

ART

Year 9 - Long Term Plan

Unit	Unit Intent	Feeds Forward to...	Content Coverage	Methods of Assessment	Reading List
<p>Unit 1: Protest, Politics & Society Looking at how Art helped to make us human and exploring how we use it for political and societal reasons.</p> <p><u>Elements of the Art Curriculum:</u> ACH ACC ACD</p>	<ol style="list-style-type: none"> To help students understand the role of Art in the evolution of humans, and the importance of Art in our day to day lives. To explore the role of Art in social and political movements, focussing on how works communicate ideas and feelings. To understand the power of protest and the role that Art plays in this. To study several movements in detail, to learn how specific ideas were communicated, and how Art supported them. 	<ul style="list-style-type: none"> Personal identity & development Confidence Expression Representation & Equality Open minded Cultural appreciation Analysis skills Opinion giving/forming Reading images Understand visual language Creative thinking Historical & Social significance of the Arts <p>This unit is intended to support students in understanding the wider social implications of Art. This feeds forward to the understanding and application of Art as a method of protest and communication socially, as well as personally.</p>	<p>Students to look at the role of Art in the evolution of human beings. Students will look at how Art helped to create community and how this translates in our current world.</p> <p>Students to look at key political and social moments (historically and contemporary). They will study how Art was relevant to these ideas and how they were communicated.</p> <p>Students will look at Protest Art and the power that creativity brings to protest.</p> <p>Students will understand several key movements (e.g. Extinction Rebellion, Suffragettes, Arpilleras etc.) and how Art helped people to cope, communicate, survive, come together and overcome.</p> <p>Students will use their knowledge to choose a political or social issue that they will then respond to by creating their own artwork.</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill <p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort <p>Final Piece</p> <ul style="list-style-type: none"> Skill Effort <p>Knowledge of Protest, Politics & Society Test</p> <ul style="list-style-type: none"> Knowledge 	<p>V&A Disobedient Objects Exhibition Blog https://www.vam.ac.uk/blog/disobedient-objects</p>

<p>Unit 2: Media Skills Developing media skills by experimenting with different materials.</p> <p><u>Elements of the Art Curriculum:</u> ACP ACR ACC</p>	<ol style="list-style-type: none"> To look closer at different media and their properties. To understand the pros and cons of different media, and their combinations. To explore different applications of media and how the choice of medium affects the mood, feeling, message and energy of an artwork. To develop annotation skills in relation to own work. To explore the variety of ways in which other artists explore materials, and how a passion for materials can lead to entire collections of artworks. 	<ul style="list-style-type: none"> Analysis skills Understand visual language Creative thinking Annotation skills Experimentation skills Research/investigation skills Evaluation skills Reflection & review Media skills Independent learner Technical vocabulary Drawing skills <p>This unit is key in consolidating the knowledge of media that students have built up over the rest of the course. Being able to successfully choose and apply media is key to the GCSE courses and understanding of other artists work. This feeds forward to experimentation and analysis.</p>	<p>Students will study several artists who use media as a key element of their work (e.g. Goldsworthy, Turner, Kollwitz, Hepworth). They will look at choices, properties and start to create their own 'Media Encyclopaedia'.</p> <p>Students will explore 2D experimentation to create different effects with media, and see how they can manipulate them to create certain feelings and energies.</p> <p>Students will create a final piece in response to their favourite artist, clearly experimenting and refining their ideas so that their artwork has the intended outcome (a statement of intent).</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill <p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort <p>Final Piece</p> <ul style="list-style-type: none"> Skill Effort <p>Knowledge of Media Test</p> <ul style="list-style-type: none"> Knowledge 	
<p>Unit 3: Arts Award Completing the Bronze Arts Award.</p> <p><u>Elements of the Art Curriculum:</u> ACC ACR ACP ACD ACH</p>	<ol style="list-style-type: none"> Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF) and is open to young people aged 11 to 25. Students will participate in the award to allow them to gain an extra qualification and explore their personal experiences within the Arts. 	<ul style="list-style-type: none"> Independent learner Excitement Effort Confidence Analysis skills Understand visual language Creative thinking Annotation skills Experimentation skills Research/investigation skills Evaluation skills Reflection & review 	<p>To achieve a Bronze Arts Award, young people collect evidence in an individual arts log or portfolio of their experiences of:</p> <ul style="list-style-type: none"> actively participating in any art form at least one arts event and their review of that event researching the career and work of an artist or craftsman passing on an arts skill 	<p>Arts Award Assessment Framework</p>	<p>Arts Award Blog https://www.voicemag.uk/bronze</p>

		<p>Arts Award is intended to allow students to explore the Arts in a personal, independent way and to achieve a qualification that shows their engagement with the Arts and creativity.</p>			
<p>Unit 4: Telling Tales Exploring narrative and communication in Art.</p> <p><u>Elements of the Art Curriculum:</u> ACC ACR ACP ACD ACH</p>	<ol style="list-style-type: none"> 1. To understand the use of Art in storytelling. 2. To explore the various ways in which artworks can 'tell tales' and the many layers in which they do so. 3. To explore how Art can tell stories across time, space and language barriers. 4. To experiment with different ways to tell a story through artwork. 	<ul style="list-style-type: none"> • Confidence • Analysis skills • Understand visual language • Creative thinking • Annotation skills • Experimentation skills • Research/investigation skills • Evaluation skills • Reflection & review • Personal identity & development <p>This unit is the end of the KS3 course and brings together everything that has been studied. Students will use their knowledge and skills to create a personal, meaningful artwork that realises intentions. This feeds forward to GCSE, where students have to create personal artworks in response to themes.</p>	<p>Students will study several artworks which 'Tell Tales' – e.g. have a strong narrative which is told through the work in different ways.</p> <p>Students will analyse and experiment with these artists to understand how they achieved their narratives, and how the formal elements, media skills and style helped them to communicate.</p> <p>Students will choose their own 'TALE' to tell through an artwork, and experiment with media, narrative, formal elements etc, to produce a final piece which shows their knowledge and understanding of Art.</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> • Skill <p>Theme page</p> <ul style="list-style-type: none"> • Skill • Knowledge • Effort <p>Knowledge of Telling Tales Test</p> <ul style="list-style-type: none"> • Knowledge <p>Final Piece</p> <ul style="list-style-type: none"> • Skill • Effort 	