




Curriculum Overview for Art and Design

Year 9

<p>Term 3: African Art</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> – The Formal Elements: Colour, Form, Line, Shape, Space, Texture, Tone. – Understand that the properties of the medium that you use, and how you use it, will affect your mark making. – Culture plays a significant role in how an artist may represent a theme within their work and that this differs across the world. Artworks can tell a story, symbolising a culture's history or experiences. – Many factors will impact an artist's choice of materials for an artwork such as income, access to specialist materials and environmental considerations. – Understand that artists reinvent. Artists are often inspired by the work of others, their cultures and this can be a catalyst for new and emerging art styles. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> – That we can experiment with and exploit art materials, be inventive with how we use them, taking creative risks and enjoy accidents as well as planned successes. – We can use the shape of the page, and the way we arrange visual elements, to create aesthetically pleasing compositions. – Exploring changes to styles of art over time in relation to contextual influences. – Analysing, evaluating, and expressing opinions about their own and other's work using key vocabulary. – Responding to visual imagery creatively, making informed decisions about their own work. – Exploring how techniques differ across a range of different art mediums. 		<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>Line, tone, shape, form, texture, colour & space</p> <p>Abstract, Adinkra, ancestry, beadwork, bleeding, blending, blotting, carving, ceremonial, chiaroscuro, colour, composition, contrast, cross-hatching, cool, culture, decorative, distortion, dry-brush, earth tones, evaluate, exaggeration, folklore, granular, geometric, glaze, gradient, hatching, headdress, highlight, imaginative, layering, light source, line-work, mark-making, mask, media/medium, mid-tone, monochromatic, myth, naive, natural, narrative, organic, pattern, pigment, realism, reflection, ritual, shadow, stain, stippling, stylised, symbolism, symmetry, tint, toned paper, underpainting, wash, wet-on-wet</p>
		<p>Recall tasks</p> <p>Live marking at regular intervals throughout the project</p> <p>Frequent peer and self-assessment</p> <p>Continual verbal feedback</p> <p>End of unit assessment</p>
		<p>Art Homework booklet with specific homework tasks to be completed in chronological order as the unit progresses.</p>