




Curriculum Overview for Art and Design Year 9

<u>Autumn: Human Form</u>		<p>Reading Art History passages to inform written responses about artworks/techniques, demonstrating comprehension and summarisation.</p> <p>Subject specific vocabulary with etymology</p> <p>Analysis of artists' work, verbalising and expressing an opinion in written format</p>
<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> - The human form has been a significant focus of artists throughout history. This has taken many shapes as styles and cultural shifts have changed. - Mathematical principles underpin the human form and understanding this enables artists to create artworks in the correct proportion and scale. - Artists study anatomy, bone, and muscle structure. This can inform body language and help to express emotion. - Proportion and scale can be distorted to create surreal, otherworldly effects. Artists that use distortion first have a solid understanding of correct anatomy. - Three-dimensional work poses a different range of challenges to two-dimensional work. It is a physical activity and the artist must consider the artwork from a range of angles. - Many factors will impact an artist's choice of materials for a sculpture such as weight, strength, and cost. Each material will require a specific working method to ensure a quality final-outcome. 		<p>Line, tone, shape, form, texture, colour & space</p> <p>Abstract, anatomy, armature, bending, body language, bronze, carve, casting, chisel, commission, detail, direct observation, distortion, effigy, elongation, emotion, exaggeration, exhibit, expression, figurine, figurative, free-standing, gesture, layering, manipulation, mannerism, maquette, marble, motion, movement, observation, pliers, portrait, proportion, relief, scale, sculpting, surface, twisting</p>
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - Use their knowledge and understanding of materials and processes, combining, and organising visual and tactile qualities to communicate ideas and feelings. 		<p>Live marking at regular intervals throughout the project</p> <p>Frequent peer and self-assessment</p> <p>Continual verbal feedback</p>
<ul style="list-style-type: none"> - Explore changes to styles over time in relation to contextual influences. - Work in a playful, exploratory way, responding to a brief to realise a three-dimensional outcome. - How to express their personal identity through body language, shape, and colour. - How to adapt and improve their work to realise their own intentions. - That we take creative risks and adapt to accidents as well as planned success. 		<p>Art Homework booklet with specific homework tasks to be completed in chronological order as the unit progresses.</p>

