

## Oasis Academy Lister Park Art Curriculum: Year 9

Year 9: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world

**‘Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.’ Marcus Aurelius**

Students are given the tools and the confidence to ask big questions about tradition and challenge, art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences. They will investigate how art has a number of histories and how it is changeable and valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived. They will be able to articulate how their work connects with and is inspired by the work of others.

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The big questions</b>	<b>Value in unequal measure</b>	<b>Value in unequal measure</b>	<b>Context is everything</b>	<b>Context is everything</b>	<b>A sense of place</b>	<b>A sense of place</b>
<b>Thinking</b>	Investigate work from Western and non-western cultures, traditional and modern interpretations. Learn to ask questions: What is Art? What makes a work valuable? What is the relationship of Art to society?	Reflect on the qualities of their own work: What do they value about the process of making art? Which of their own pieces do they value most and why? How does their audience value their work?	Investigate how meaning in artwork changes dependent on circumstance (different times, cultures and mediums): Which artworks are immediately familiar and why? Why might they hold great significance to others?	Reflect on how our society affects how we notice, view and respond to work: How does our 24-hour news culture, the internet, social media etc. influence the way we notice and think about artworks? How does an artwork become famous/iconic?	Investigate art as evidence of a time, place, event. Investigate the place of art in our modern world and its significance to individuals, society and global conversations. Consider site specific work and its relationship to ‘modern’ values	Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions through their work. Consider the qualities in their own work which challenge, surprise or reinvent ideas
<b>Exploring</b>	Exploring 2D skills/techniques and drawing skills: Processes: drawing/photography/collage/other mark making materials and tools/enlarging e.g. grid method	Developing 2D/3D materials: a variety of materials and processes developing ideas from drawing investigations Processes: Mixed media techniques/2D relief building/painting/stencilling/registering/colour selection/cutting/refining	Exploring materials and drawing skills: a variety of media and processes/2D making skills /exploring compositional elements Processes: printing skills/collage/photography/other materials and tools/enlarging	Exploring materials and methods drawing skills: a variety of media and processes Processes: Mixed media techniques/printing/painting/colour/selection/cutting/refining	Applying materials and methods drawing skills: using a variety of media and processes/considering elements of art and principles of design Processes: mixed media techniques/printing/Painting	Applying materials and methods, drawing skills: using a variety of media and processes Processes: Mixed media techniques/printing/painting /Building, curating processes/colour selection/cutting/refining
<b>Recording</b>	Use different tools to record different types of marks representative of intentions. Describe ideas using subject terminology, demonstrate	Use different tools to record different types of marks and colour choices, describe ideas using subject terminology. Demonstrate	Use different tools to record ideas. Describe ideas using subject terminology – ‘how’. Demonstrate understanding of source material	Use different tools to record motifs, symbols and ideas. representative of intentions. Describe ideas using subject terminology. Demonstrate	Use different tools to record types of line/marks. Evaluate ideas using subject terminology to articulate the refining process.	Evaluate and review work. Use key terminology in describing, interpreting and evaluating work. Demonstrate

	understanding of source material	understanding of source material		understanding and relevance of source material	Demonstrate understanding and use of source material	understanding and use of source material.
<b>Making</b>	Record ideas and investigations with increasing levels of competence and intention. Evaluate response	Develop an outcome using techniques and skills practised with competence and fluency of intention. Evaluate response	Develop a series of ideas Develop an outcome using skills and techniques practised with competence and intention	Record ideas with increasing levels of discernment. Devise and make outcomes using techniques practised with competence and intention	Record ideas with increasing levels of discernment. Devise and make an outcome using techniques practised with competence and intention	Record ideas, demonstrating clarity in decision-making. Make outcomes using skills and techniques practised with competence and intention
<b>Oasis 9 habits</b>	Considerate Honest Self-controlled	Considerate Honest Self-controlled	Honest Forgiving	Honest Forgiving	Compassionate Joyful	Compassionate Joyful
Links and resources  Sustainable Development Goals	<b>Knowledge Organisers</b>  <a href="http://www.blackhistorymonth.org">www.blackhistorymonth.org</a> <a href="http://www.mentalhealth.org.uk/campaigns/world-mental-health-day">www.mentalhealth.org.uk/campaigns/world-mental-health-day</a>	<b>Knowledge Organisers</b>  <a href="http://www.un.org/en/observances/tolerance-day">www.un.org/en/observances/tolerance-day</a>	<b>Knowledge Organisers</b>  <a href="http://www.un.org/en/observances/social-justice-day">www.un.org/en/observances/social-justice-day</a> <a href="http://www.hmd.org.uk">www.hmd.org.uk</a>	<b>Knowledge Organisers</b>  <a href="http://www.wildlifeday.org">www.wildlifeday.org</a> <a href="http://www.worldaidsday.org">www.worldaidsday.org</a> <a href="http://www.un.org/en/observances/human-rights-day">www.un.org/en/observances/human-rights-day</a>	<b>Knowledge Organisers</b>  <a href="http://www.un.org/en/observances/creativity-and-innovation-day">www.un.org/en/observances/creativity-and-innovation-day</a>	<b>Knowledge Organisers</b>  <a href="http://www.worldenvironmentdayglobal.com">www.worldenvironmentdayglobal.com</a>
<b>Tracking progression</b>	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points					