

## Year 9 Art & Design Curriculum Summary

<b>Name of unit</b>	Moving to Post Modernism
<b>Why do we study this unit?</b>	Studying postmodernism with Year 9 students is valuable as it introduces them to a transformative artistic movement that emerged in response to the changing world of the late 20th century. By exploring postmodernism, students engage in critical thinking, question established norms, and analyse the impact of globalisation, consumerism, and media saturation. They develop an understanding of how postmodernism transcends boundaries between disciplines and celebrates diversity, fostering empathy, open-mindedness, and an appreciation for multiple perspectives. Additionally, studying postmodernism helps students navigate and interpret the visual aspects of contemporary culture, empowering them to embrace their own creativity and develop their artistic identity in a complex and interconnected world.
<b>By the end of the unit, students will be able to....</b>	Students will be able to link prior learning from Year 7, 8 and 9. They will be able to recognise work from ancient times, the 20 <sup>th</sup> century to contemporary art and place new works into this advanced schema. Practical work will be more skilful, drawings and paintings will demonstrate control, good use of space and understanding of tone – by looking at the sketchbook we will see progress over time and by talking to the student we will hear confident explanations of techniques and theory.
<b>Links to previous units</b>	Exploring Post Modernism is a natural progression from 'TimeLine' history of art in Year 7 to 'Modernism' in Year 8.
<b>Key vocabulary</b>	Abstract expressionism, popular culture, screen printing, genius, perspective, proportion. Appropriation, mixed media, composition, Minimalism
<b>Week and summary topic</b>	<b>Knowledge and skills learned</b>
<b>1: 'I am a genius' The myth of the artist</b>	Students will learn who Picasso, Pollock and Warhol were, why they are considered genius artists and how their practices/concepts differ.

	Life stories will be shared and three significant pieces of work will be studied, Les Demoiselles d'Avignon, Autumn Rhythm and Campbell's Soup Cans.
<b>2: 'Shock Horror' The artist job to raise awareness and deal with difficult issues</b>	Edvard Munch 'The Scream' will be the focus of this section. We will look at why the painting is iconic, what series of events in the life of Munch led to the creation of this work. How the painting has inspired future artists and image appropriation. Students will explore colour and surface – how to work a surface. Composition using rhythm and movement. After a series of media experiments a personal response to the Scream will be planned and created under a series of clear instructions and strict time frame.
<b>3: 'Lovely, Lovely' Is it Ok for art to be passive and deal with only the representation of beauty?</b>	Matisse Blue Nude cut out task. Explore the history of Matisse, his recording of beauty and his work on the chapel Nativity design. Alex Katz quick light painting task and understanding the connection to Matisse.
<b>4: 'Nothing Matters' Minimalism, alive/dead important/irrelevant ?</b>	Rothko is the stimulus. Students will engage with their own emotional and spiritual responses to colour, provoking introspection and a heightened awareness of one's surroundings. – Gelli printing is the method for practical work.
<b>5: 'Hollow Laughter' Is art funny? Should an artist aim to make art that makes us laugh?</b>	Students will learn how Duchamp subverted traditional notions of art and embraced humour as a tool for artistic expression. His ready-mades, such as the famous urinal titled "Fountain," challenged the seriousness and exclusivity of the art world, injecting an element of playfulness and absurdity. Duchamp's use of irony, wordplay, and visual puns in works like "L.H.O.O.Q." (a defaced Mona Lisa) showcased his wit and comedic sensibilities. Classes will question established norms and conventions with a light-hearted and humorous approach.
<b>6: 'The Shock of the Now' otherwise known as 'That's not Art' but what constitutes art?</b>	The study and creation of shock art can develop several skills and knowledge. Firstly, it cultivates the ability to challenge established norms and provoke critical thinking, fostering a capacity for questioning and re-evaluating societal boundaries. Secondly, it encourages artistic experimentation and innovation, pushing the boundaries of creativity and expanding one's artistic repertoire. Thirdly, it enhances the understanding of audience reactions and the power of emotional impact, as shock art often elicits strong and visceral responses. Lastly, it nurtures the skill of effective communication, as shock artists must articulate their intentions and messages clearly to provoke the desired reaction and engagement from viewers.

