

Year 9 Art & Design

Areas of learning

- Identity and Portraiture
- Figure drawing and Sculpture
- Surrealism and perspective drawing

Approaches to learning

- Pupils are encouraged to think and act like creative practitioners by looking at the work of other artists, such as Leonardo Da Vinci, Sir Joshua Reynolds, Rembrandt, Frank Aurbach and cultures through presentations, art displays and exhibitions, planned team work, activities, class- discussions, art galleries and museum visits.
- Pupils are taught mainly through practical demonstrations how to apply proportions and understand human anatomy and use a range of techniques and media, including drawing, painting, collage, block printmaking, and sculpture.
- Pupils are shown through demonstrations how to handle materials, and equipment with more care, and trained further to consider health and safety matters in the art room.
- Pupils are taught to use a good variety of techniques to record their observations and experiences visually in their sketchbooks and other media in order to explore ideas and processes.
- Pupils are taught to analyse, compare, contrast, and evaluate their own work, and the work of others, using artistic vocabulary, so that they appreciate the visual impact of art or applications of their work.

Examples of learning

Pupils demonstrate their knowledge and understanding of other artists, craft makers, designers, and cultures verbally by taking rigorous part in group and class discussions and activities using a more extended art vocabulary, visiting galleries, and by using their sketchbooks and other media to record researches, written analysis, brainstorm, annotations, reviews and evaluations, as well as to interpret ideas, observations and feelings.

Pupils communicate more confidently and adventurously in visual and tactile form using the formal elements of art, such as line, shape, pattern, colour, tone, texture, and form, in a variety of medium (pencils, chalk and charcoal, paint, collage, block printmaking, clay etc.) from direct and indirect observation, memory, and imagination. They explore and invent marks further, develop and deconstruct ideas, and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

References

National curriculum in England: Secondary Curriculum, DfE, 2014
Ofsted Inspection Guidelines for Art and Design, 2014