

Year 9 Art	
Abstraction	
Scale Proportion	
Learning Objectives	
1. Demonstrate complex mark making to describe texture. 2. Use a varied range of shading to show form in a variety of sizes. 3. Respond to the work of artists and practitioners	
Students study Jim Dine to observe large scale objects in a range of materials.	
What previous knowledge is required?	
mark making, texture, line, shape, form, colour, tone	
How will this term's content help with future learning?	
Students will make comparisons with Cubism and other art movements	
Common Misconceptions	
It is good for artists to challenge convention, that is how new directions in art came about.	
National Curriculum / Specification	
Learn about history of art, craft and design including styles and periods	
Analyse and evaluate work of their own and others to strengthen visual impact or applications	
View Points	
Still Life and Composition	
Learning Objectives	
1. Draw effectively from different angles. 2. Explore viewpoints in different scales and sizes.	
Students will use a range of techniques to record from direct observation	
Students will crop and layer images	
Students will develop use of tone and value to interpret changing direction of light	
They will explore different ways of interpreting their surroundings through Cubist inspired Still life	
What previous knowledge is required?	
Shape, form, line, tone, texture, colour, scale, proportion	
How will this term's content help with future learning?	
This will support students at GCSE and A Level by exploring more advanced compositions	
Achieving the higher marks	
Common Misconceptions	
Students will appreciate that Picasso is not the only Cubist painter	
There are a range of artists from diverse backgrounds who explore Cubism	
Challenge why Art History focuses on white European Male artists	
Question the cultural repatriation of African imagery	
National Curriculum / Specification	
Learn about history of art, craft and design including styles and periods	
Analyse and evaluate work of their won and others to strengthen visual impact or applications	
Rhythm	
Learning Objectives	
1. Repeat shapes to effectively explore rhythm in a composition.	

2. Effectively control balance in a composition.

Students explore the Cubist work of Mary Swanzy.
Students will explore her use of colour.
Students will look at the natural world.
Students will make comparisons with work previously studied.

What previous knowledge is required?

Pattern, shape, line, space, balance, Cubism, colour theory

How will this term's content help with future learning?

This will support students in exploring diverse artists, it will encourage them to developing more complex compositions at GCSE and A Level, Students are required to make well considered colour choices as they explore limited palette and related colour.
Student will control materials effectively when recording value and responding to changing direction of light

Common Misconceptions

Students will become more aware of a diverse range of female artists and start to challenge paradigms of Art History

National Curriculum / Specification

Increase proficiency in handling different materials
Students develop a critical understanding of artists and express reasoned judgements that in form their own work

Depth and Illusion

Learning Objectives

1. Use layers to generate depth in dynamic compositions.
2. Apply tone to generate the illusion of depth.

Students will explore the Cubist work of Pop Artists Roy Lichtenstein.
Students will explore Lichtenstein's use of Primary colour, line, texture and layers.
Students will explore layers through collage.
They will begin to make visual connections between his work and the work of other artists they have studied.

What previous knowledge is required?

rhythm, Space, balance, shape, line, tone, colour, shading

How will this term's content help with future learning?

Students will develop more complex composition at GCSE and A Level
They will start to question ideas and conventions
They will begin to evaluate, review and refine their ideas and outcomes

National Curriculum / Specification

Analyse and evaluate own work to strengthen visual impact

Unity

Learning Objectives

1. Explore the way artists create unified compositions.
2. Review and refine materials in a range of dimensions.

Students will respond to the work of Escher and Riley to explore unity in design in monochrome.
Students will understand how monochrome is effectively incorporated in designs for visual contrast and impact.

What previous knowledge is required?

Pattern, balance, shape, line, tone, depth, illusion

How will this term's content help with future learning?

Working independently at GCSE and A Level Developing a thematic approach
National Curriculum / Specification
Learn about history of art, craft and design including styles and periods Analyse and evaluate work of their own and others to strengthen visual impact or applications Review and Refine work as it progresses Be able to explain intentions Increase proficiency in execution of materials and techniques
Composition
Learning Objectives
1. Reflect on independent choices. 2. Review and refine work based on independent reflection. 3. Incorporate a range of materials and techniques in an original composition Students will plan an original composition demonstrating an understanding of what makes an effective composition Students will explore a range of artists to engage with They will draw on some of the skills encountered at Key Stage Three They will begin to make more independent choices with regards to materials and techniques
What previous knowledge is required?
Unity, balance, the formal elements, analysis, self-reflection
How will this term's content help with future learning?
Students gain more accomplished skills in unity, balance, rhythm, shape, line, colour, depth, illusion This supports their development of skills at GCSE and A Level
Links to the National Curriculum / Specification
Development of creativity Developing new ideas Review and Refine work as it progresses Make imaginative choices Explain intentions Increase proficiency in execution of materials and techniques Develop creativity and ideas and increase proficiency in their execution