



# SUNNYDOWN SCHOOL

## ART & DESIGN CURRICULUM PLAN

Subject	Art and Design	Year group	Y9
Subject Intent	<p>In year 9, Sunnydown students are introduced to a greater depth of contextual reference in order to prepare them for the reflective practice of GCSE art. Students are also reminded of the valuable transferable skills in the subject of Art-reflective practice, imagination, validity of ideas with a growth mindset to aid confidence and independence. Contextual reference is a focus with the selection of a range of specialist Art activities throughout the year, enabling the students to have an understanding of the variations within Art and Design. Sunnydown students will study a range of historical and modern art movements including Pop Art, Cubism, landscape photography and contemporary graphic design and be introduced to the valued concept of reflecting on research to input their individual ideas. A visiting artist will run a workshop to illustrate how art is utilized in a vocational context and personalized context.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	Cubism	<p>Students will learn the origins and key concepts of Cubism.</p> <ul style="list-style-type: none"> <li>• The artists that created Cubism.</li> <li>• The differences between analytical and synthetic Cubism.</li> <li>• Create a variation of 2D and 3D Cubist outcomes out of pencil, collage and 3D paper sculpture</li> </ul>	<p>Innovative Art            Analytical Cubism            Synthetic Cubism            Shape            Line            Colour            Tone            Fragmented            Viewpoints            Pattern</p> <p><b>A &amp; D disciplines investigated:</b>            Fine Art            Art and Design</p>	<p><b>Building on...</b>            Year 8 work of creating tone patterns and innovative ideas. Looking at how contextual research and input and enrich ideas.</p> <p><b>Building towards...</b>            Developing ideas-how a variety of processes can develop ideas from a 2D to a 3D form</p>

<b>Autumn 2</b>	Digital Art-alternate realities	<p>Students will be introduced to a Graphic designer and his vocational and independent creative experience</p> <ul style="list-style-type: none"> <li>• They will be introduced to the artist work and undertake a workshop to develop ideas</li> <li>• They will learn about the vocational contact of a graphic designer</li> <li>• They will use his theme as a resource to create their own response in Photopea</li> </ul>	<p>Vocational context of Graphic Design Editing Collage Photomontage Concept and themes in Art</p> <p><b>A &amp; D disciplines investigated:</b> Fine Art Photography Graphic Design</p>	<p><b>Building on.....</b> The Photopea skills they learnt in year 8 and how to develop ideas form a concept or theme.</p> <p><b>Building towards...</b> A greater understanding of the vocation of Graphic Design and the employable resource of digital art techniques.</p>
<b>Spring 1</b>	Pop Art- contextual research, painting and 3D design	<p>Key Contextual Artists Students will look at Claus Oldenburg, Andy Warhol and Lichtenstein</p> <p>Key Specialist areas and task -How Pop art was inspired by the influence of communist American culture and events of everyday life. - Will investigate Pop Art drawing through the use of watercolour and ink. - Analyse the work of Claus and use digital methods to create their own self portrait or create a photomontage influenced by Richard Hamilton. - Reflect on the work of Claus Oldenburg and create a sculptural outcome.</p>	<p>Consumerism Pop Art Sculpture Advertising Primary colours Tone Saturation Composition Collage Photomontage Sculpture Analysis Influence Reflective practice Concepts Outcome</p> <p><b>A &amp; D disciplines investigated:</b> Fine Art</p>	<p><b>Building on...</b> Students' study of the formal elements and colour theory in year 7 and 8. Students build on Cubism and how art movements are influenced by concepts and ideas.</p> <p><b>Building towards...</b> Key concepts to help with their portrait work. It will also build on the careers and GCSE portfolio review and how they will use contextual reference to input their own ideas.</p>

			Graphic Design	
<b>Spring 2</b>	Portraits	<p>Students will gain an understanding of Portraits and how to draw them</p> <ul style="list-style-type: none"> <li>• Student will develop their drawing skills and will be able to draw a face in proportion.</li> <li>• They will discover the artist Chuck close and apply the drawing system to their ideas</li> <li>• Will consider their own identity and create a self-portrait.</li> </ul>	<p>Shape Line Tone Texture Observational drawing Drawing systems</p> <p><b>A &amp; D disciplines investigated:</b> Fine Art Graphic Design Illustration</p>	<p><b>Building on...</b> Students' study of the formal elements in year 8, identity and self-portraits of year 9. Key concepts and ideas</p> <p><b>Building towards...</b> Confidence within drawing skills. More confidence and understanding of their own interest, influence and identity.</p>
<b>Summer 1</b>	GCSE options and ideas	<p>Students will gain an understanding of Art GCSE, its specialist areas and practices</p> <ul style="list-style-type: none"> <li>• Student will develop their ideas through a range of short specialist projects</li> <li>• They will investigate Graphic design, Art and Design, Fine Art and Photography</li> <li>• Will consider their own strengths and weaknesses and areas of interest to input their GCSE choice.</li> </ul>	<p>Specialist Art areas Generating ideas Evaluating work Reflective practice</p> <p><b>A &amp; D disciplines investigated:</b> Fine Art Graphic Design Photography</p>	<p><b>Building on.....</b> Key skills learnt over the last few years-drawing painting, sculpture and Design. Ability to generate ideas and outcomes.,</p> <p><b>Building towards...</b> Reflective practice, preferred working methods and GCSE choices.</p>
<b>Summer 2</b>	GCSE options and ideas	<p>Students will continue to gain an understanding of Art GCSE, its specialist areas and practices</p>	<p>Specialist Art areas Generating ideas Evaluating work Reflective practice</p>	<p><b>Building on.....</b> Key skills learnt over the last few years-drawing painting, sculpture and Design. Ability to generate ideas and outcomes.</p>

		<ul style="list-style-type: none"> <li>• Student will develop their ideas through a range of short specialist projects</li> <li>• They will investigate Illustration, Art and Design and Digital Art</li> <li>• Will develop reflective practice and the ability to evaluate ideas.</li> </ul>	<p>Portfolio Process</p> <p><b>A &amp; D disciplines investigated:</b> Fine Art Illustration Digital Art</p>	<p><b>Building towards...</b> Reflective practice, preferred working methods and GCSE choices.</p>
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