

Year 9 Art & Design Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative (interim) assessment / homework	Formal assessment
1	'I am a genius' The myth of the artist	<p>Threshold concepts: Art should engage head, hands, heart. Art allows you to play with materials, ideas and failure. Art has its own vocabulary shaped across time and space</p> <p>Core knowledge: Three significant pieces of work will be studied, Les Demoiselles d'Avignon, Autumn Rhythm and Campbell's Soup Cans. Processes will be experimented with. Abstract and realist.</p> <p>Links: Previous: Picasso & Modernism Year 8 Future: Term 4 Year 9 'Nothing Matters'</p>	<p>Homework is set every Half Term via Google Classroom. Students are to create a knowledge organiser for a topic that links to their classwork – title provided by the teacher. This task will help build schema and secure classroom learning as well as build vocabulary and design skills.</p> <p><i>A record of participation and standard of work is just inside the front cover of the sketchbook.</i></p>	<p>Student sketchbooks are the focus of each assessment. Individual work is assessed against 5 separate criteria, presentation, shape and space, tone, finesse and visual language. It is their handling of these formal elements, execution and theory that dictate their score.</p>
2	'Shock Horror' The artist job to raise awareness and deal with difficult issues	<p>Threshold concepts: As above</p> <p>Core knowledge: Munch 'The Scream' will be the focus of this section. We will look at why the painting is iconic, what series of events in</p>	As above	As above

		<p>the life of Munch led to the creation of this work. How the painting has inspired future artists and image appropriation.</p> <p>Students will explore colour and surface – how to work a surface</p> <p>Links: Previous: Impressionism Year 7, Expressionism Year 8 Future: Term 4 Year 9 'Nothing Matters'</p>		
3	<p>'Lovely, Lovely' Is it Ok for art to be passive and deal with only the representation of beauty?</p>	<p>Threshold concepts: As above</p> <p>Core knowledge: Explore the history of Matisse, his recording of beauty and his work on the chapel Nativity design. Leading into Alex Katz use of 'quick light' and coupled with a painting task where students strip down to bare essentials of shape and colour.</p> <p>Links: Previous: Year 8, fauvism & Surrealism Future: Paint application – KS4</p>	As above	As above
4	<p>'Nothing Matters' Minimalism, alive/dead important/irrelevant?</p>	<p>Threshold concepts: As above</p> <p>Core knowledge: 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.</p> <p>Links:</p>	As above	As above

		Previous: Year 7 African mask printing Term 1 Year 9 'The Genius' Future: KS4		
5	'Hollow Laughter' Is art funny? Should an artist aim to make art that makes us laugh?	Threshold concepts: As above Core knowledge: Duchamp subverted traditional notions of art and embraced humour as a tool for artistic expression. Classes will question established norms and conventions with a light-hearted and humorous approach. Links: Previous: Year 8 Cubism & Surrealism Term 1 Year 9 'The Genius' Future: SK4	As above	As above
6	'The Shock of the Now' otherwise known as 'That's not Art' but what constitutes art?	Threshold concepts: As above Core knowledge: The skill of effective communication, as shock artists must articulate their intentions and messages clearly to provoke the desired reaction and engagement from viewers. Links: Previous: Year 8 Expressionism Guernica Year 9 'hollow laughter' Future: KS4	As above	As above