**Curriculum Overview for Art and Design**

**Year 9**

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| **Term 1: Identity**  **Substantive Knowledge:**   * That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. * That people are the sum of lots of different experiences, and that through art we can explore our identity. * That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. * That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.   **Disciplinary Knowledge:**   * Use their knowledge and understanding of materials and processes, combining and organising visual and tactile qualities to communicate ideas and feelings about their identity * Compare and comment on ideas, methods and approaches used in their own and other people’s work, and relate these to the context in which the work was made * How to adapt and improve their work to realise their own intentions | Books | Reading Art History passages to inform written responses about artworks/techniques, demonstrating comprehension and summarisation.  Subject specific vocabulary with etymology  Analysis of artists’ work, verbalising and expressing an opinion in written format |
| Speech | Abstract, Acrylic paint, Analogous colour, Blending,  Collage, Complementary colours, Contour-hatching, Cross-hatching, Cool colours, Evaluate, Form, Highlight, Illuminated Lettering, Kiln, Leather hard,  Line, Malleable, Media/Medium, Metaphor, Modelling, Monochromatic, Ombre, Pattern, Pop Art, Pressure,  Primary colours, Scumbling, Secondary colours, Score, Sculpt, Shade, Shadows, Shape, Slabbing, Slip, Stippling, Symbol,  Symbolism, Tertiary colours, Texture (implied, actual), Tint,  Tone, Typography, Warm colours, Watercolour, Wedging,  Wet-on-Wet |
| Checklist RTL | Live marking at regular intervals throughout the project  Frequent peer and self-assessment  Continual verbal feedback |
| Home | Art Homework booklet with specific homework tasks to be completed in chronological order as the unit progresses. |