

9V - Venture 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><u>Suggested Key Questions:</u></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><u>Key skills and knowledge:</u></p> <p>Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches.</p>	<p>Topic: Day of the Dead continued</p> <p><u>Suggested Key Questions:</u></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><u>Key skills and knowledge:</u></p> <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and</p>	<p>Topic: Pop Art</p> <p><u>Suggested Key Questions:</u></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><u>Key skills and knowledge:</u></p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge</p>	<p>Topic: Lichtenstein</p> <p><u>Suggested Key Questions:</u></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><u>Key skills and knowledge:</u></p> <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p>	<p>Topic: Lichtenstein continued</p> <p><u>Suggested Key Questions:</u></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><u>Key skills and knowledge:</u></p> <p>Begin to develop an awareness of composition scale and proportion in their paintings and select images with support from teacher. Will discuss with their teacher their ideas and will plan a final response.</p>	<p>Topic: Picasso continued</p> <p><u>Suggested Key Questions:</u></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><u>Key skills and knowledge:</u></p> <p>With support will reflect on their work and identify strengths and areas for development. Will explain with support how their work reflects the artist/ movement.</p>

		mixed media.				
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>

