



Subject: Art

Lead Teacher: Miss J Walker & Mrs A Benoit

Year: 9

Curriculum organisation

Students are taught in mixed groups of **20** for **two** hours per week. They are not grouped by ability.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	<ul style="list-style-type: none"> Storytelling through Illustration Students will learn how to use a range of traditional and digital techniques to produce their own illustration e.g. magazine cover, children's book sample, newspaper article.	<ul style="list-style-type: none"> How do illustrators work/what kinds of media are used? Why are these techniques used? How is illustration used across a range of formats? Who are successful illustrators? 	<ul style="list-style-type: none"> Illustration of a recipe book. Observational drawings of the figure Composition and its' importance. Exploring careers in Art & Design. Artist focus: Quentin Blake, Beatrix Potter, Marco Mazzoni 	<ul style="list-style-type: none"> Digital media Drawing skills Traditional printmaking such as mono-printing. 	<ul style="list-style-type: none"> Through teacher demonstrating art techniques Whole class discussion Pair work Practical activities Problem solving tasks Watching short video clips Research tasks
Spring Term	<ul style="list-style-type: none"> Portrait and Emotion Multi-media studies in watercolour painting, graphite, oil paints and acrylics.	<ul style="list-style-type: none"> How we can apply 'traditional' teachings of art to learning. How do we create a portrait showing inner emotion? Which artists show emotion and how is this portrayed through their art? Where in the world are these artists from? 	<ul style="list-style-type: none"> Art history focus. Photography. Printmaking. Painting. Drawing. Collage Artists focus – Lucien Freud, Jenny Saville, Gerald Lovell, Wangari Mathenge 	<ul style="list-style-type: none"> Oil painting Collage Pencil work Watercolour Printmaking 	<ul style="list-style-type: none"> Students re-teach demonstrated techniques by the teacher initially to the rest of the class to boost their confidence and promote independence—using the visualiser.
Summer Term	Fantasy Landscapes An imaginative interpretation of the landscape including figures and fantasy creatures	<ul style="list-style-type: none"> How we can produce fantasy landscapes using our imaginations and a range of media.. Learning about a range of artists, styles and techniques Using photography and looking at the world around us to use as a reference point. 	<ul style="list-style-type: none"> Surrealism. Artist focus :Salvador Dali, Rene Magritte and Anna Armona. 	<ul style="list-style-type: none"> Watercolour Photography Pen Digital media Oils Collage 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Coloured pencils • Graded pencils • Fine grain paper • Watercolour paper • Watercolour set • Range of brushes • Oil pastels • Soft pastels • Fine liners • Acrylic paint 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities • Tutorials small group or one to ones. • Questioning (What, Why, How) and recall of information • Examination question responses
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Photography plays a major role in art so if parents allow their children to be equipped with a camera and take them to the various locations that they need to go to take the quality photographs then this is very useful. 	<ul style="list-style-type: none"> • Parents and guardians can really assist their child by taking them to visit art galleries, ensuring that they have art equipment listed above and giving them a good space to complete their art work at home.
Inclusion	Inclusion within Year 9
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Students study the artist Stephen Wiltshire and how he illustrates entire cities after one helicopter ride. • Students with Autism may require to work on small sections of pieces, to avoid being overwhelmed with a whole piece of art- this is supported and facilitated by teaching staff. • Students are supported practically by the teacher or a TA if a student requires this. E.g. – with printmaking or ceramics. • Equipment is adapted wherever necessary to accommodate the needs of students with SEND. • Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous techniques and processes taught to support their understanding.

If you have any questions about this Learning Overview, please contact the named Teacher above.