ICKNIELD HIGH SCHOOL **CURRICULUM MAP**

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: Art & Design **Year: 9**

	Autumn 1 / Autumn 2	Spring 1	Spring 2	Summer 1 / Summer 2
Key Questions	**Artists explore fantastical worlds** How do artists, craftspeople and designers explore Fantastical and Strange themes in their work.	**Artists explore fantastical worlds** How do artists, craftspeople and designers make personal outcomes based on personal research?	**Artists explore Identity and self-image** How do artists, craftspeople and designers explore issues of Identity?	**Artists explore Identity and self-image** How do artists, craftspeople and designers explore issues of Identity? How do artists, craftspeople and designers make personal outcomes based on personal research?
Content: 'Know what' Line Tone Colour Shape Form Texture Pattern Composition	**Formal Elements/Theory** Texture Composition – layout Tone Shape Abstraction Line **Artists, craftspeople and designers** Research, analyse and draw from the art work of: • Contemporary illustrators • JMW Turner, Pirkko Makela-Haapalinna • Hieronymus Bosch Optional - Anna Wainright , Maya Rochat (Ink and colour)	**Formal Elements /Theory** Colour Composition – layout **Artists, craftspeople and designers** • The Steampunk movement – Vladimir Gvozdariki • Surrealism movement	**Formal Elements /Theory** Colour Texture Tone Shape **Artists, craftspeople and designers** Research, analyse and draw from the art work of: • Abstract Expressionism – Rothko • Juliana Coles	**Formal Elements /Theory** Colour Line Layering Abstraction Composition **Artists, craftspeople and designers** • Pop Art – David Hockney • Frida Kahlo • Da Vinci.
Expertise: 'Know how'	Using guidelines in pencil to draw out compositions, building on observational drawing skills from Y8.	Develop use of photography using digital and DSLR cameras. How to build on design ideas to develop a range of outcome	How to think about self-identity from a range of perspectives including our thoughts, feelings	Use colour to create mood and be able to describe the effect of colour. Take inspiration from the work of Mark Rothko.

	Developing high quality tonal shading using pencil and other dry media. How to use drawing ink to create abstract painted works. Use colour selection, and control of painting medium to develop atmospheric effects. Use annotation in sketchbooks to narrate the creative journey and describe findings. Explore mark making with pencil and pen - build upon mark making skills and apply them to creating complex textures based on images of animals. How to blend oil pastels to create a range of textures. Creatively select features from real animals to create original fantastical creatures. Take inspiration from other artists – look at the work of Hieronymus Bosch to develop imaginative idea development. Create more individual artist investigation work, building on skills learned in Y8. How to analyse the work of artists and designers in greater depth so that you can take influence into you own work. How to express your views and understanding of the project using words and drawings. Why and how do Artists explore ideas of fantasy and fear.	ideas – use techniques including photocopy collages, quick sketches. How to plan use of time to increase productivity when working independently. Annotating work using key tier 2 and 3 vocabulary, knowledge of which is reinforced and put into practice over time.	and experiences as well as self-image. How to use words to express an image of self – consider use of typography and drawing with words – taking inspiration from Julianna Coles. Using proportions to map out face, introducing more complex relations between features. How to draw portraits from observation using a mirror while aiming to capture some likeness of self. Use mind mapping strategies to record and develop ideas – building upon annotation skills. Use continuous line drawing and quick sketch technique to loosen up drawing approach. How artists can use symbols to add layers of meaning to their artworks. Taking inspiration from Frida Kahlo.	Work with acrylic paint developing on use of watercolour, drawing ink. Paint using layers and mix paint successfully matching colours using knowledge of colour wheel and a dual primary colour palette. Collecting images relating to personal identity that can be used in outcomes to symbolise ideas. Use pencil tone to describe contours of face. Photographing portraits using a DSLR camera – basic functions of the camera using automatic mode and the viewfinder. Use of manual focus ring. Working on canvas and canvas board with acrylic paint using techniques of colour mixing, layering and creating a mood. Develop ways to combine self-portrait, typography, symbols and colour to make coherent designs for personal outcomes.
Literacy/ Numeracy/ SMSC/	Annotating ideas and developments Reading relating to artists Hieronymus Bosch analysis Writing related to artists – analytical responses.	Annotating ideas and developments Reading relating to artists Writing related to artists – analytical responses Annotating work using key tier 2 and 3 vocabulary, knowledge of which is reinforced and put into practice over time.		Annotating ideas and developments Reading relating to artists Writing related to artists – analytical responses

	Use annotation in sketchbooks to narrate the creative journey and describe findings. Annotating work using key tier 2 and 3 vocabulary, knowledge of which is reinforced and put into practice over time.		Annotating work using key tier 2 and 3 vocabulary, knowledge of which is reinforced and put into practice over time.
Disciplinary Literacy	The Importance of Monsters (rutgers.edu) Why do we invent monsters? - BBC News	Bosch Paintings, Bio, Ideas | TheArtStory	Mark Rothko: Introduction (nga.gov)
Careers	Art & Design Subject Guide - FlowPaper FlipBook	Jobs that use Art and Design - Careers - BBC Bitesize	Maker of the month: surface designer Allistair Covell - icould Alison J - icould Jean W - icould Lucy F - icould Stephen H - icould Matthew K - icould