



Year 9 ART



Topic Titles

- Baseline Assessment: Self-Portraiture
- Me, Myself, and I
- My Everyday
- My Surroundings
- Playful Prints

Links with other subjects

DT – Packaging, graphic design, typography
Maths – Symmetry, proportion, scale, golden ratio, geometry, measure
History – Historical figures and symbolism of portraiture, social history, popular culture
Geography – Landforms, topography, sense of place, cartography
RE – Social issues, identity, cultural diversity, consumerism
English – Analysis and critique of artists, travel writing,
Science – Anatomy of human face, ecosystems, weather patterns

How can parents help?

By encouraging positive engagement with the subject and practicing of key skills at home. Visits to galleries and museums help enhance what is taught in the classroom and along with watching relevant television programmes such as *Artist of the Year* and *Great Pottery Throw Down* can give the subject real-world context. A familiarity with the resources provided on the VLE would be highly beneficial, as would support with the written aspects of their work. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use art specific vocabulary, appropriately. General discussion about lessons and looking at student's sketchbook also helpful.

Intent

We want our students to recognise and appreciate the wider impact art has on the world around them and be able to engage with it in an informed way. To this end our curriculum aims to develop students who are curious, independent, and resilient; confident in taking intellectual and creative risks with their work. A range of practical skills, including drawing, painting, printmaking, and sculpting are developed in response to a range of themes and subject matter, covering the broad spectrum of art, craft, and design. This is fully underpinned by visual literacy, critical thinking, and the language skills necessary to engage with historical and contemporary contexts and develop an understanding as to how this reflects and shapes who we are. The art department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

How will knowledge and skills be taught?

Students follow a highly creative, skills-based art curriculum through studying a sequence of engaging topics. Themes such as personal appearance and belongings, identity, daily life, and immediate surroundings, encourage self-exploration and personalisation. Through a wide range of artistic media and techniques, students can experiment and find their preferred modes of expression, while the study of influential artists and art movements provides inspiration and context. The curriculum empowers students to make personal artistic choices within defined themes, fostering a sense of ownership over their creative journey. Assessment emphasises skill development, media, exploration, and personal expression, setting the stage for well-informed decisions regarding continued art studies.

Recommended Reading and Preparation for Learning

Mixed Media Self-Portraits – Cate Coulacous Prato
Portrait Revolution – Julia L. Kay
A Big Important Art Book (Now with Women) – Danielle Krysa
You Are an Artist – Bob & Roberta Smith
Personal Geographies – Jill K. Berry
The Writer's Map – Huw Lewis-Jones

Websites:

ArtUK.org
Tate.org
Google Arts & Culture
The National Portrait Gallery
Smithsonian National Portrait Gallery
NationalGalleries.org