

Subject Vision

The arts play a crucial role in the cultural development of society. At Ratton, we aim to teach our students a broad and accessible curriculum with the aim of developing students into independent and creative thinkers.

During Key stage three at Ratton students will develop their creativity and ideas through use of a range of materials and techniques which will be developed at Key stage four and enable them to develop their own personal responses.

End Points

- EP1-** engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- EP2-** develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- EP3-** become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- EP4 -** develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- EP5-** develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- EP6-** acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- EP7-** develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- EP8-** develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- EP9-** develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work
- EP10-** demonstrate safe working practices in art, craft and design

Subject Domains of Knowledge

Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions. Learners are required to know and understand how sources inspire the development of their ideas.

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's work.

Subject Key Concepts

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work
- refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media
- use appropriate specialist vocabulary through either visual communication or written annotation, or both, appropriate to art, craft and design
- use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies
- use drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used
- realise personal intentions in Art, Craft and Design, through the sustained application of art, craft and design processes.

Medium Term Curriculum Plan

Year 9 : Art, Art textiles and Photography

Units	Unit 1 Tim Burton (Art)	Unit 1 Nature (Art textiles)	Unit 2 Pattern portrait(Art)
Unit Overview	Students will learn about the work of Tim Burton and how he is inspired by the German Expressionist art movement. Developing their understanding of Line, pattern and colour student will design a character and create a print.	Students will explore a range of artists who create work around nature. Students will create a mixed media piece using needle felt, machine embroidery and develop print making skills.	Students will explore a range of contemporary artists and create a portrait using six different mark making techniques.
Lesson Sequence	<p>1.Lighthouse To gain an understanding of the German Expressionist art movement. To develop mark making skills.</p> <p>2.Character design To develop an understanding of the work of Tim Burton. To design a character in the style of Tim Burton.</p> <p>3.Printmaking To develop printmaking skills.</p>	<p>1.Bird To record detail working from a secondary source. How to blend using harmonious colours.</p> <p>2. Insect To develop drawing skills working from a secondary source. How to record pattern, texture and tone using biro.</p> <p>3. Watercolour To develop painting techniques watercolours.</p> <p>4.Needle felting/machine To develop machine embroidery skills. How to create texture and pattern using needle felting .</p> <p>5.Embellishment</p>	<p>1.Plan To plan a portrait using a grid. To record detail from a secondary source.</p> <p>2.Line To create form using line. To create detail and texture using a range of mark making techniques.</p> <p>3.Crosshatching Develop form using tonal crosshatching.</p> <p>4.Triangulation Develop form using triangulation.</p> <p>5.Scrumbling Develop form using <u>scrumbling</u>.</p> <p>6. Stippling Develop form using stippling.</p>

		<p>To embellish using a range of hand embroidery techniques.</p> <p>6. Machine embroidery To embellish using a range of machine embroidery techniques.</p> <p>7. Printmaking To develop Printmaking skills using Lino. How to print with precision.</p>	<p>7. Pattern Develop form using pattern.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form and space.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>Use of drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.</p>	<p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form and space.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p>	<p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p>

		<p>Use of drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.</p>	<p>Use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies.</p> <p>Apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work.</p>
<p>KS4 End Points</p>	<p>EP1- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP6- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>EP10- demonstrate safe working practices in art, craft and design.</p>	<p>EP1- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> <p>EP6- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.</p> <p>EP10- demonstrate safe working practices in art, craft and design.</p>	<p>EP1- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> <p>EP10- demonstrate safe working practices in art, craft and design.</p>

<p>Declarative Knowledge (Students should know)</p>	<p>When was World War 2.</p> <p>What contrast is.</p> <p>The style and aesthetic of Tim Burton.</p>	<p>How to embellish a design using a range or stitches.</p> <p>How textiles artists create texture in their work.</p> <p>Basic sewing machine skills.</p>	<p>How to apply a range of mark making techniques to create a 3D effect.</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Transform an image into German expressionist.</p> <p>Create a portrait in the style of Tim Burton.</p> <p>Foam print a portrait.</p>	<p>Create a piece of work in response to an artist.</p> <p>Create a 3D effect using embroidery techniques.</p> <p>Apply needle felting to a design.</p> <p>Print a design using lino.</p>	<p>Draw the key features of a portrait.</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Keywords Expressionist Line Jagged Contrast Print Distortion.</p>	<p>Keywords Contour Highlight Tone Detail Colour Blending Complementary Tone Blending Refine Stitch Needle Embellishment Tones Hues</p>	<p>Keywords Line Stippling Hatching Cross hatching Triangulation</p>

		<p>Needlefelt Line Lino Print Positive negative</p>	
Assessment (Summative and Formative)	<p>Project mark with a percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>	<p>Project mark with a percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>	<p>Project mark with a percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>
Links to Prior Learning	<p>Mono printing in year 7. Mark making techniques.</p>	<p>Links with Art lessons and colour theory and blending harmonious colours.</p> <p>Hand stitching techniques.</p>	<p>Mark making techniques.</p>
Next steps in learning	<p>Apply distortion to a more complex design.</p>	<p>Apply hand and machine embroidery to more complex designs.</p>	<p>Drawing portrait features distorted.</p>
Common Barriers to learning in this unit	<p>Carving out the correct areas for the print. Using too much printing ink.</p>	<p>Most students have had limited experience using a sewing machine.</p> <p>Carving out the correct areas for the print.</p>	<p>Drawing accurate detail.</p> <p>Applying pattern to create form.</p>

Units	Unit 3 Distortion (Art)	Unit 4 Ian Murphy	Unit 5/6 Pop Art
Unit Overview	Students will study the work of Pablo Picasso and street artist Belin developing their understanding of tone and colour creating a abstract portrait.	Students will study the work Ian Murphy developing their understanding of line, texture and form. Drawing inspiration from architecture students will create a mixed media piece.	Students will study the Pop Art movement learning about American and British Pop Art. Students will develop drawing skills and experiment using paint and collage techniques.
Lesson Sequence	<p>1. Picasso How artist use distortion in their work. How to plan a drawing using a grid.</p> <p>2. Plan How to create a continuous line drawing. How to distort a portrait using a grid.</p> <p>3. Colour How to create form using oil pastels. How to blend using oil pastels.</p>	<p>1. Plan To gain an understanding of Ian Murphy's work. To plan a drawing using basic shapes.</p> <p>2. Biro To develop mark making skills using biro.</p> <p>3. Background How to create a textured background in the style of Ian Murphy.</p> <p>4. Mixed media To develop mark making skills using mixed media.</p>	<p>1. Superhero To plan a drawing using the grid method. To plan and record working from a secondary source.</p> <p>2. Peter Blake To gain an understanding of the British pop art movement and the work of Peter Blake. To create a collage in the style of Peter Blake.</p> <p>3. Roy Litchenstein How to plan a drawing using a grid. How to apply poster paint consistently.</p>
Key Domains and Concepts taught in this Unit / Term	<p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements,</p>	<p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Contemporary and/or historical environments, situations or issues.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through</p>	<p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Contemporary and/or historical environments, situations or issues.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through</p>

	<p>including: colour, line, texture, tone, form.</p> <p>Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media.</p> <p>Use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies</p>	<p>visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's work.</p> <p>Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media.</p> <p>Use appropriate specialist vocabulary through either visual communication or written annotation, or both, appropriate to art, craft and design.</p>	<p>visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's work.</p> <p>Develop their ideas through investigations informed by selecting and critically analysing sources.</p> <p>Apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work.</p> <p>Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as</p>
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<p>KS4 End Points</p>	<p>EP1- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p>	<p>EP1- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>EP4 - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>EP7- develop knowledge and understanding of art, craft and design in</p>	<p>EP1- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>EP4 - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>EP6- acquire and develop technical skills through working with a broad range of</p>

		historical and contemporary contexts, societies and cultures	<p>media, materials, techniques, processes and technologies with purpose and intent</p> <p>EP7- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>EP8- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>EP9- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work</p> <p>EP10- demonstrate safe working practices in art, craft and design</p>
Declarative Knowledge (Students should know)	<p>How artists apply different mediums to portraits.</p> <p>How artist convey emotions in portraits.</p> <p>How to apply tone to create a 3D effect.</p>	<p>How to plan a drawing using basic shapes.</p> <p>Mark making techniques.</p> <p>The difference between a 2D and 3D shape.</p>	<p>When did World War 2 start.</p> <p>What is Popular culture.</p> <p>What consumerism is.</p> <p>What are the Primary and secondary colours.</p>

<p>Procedural Knowledge (Students should be able to do)</p>	<p>Create a piece of work in response to an artist.</p> <p>To use tone and colour blending techniques to create a 3D effect.</p>	<p>Turn 2D shapes into 3D shapes.</p> <p>Record detail working form a secondary source.</p> <p>Apply mark making techniques to create a 3D outcome.</p> <p>Create a drawing on a textured background.</p>	<p>Create unique design working from secondary source.</p> <p>Respond to the works of a range of Artists.</p> <p>Apply punchenella printing techniques.</p> <p>Develop colour blending techniques using watercolours.</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Key words Distortion Warp Transform Viewpoint Alter Change Proportion.</p>	<p>Keywords Line Tone Three dimensional Hatching Stippling Cross hatching</p>	<p>Keywords Popular culture Commercial Kitsch Advertising Graphic Peter Blake Juxtaposition Photo-montage Composition Narrative</p>
<p>Assessment (Summative and Formative)</p>	<p>Project mark with a percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>	<p>Project mark with a grade and percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>	<p>Project mark with a grade and percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>
<p>Links to Prior Learning</p>	<p>Colour Theory Drawing from secondary source Apply tone to cerate a 3D effect</p>	<p>Using marking techniques to create a 3D effect.</p>	<p>Graphic art (German expressionism) Colour theory.</p>
<p>Next steps in learning</p>	<p>Develop recording skills working from primary and secondary source.</p>	<p>Students will develop colour theory.</p>	<p>Apply print and paint techniques to complex designs.</p>

Common Barriers to learning in this unit	Transforming facial features using distortion techniques.	Drawing on a textures background. Scaling up a drawing.	Cutting and collaging neatly.
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