

Year 9 Art Curriculum Map

	Autumn Term	Spring Term	Summer Term
Unit Length	<p>Autumn 1: Recording and refining/Confectionary</p> <p style="text-align: center;">1 lesson every week</p> <p>Autumn 2: Recording and refining/Confectionary</p> <p style="text-align: center;">1 lesson every week</p>	<p>Spring 1: Refining and presenting/Day of the Dead</p> <p style="text-align: center;">1 lesson every week</p> <p>Spring 2: Refining and presenting/Day of the Dead</p> <p style="text-align: center;">1 lesson every week</p>	<p>Spring 1: Developing links with artists/Inside, Outside</p> <p style="text-align: center;">1 lesson every week</p> <p>Spring 2: Developing links with artists/Inside, Outside</p> <p style="text-align: center;">1 lesson every week</p>
Assessment Objectives	<p>KS3 National Curriculum: a) to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. b) to use a range of techniques and media, including painting. c) to increase their proficiency in the handling of different materials. d) to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. e) about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>		
Description of the topic and key learning outcomes.	<p>Autumn 1 Students will focus on developing their artist's knowledge of contemporary and traditional artists who have worked with this theme. Artist copies and critical written analysis will be a key focus.</p> <p>Autumn 2 Students will develop a series of mixed media works in response to artists studied, following a confectionary theme. They will develop on existing skills and also be introduced to a range of new mixed media in this unit.</p>	<p>Spring 1 Students will be introduced to a range of street artists throughout history. Artist boards will be developed in the form of imagery, artist copies and analysis.</p> <p>Spring 2 Students will work as artists/designs by following a project design brief, whereby they design merchandise linked to street artist styles using a range of mixed media.</p>	<p>Summer 1 Students will develop a range of 2d/3d designs in mixed media. Studies will explore artists/craftspeople who have created art work related to the theme.</p> <p>Summer 2 Students will develop 2d/3d art work, which is inspired by artists studied and developed from earlier designs.</p>
Assessment objectives and skills being taught	NC: a) b) c) d) e)	NC: a) b) c) d) e)	NC: a) b) c) d) e)
Prior Learning	<p>KS2 Curriculum</p> <ul style="list-style-type: none"> -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art, craft and design Techniques. -Evaluate and analyse creative works using the language of art, craft and design. 	<p>KS2 Curriculum</p> <ul style="list-style-type: none"> -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art, craft and design Techniques. -Evaluate and analyse creative works using the language of art, craft and design. 	<p>KS2 Curriculum</p> <ul style="list-style-type: none"> -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art, craft and design

	-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. KS3 Curriculum a) b) c) d) e)	-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. KS3 Curriculum a) b) c) d) e)	Techniques. -Evaluate and analyse creative works using the language of art, craft and design. -Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. KS3 Curriculum a) b) c) d) e)
Milestone assessments	Baseline test. Teacher assessment at the end of the unit.	Teacher assessment at the end of the unit.	Teacher assessment at the end of the unit.
Wider reading	Research skills and techniques being studied, along with artists. Watch you tube tutorials and practise.	Research skills and techniques being studied, along with artists. Watch you tube tutorials and practise.	Research skills and techniques being studied, along with artists. Watch you tube tutorials and practise.
Literacy programme	Knowledge Organiser /Written artist analysis and annotations/Literacy mats.	Knowledge Organiser / Written artist analysis and annotations/Literacy mats.	Knowledge Organiser/ Written artist analysis and annotations/Literacy mats.
Independent Learning Tasks	Knowledge Organiser ILT research relating to topics/techniques being studied.	Knowledge Organiser ILT research relating to topics/techniques being studied.	Knowledge Organiser ILT research relating to topics/techniques being studied.
Cross Curricular Links	Maths: Proportion/perspective/measuring	Religious Education: Celebrations Geography: World Celebrations	Science: Anatomy Technology: 3D design
CEIAG	Careers links to professional artists, designers and inventors within the art and design industry. Skills taught will include researching, recording, refining, presenting, organisation, time management, questioning, analysing and evaluating.	Careers links to professional artists, designers and inventors within the art and design industry. Skills taught will include researching, recording, refining, presenting, organisation, time management, questioning, analysing and evaluating.	Careers links to professional artists, designers and inventors within the art and design industry. Skills taught will include researching, recording, refining, presenting, organisation, time management, questioning, analysing and evaluating.
RRS	Article 14: Freedom of thought, belief and religion. Article 28: Right to education. Article 29: Goals of education. Article 14: Freedom of thought, belief and religion. Article 2: Non-discrimination. Article 31: Leisure, play and culture.	Article 14: Freedom of thought, belief and religion. Article 28: Right to education. Article 29: Goals of education. Article 14: Freedom of thought, belief and religion. Article 2: Non-discrimination. Article 31: Leisure, play and culture.	Article 14: Freedom of thought, belief and religion. Article 28: Right to education. Article 29: Goals of education. Article 14: Freedom of thought, belief and religion. Article 2: Non-discrimination.