

Year 9 Art Curriculum 2023-24

The focus with year 9 is initially on refining skills and techniques with a particular focus on paint. Students revisit skills learnt in year 7 and 8 so that they can become even more confident and fluent with these in order to effectively communicate ideas. The second half of the year students embark upon a personal project whereby they consider 'Culture and Identity', what this means to them and how can they explore this in their art work. Students are encouraged to generate a personal idea of their own and to consider a range of outcomes and possibilities.

<u>Autumn Term</u>	<u>Assessment</u>	<u>Extension/Development</u>
<p>Watercolour Painting Marbles Students to experiment with watercolour paint, mixing colour, blending and capturing reflection.</p> <p>Autumn Leaves</p> <p>Exploring poster paint application techniques working in a looser, more expressive manner. Experiment and explore a range of paint application techniques. Mixing colours wet in wet (Alla prima) Record from direct observations.</p>	<p>Record-making refinements as work progresses. Experimenting with processes and exploring paint. Have I practised blending? Am I able to build up and gently blend translucent washes to suggest reflections?</p> <p>Have I experimented with stippling, dabbing raw colours? Have I created new shades, still retained flashes or pure colour. Added detail with contrasting colouring pencil.</p>	<p>Research MC Escher, particularly his 'Hand with reflecting sphere.' Produce a similarly detailed and distorted self-portrait by observing your reflection in a convex or concave object. Look at the work of Photorealist like Charles Bell and Audrey Flack.</p>
<p>Vanitas Still Life Students to observe and carefully record a Still Life revisiting the layered watercolour painting process. Consider 'Vanitas' and symbolism.</p>	<p>Develop ideas inspired by the work of Travis Bedel. Experiment with composition and combinations whilst considering the implications of the imagery used. Record ideas in a series of sketches. Have I explored a range of composition possibilities with loose, quick sketches and notes? Have I considered colour and worked small areas with skill in my chosen media? Have I thought about symbolism and the meaning implied by my choice of imagery</p>	<p>Autumnal photoshoots: observe the changing of the seasons and record through a series of photoshoots that look at different times of the day, lighting and composition. See Albarran Cabrera and Darren Almond for inspiration.</p>
<p><u>Spring Term</u> Culture and Identity Students to study portraiture, proportion and to consider Culture and Identity. Students to produce a personal outcome, communicating their own thoughts and ideas in response to stimulus. Students can choose to work in paint, collage, stitch or mixed media.</p>	<p>Develop ideas inspired by artists' work. Record ideas as they progress and refine plan for final piece. Explore a range of composition possibilities and experiment with different combinations of media. Generate a creative idea for a final piece that communicates your thoughts and intentions – present a</p>	<p>To fully complete chosen composition idea working with line, tone and pattern and then select area to copy and then develop using mixed media. Research artists that explore culture and identity through their art work. Consider Frida Kahlo, Jean Michel Basquait, Yinka Shonibar and Kehinde Wiley.</p>

	<p>personal response. Have I presented an outcome that effectively communicates my thoughts and intentions? Does my composition work with the blending of the portrait and the pattern/decoration? Have I demonstrated skill and refinement with my chosen media and in the elements of</p>	
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