

Landau Learner Curriculum Overview

Subject: Art& Design

Director of Learning: GM Year: 9

| Curriculum organisation | | |
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| Students are taught in mixed ability for the equivalent of four single lessons per fortnight. Projects are set over two terms and students are taught about a wide range of historical and contemporary contextual sources including artists, art movements and cultural influences. Skills are spiralled throughout projects Over the year concept building is explored, allowing us to go into greater depth with contextual connections. | | |
| What topics will students be studying this year? Includes links to Specification, Curriculum Intent and Prior Related Learning* | | |
| Term 1&2: Native American | Term 3&4: Fast Food | Term 5: Fast Food outcome |
| Formal elements: Line, pattern, shape, space, form, composition Media & techniques: Realistic, detailed drawing animals, Native American zodiac and pattern composition, Realising ideas into a totem design. Contextual Sources: Totem Poles, Haida style, Native American Culture Claire Scully, Andreas Preis, Iain Macarthur | Formal elements: line, tone, colour, pattern, space Media & techniques: Drawing logos and brands, burgers & fast food, cut flip pattern tiles, exploring implications of negative effects, onomatopoeia. Contextual Sources: Lora Zombie, Alexander Henry- midnight snack Pop Art movement, Roy Lichtenstein, Andy Warhol, Tyler Spangler, Ron Magnes | Formal elements: line, tone, colour, pattern, space Media & techniques: Developing final ideas and concepts in personalised directions and produce final piece Contextual Sources: various drawing on earlier sources and personalised |
| Prior Learning: builds on mark making taught in year 8 term 4. Builds on cultural awareness and understanding from Year 7 Term 4. National Curriculum: Use a range of technique to record observations as a basis for exploring their ideas. To analyse and evaluate their own and others work to strengthen the visualise impact of their work. Curriculum Intent: using a wide variety of influences, enabling students to understand the wider context relating to the work of artists designers and craftspeople. | Prior Learning: continues to build drawing skills and application of techniques previously explored, as well as develop conceptual understanding first taught in Year 8, Term 1. National Curriculum: To use a range of techniques and media, increasing their proficiency in the handling of materials. Curriculum Intent: students are equipped to create personal projects that exploit opportunities to engage with deep themes. | Prior Learning: developing a greater understanding of outcomes building on year 9 term 1&2. National Curriculum: Students will develop their creativity and ideas and increase their proficiency in their execution. Curriculum Intent: Students are empowered to develop work which is highly skilled and imaginative |
| Equipment needed for sessions: | | What can you do to support your child? |
| Sketchbook (provided) Pencil, ruler, rubber, sharpener, Ball point pen | | Encourage your child to look, photograph, collect, explore and record the world around them. Take your child to art galleries to view works of art first hand. Encourage your child to develop a growth mind-set and accept mistakes as part of the learning process. Encourage your child to talk to you about the artists and cultures they are learning about. Encourage your child to practice their art skills. |
| How will learning be assessed and progress measured? | | Extension and enrichment activities: |
| The four knowledge strands students are assessed on in all projects are: Develop ideas through investigations, Refine work by exploring ideas, selecting appropriate media, materials, techniques and processes, Record ideas, observations and insights relevant to intentions, Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | | Art extension – every week A Tuesday Gallery visits Opportunities to enter competitions |