

9N - Navigator Curriculum – Long Term Plan ART

	2023 - 2024 Autumn 1 Unit 1	2023 - 2024 Autumn 2 Unit 2	2023 - 2024 Spring 1 Unit 3	2023 - 2024 Spring 2 Unit 4	2023 - 2024 Summer 1 Unit 5	2023 - 2024 Summer 2 Unit 6
Year 9	<p>Topic: Day of the Dead</p> <p>Suggested Key Questions:</p> <p>When does Day of the Dead take place? Who celebrates it? How is it celebrated? What are the characteristics in Mexican design for Day of the Dead? Do you think is a positive way to remember those who are no longer with us?</p> <p>Key skills and knowledge:</p> <p>Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge</p>	<p>Topic: Day of the Dead continued</p> <p>Suggested Key Questions:</p> <p>What is tone? How can we create different shades using one pencil How do you use a grip when drawing? How can it help? How can we make a 3d mask? What makes a successful mask? Even layers? Smooth? What materials will we need? What makes a good design? What does symmetry mean? How do we draw our designs? What would make a successful mask?</p> <p>Key skills and knowledge:</p> <p>Experiment with showing line, tone and texture with different hardness of pencils. Use shading to show light and shadow effects. Use different materials to draw, e.g. pastels, chalk, felt tips.</p>	<p>Topic: Pop Art</p> <p>Suggested Key Questions:</p> <p>What is pop art and when did it start? Who can name a Pop artist? What are the characteristics of Warhol, Haring and Lichtenstein's work? How did it change art history?</p> <p>Key skills and knowledge:</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding.</p>	<p>Topic: Lichtenstein</p> <p>Suggested Key Questions:</p> <p>Who was Lichtenstein? How would we describe his style? How and why do we use the grid method? How do we shade effectively? What do we mean my onomatopoeia? Can you give an example of a sound word?</p> <p>Key skills and knowledge:</p> <p>Show an awareness of space when drawing. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Topic: Lichtenstein continued</p> <p>Suggested Key Questions:</p> <p>Who was Lichtenstein? How would we describe his style? What do we mean my onomatopoeia? How do we cut safely? How should we hold a blade? How can we create different layers</p> <p>Key skills and knowledge:</p> <p>Students will use their observations to plan ideas whilst supported by a teacher.</p> <p>They will question and make observations about starting points and discuss ideas whilst prompted by a teacher. Their design plan will reflect their project brief</p>	<p>Topic: Picasso</p> <p>Suggested Key Questions:</p> <p>Why did Picasso choose to paint in pink and blue? What happened to him to make him feel so sad? What changed and made him feel happier? How does your portrait reflect Picasso's style? What others ways can portraits be manipulated?</p> <p>Key skills and knowledge:</p> <p>Students will use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Students will practise and share their learning and skills with others, giving and receiving feedback to improve whilst supported/ use of prompts by teaching staff.</p>

Links to Gatsby benchmark	<p>4. Linking curriculum learning to careers</p> <p>Careers in art history. Design and illustration further education.</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Product design and illustration. Artist history and research</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in three-dimensional design. Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in fine art, design and illustration.</p>
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