



## Roundwood Park School Curriculum Map – Art and Design (YR9)

*A curriculum that stimulates curiosity, values diversity and offers challenge.*

*We help every student to love learning for life, to follow their passions and to reach their full potential.*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Unit of Work</b>	<b>Squares</b>	<b>Insects. Exploration of media</b>	<b>Insects, development of the theme</b>	<b>Collections of sweets and small objects</b>	<b>Lettering design and print</b>	<b>3D lettering</b>
<b>Key Knowledge or Enquiry Question</b>	Portrait observational drawing assessment learn that artists can use objects to represent a person and also connect people. Understanding composition and zooming in on objects. Linking to the pop art movement and artists such as Andy Warhol and Sir Peter Blake. learning about the use of dots in art and learning to create a dotted image, linking to Georges Seurat and Paul Signac. Continued development of colour theory and practise using paint or colour pencil. Learning to layer paper to create depth or creating silhouettes creating positive and negative space.	Research the theme of insects. Explore and develop presentation and research skills on this theme. Explore and learn to develop high quality drawing skills using a range of media: ink pen, colour pencil, chalk and charcoal, Develop observational drawing skills. Understand scientific links e.g. colours seen by insects, the structure of the insect's body,	Pen insect observational drawing assessment  Learning about mandalas and what this represents in the Buddhist culture. Learning how to mirror and image and create a Mandal. learning how to work in a group to communicate and being respectful to each other. Research artists who have used insects in their work. e.g. Damien Hirst, Christopher Marley, Rosaline Monks, Mike Libby etc Research and analyse the work of these artists. Use this research to develop individual or collaborative work. Be able to talk coherently about their own and others' work using art vocabulary Communicate their ideas effectively.	Develop observational drawing. Knowledge of how to observe complicated shapes and tones which make up the shapes in sweet packaging wrappers Mono- printing to support observation of shape. Research the work of Sarah Graham as inspiration for this project Explore photography, image manipulation and editing as support in the development of ideas. Learn the process of research that an artist goes through to create individual work.  Sarah Graham to visit and run a workshop for selected students. Produce a large outcome based on the theme of sweets, inspired by Sarah Graham	Learn about the regimented structure of lettering. Serifs and sans serifs How to use guidelines to create lettering. Historical and cultural reference– Explore and learn about the varied use of lettering: illuminated manuscript, art nouveau lettering, logos in advertising and graffiti tags. Research the history of a famous brand logo e.g. Cadbury Use knowledge of composition to create a design using 2 letter forms. Use this to explore the process of printmaking and repeat design. Recognise this as a textiles/surface pattern process	Experiment with 3D lettering. Work collaboratively or independently to create an outcome made up of smaller units of work. Develop understanding and application of the creative process.
<b>Concepts</b>	learning about art being representative of a person using objects. How these can make connections to people across different cultures and societies. Exploring different materials to create different outcomes.	Learning about the theme of entomology and linking art to science and related careers	Explore the controversial nature of art. (Damien Hirst's butterflies) The beauty of creating artwork purely for the joy of the activity and not just the outcome.	Recognising how art can develop from a drawing into a design or pattern. How art can create a positive and fun impact and how mental health can relate to art as a safe space inspired by Sarah Graham.	Recognise the varied nature of symbols they use every day. Recognise the cultural differences between graffiti art and illuminated manuscripts. Recognise the importance of lettering in typography and design careers	Concept of art being created from smaller units of work Have a confidence in their work and a positive attitude to the subject
<b>Key Vocab</b>	Entomology, thorax, abdomen, iridescence, serif, sans serif, typeface, calligraphy, illuminated manuscript,					
<b>ASPIRE Habits</b>		Resilient and Resourceful	Responsible		Resilient	Reflective and Responsible
<b>Reading Opportunities</b>	Texts from gallery websites, articles, artists blogs are used during reading week, along with the books which are detailed in the super-curricular documentation.					