



Curriculum Map for Art & Design Year 9

YEAR 8	Autumn 1 & 2
Topics	<p style="text-align: center;">Exploring Context and Cultural Identity</p> <p style="text-align: center;">The Work of Sarah Graham and Study of the Festival 'Day of the Dead'</p> <p style="text-align: center;">Theme is 'Bittersweet'</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the Day of the Dead and understand how the festival has a quite different approach to death and the afterlife. This is then reflected in the artwork they create which is influenced by colour and floral patterns. • Students will learn how to draw skulls with the correct shapes and proportions. They are shown how to use their existing knowledge of tone and mark making to create realistic illustrations of skulls. • Students will learn to use mixed media to create a series of illustrations based on skulls but then apply this create process to illustrations of sweets and chocolate. This refers to the work of Sarah Graham, who specialises in realistic paintings of nostalgic sweets.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Artist analysis, investigating the work of Sarah Graham and using it as inspiration for their own work. • Students are able to apply their existing knowledge of the formal elements and now start to use other artistic terms when analysing artwork by Sarah Graham. • Students will be able to talk about how the formal elements are used within the imagery of Day of the Dead. • Students are taught to experiment with materials like those used by the artist. • The project concludes with a large group project that is based on the research, materials and skills used throughout the project.
Skills	<ul style="list-style-type: none"> • Students understand how control and respond to challenging illustrations. • They will push their drawing ability further by responding to photo realistic work. • During this project students apply their understanding of the formal elements. • Students will continue to present their sketchbook work and take pride in their presentation. • Students will consider the theme 'Day of the Dead' and make creative decisions that reflect the imagery. • Students are introduced to the work of 2 separate artists during this project, they must analyse images by the artists and are taught how to interpret the working style through materials and processes.
Links To Prior Learning	<ul style="list-style-type: none"> • Applying prior understanding of the formal elements. • Understanding of the theme 'Day of the Dead'.
Literacy/ Numeracy	<ul style="list-style-type: none"> • During Year 9 students use their prior knowledge of the formal elements when talking about their work and the work of others. They should understand these terms and be able to explain how they are used in artwork. Students in Year 9 supplement this vocabulary with additional key terminology established over the course of Year 8 and 9. • The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work.

	<ul style="list-style-type: none"> Once students establish how they communicate, they are encouraged to provide more informed responses. In Year 9, they should be referring to the formal elements frequently in their writing. Measurements and quantity of materials are referred to during the project. During the Bittersweet theme, students must understand different forms of measurements and quantities. Students must be aware of how to build compositions and use the available space. Students must consider the number of materials that are used, following the instructions from their teacher. This is especially relevant when creating outcomes to a large scale as part of their group work. Students will read information sheets about their artists and use the information to structure their analysis.
Cross Curricular	<ul style="list-style-type: none"> Day of the Dead- links with Spanish and Philosophy and Ethics. Sweets - Diet and healthy lifestyle. During Year 9 there is an emphasis on context and cultural identity.
Assessment	<ul style="list-style-type: none"> Homework tasks are assessed. Assessment of sketchbook tasks. This concludes with a large class piece that will be displayed around school.

YEAR 8	Spring 1 & 2
Topics	<p align="center">Investigating Pop Art and Consumerism in America The Work of Andy Warhol and Roy Lichtenstein Theme of 'Pop Art'</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Students will learn about the theme Pop Art and how consumerism influenced the subject matter during this period. During Pop Art students will use their prior understanding of the formal elements and colour theory to create responses to the theme. Students will learn how printing processes can be used to replicate detailed pieces of work quickly. Students will illustrate bean cans in the style of Andy Warhol, using printing techniques appropriate to the artist. Students will learn how to create illustrations of Superheroes inspired by the work of Roy Lichtenstein.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> Artist analysis, investigating the work of Roy Lichtenstein and Andy Warhol. Students will use their artwork as inspiration for their outcomes in response to the theme. Students will be able to apply their existing knowledge of the formal elements, with additional terminology they have developed throughout Year 9 to write confidently about the work of Warhol and Lichtenstein. Students will be able to make connections between the formal elements and the type of imagery created during the Pop Art movement. Students respond to the work of Warhol and Lichtenstein through use of similar materials and processes used by the artists.
Skills	<ul style="list-style-type: none"> Students will consider the theme of Pop Art and create responses that are informed by contextual resources. Students will analyse the work of Andy Warhol and Roy Lichtenstein; they will be able to make visual connections between their pieces of work. Students will experiment with print making, a range of materials and processes. Students will create illustrations inspired by Superheroes and the work of their researched artists. Students will use oil pastels, colouring pencils, fine liners and stencils to create their responses. They will use their established understanding on mono-printing to create successful prints. Students continue to present their sketchbook work and take pride in their presentation.

Links To Prior Learning	<ul style="list-style-type: none"> • Building on existing knowledge on the formal elements established during Years 7 and 8. • Use of materials and processes. • Established skills. • Understanding of the theme 'Pop Art'.
Literacy/ Numeracy	<ul style="list-style-type: none"> • During Year 9 students use their prior knowledge of the formal elements when talking about their work and the work of others. They should understand these terms and be able to explain how they are used in artwork. Students in Year 9 supplement this vocabulary with additional key terminology established over the course of Year 8 and 9. • The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work. • Once students establish how they communicate, they are encouraged to provide more informed responses. In Year 9, they should be referring to the formal elements frequently in their writing. • Measurements and quantity of materials are referred to during the project. During the Pop Art theme, students must understand different forms of measurements and quantities. Students must be aware of how to build compositions and use the available space. Students must consider the number of materials that are used, following the instructions from their teacher. This is especially relevant when they are creating outcomes or creating prints. • Students will read information sheets about their artists and use the information to structure their analysis.
Cross Curricular	<ul style="list-style-type: none"> • Consumerism • Everyday Objects • Pop Culture • Heroes
Assessment	<ul style="list-style-type: none"> • Homework tasks are assessed. • Assessment of sketchbook tasks. • Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.

YEAR 8	Summer 1 & 2
Topics	<p align="center">Investigating Identity and their Connection to the Digital World</p> <p align="center">The Work of Space Invader and Guy Whitby</p> <p align="center">Theme of 'Pixel Art'</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the theme Pixel Art and understand how identity and imagery can be altered through digital means. • Students will use their prior understanding of the formal elements and will be required to use them proficiently in order to create responses to the theme. • Students will learn how to use manual process to interpret digitisation of imagery, with students investigating the work of Whitby and Space Invader. In the process using materials appropriate to the artists. Whitby is known for his collage portraits, which are constructed through keyboard buttons and recycled materials. Space Invader is a street artist that creates artwork from mosaic tiles. • Students will create ceramic portraits inspired by the work of both artists.
Disciplinary Knowledge – How The Knowledge Will Be Built	<ul style="list-style-type: none"> • Artist analysis, investigating the work of Space Invader and Guy Whitby. Students will use their artwork as inspiration for their outcomes in response to the theme. • Students will be able to apply their existing knowledge of the formal elements, with additional terminology they have developed throughout Year 9 to write confidently about the work of Space Invader and Whitby.

On and Applied	<ul style="list-style-type: none"> • Students will be able to make connections between the formal elements and the type of imagery created during the project. • Students respond to the work of Space Invader and Whitby through use of similar materials and processes used by the artists. • The project concludes with a large-scale group piece inspired by young icons and the work of their artists.
Skills	<ul style="list-style-type: none"> • Students will consider the theme 'Pixel Art' and will create responses that reflect their contextual research. • Students are introduced to the work of Space Invader and Whitby separate artists during this project; they have to analyse images by the artists and are taught how to interpret the working style through materials and processes. • Students experiment with a range of materials and processes, creating illustrations inspired by the work of Whitby and ceramic work inspired by Space Invader. • Students will be taught how to use mosaic tiles to create large scale pieces of work. • They will use recycled materials to create responses to the work of Whitby.
Links To Prior Learning	<ul style="list-style-type: none"> • Knowledge of identity and digital footprint. • Understanding how identity can be manipulated and distorted digitally.
Literacy/ Numeracy	<ul style="list-style-type: none"> • During Year 9 students use their prior knowledge of the formal elements when talking about their work and the work of others. They should understand these terms and be able to explain how they are used in artwork. Students in Year 9 supplement this vocabulary with additional key terminology established over the course of Years 8 and 9. • The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work. • Once students establish how they communicate, they are encouraged to provide more informed responses. In Year 9, they should be referring to the formal elements frequently in their writing. • Measurements and quantity of materials are referred to during the project. During the Pixel Art theme, students must understand different forms of measurements and quantities. Students must be aware of how to build compositions and use the available space. Students must consider the number of materials that are used, following the instructions from their teacher. This is especially relevant when they are working as part of a group and creating large scale pieces of work. • During the Pixel Art project, students will need to be aware of how they are using grid systems and assembling pieces of work. • Students will read information sheets about their artists and use the information to structure their analysis.
Cross Curricular	<ul style="list-style-type: none"> • Identity • Digital Footprint • Icons • Ceramics
Assessment	<ul style="list-style-type: none"> • Homework tasks are assessed. • Assessment of sketchbook tasks. • Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.