show tone and detail.		
5. Research the work of The Forest Cloak: Science Art and Stationary and find 5 facts about the work.	1. 2. 3. 4. 5.	

6. Continue to work on your Watercolour bone by layering and applying fineliner to build details.		☐
7. **DIRT** The Forest Cloak: Science Art and Stationary page - this should include titles, prints and analysis. You could add coloured paper or water color to the background		☐
8. Milestone assessment - Finish **planning and preparing** for your piece		☐
Milestone 2 - Photography - 3D - Choice		
1. Research **ONE** of the Photographers **Alexia Sinclair OR Klari Reis** and find 5 facts about their work.	1. 2. 3. 4. 5.	☐
2. **DIRT** Improve your **Alexia Sinclair OR Klari Reis** slides - this should include title, analysis, Contact sheet, edits, screenshots and analysis. **FRAYER Model** - Composition		☐
3. **DIRT** Improve your **Weird and Wonderful Ceramics** page - this should include title, your design ideas and analysis.		☐
4. Research **Chosen Artist** and find 5 facts about their work.	1. 2. 3. 4. 5.	☐
5. Continue to work on your **piece and page** for your chosen artist.		☐
Milestone 3 - Making the project personal		
1. DIRT complete Statement of intent, Mood Board and Spider diagram.		☐
6. **DIRT** Improve your experiments, reflect on your choices and verbal feedback. **FREYA Model** - Refine		☐
9. **DIRT** improve		☐
Milestone 4 - Reflect & Evaluate		
10. Complete your Final Designs with keywords and notes to explain your ideas. **FREYA Model** - Reflection.		☐

11. Complete **your piece t**o the best of your ability to show off your skills.	☐

Frayer Models

This word means…

Linked ideas/ associations/ etymology/ affix meanings of the word are:

Realism

Provide an example of how we apply this word in

This word means…

Linked ideas/ associations/ etymology/ affix meanings of the word are:

Renaissance

Provide an example of how we apply this word in

This word means…

Linked ideas/ associations/ etymology/ affix meanings of the word are:

Composition

Provide an example of how we apply this word in

This word means…

Linked ideas/ associations/ etymology/ affix meanings of the word are:

Refine

Provide an example of how we apply this word in

This word means…

Linked ideas/ associations/ etymology/ affix meanings of the word are:

Reflection

Provide an example of how we apply this word in