

Creative Arts

Year 9 Art and Design

In key stage 3 students are introduced to a number of new experiences in a range of subject areas that are not covered in depth at key stage 2. Music, Art (Fine and Textile), Food Preparation and Nutrition and Design and Technology allow students to engage with and develop knowledge and skills in the creative subjects within the school curriculum. Students will learn about health and safety in various environments, enabling them to work safely with a variety of materials/tools/media and instruments when responding to set tasks. They will gain an awareness of different art and design movements, as well as cultural and historical music, to aid their responses. In Food, students will gain an understanding of Food hygiene, the science behind food and nutrition. Learning of key skills are taught explicitly within each project. The curriculum in key stage 3 has been specifically developed to engage students in new subject areas and build knowledge and skills, year on year, in preparation for key stage 4.

Curriculum overview:

Autumn term:	Spring:	Summer:
Native American Indian Art/ Inuit Art During this project students will look at, replicate and respond to either native American Indian Art or Inuit Art and culture. Students will have the opportunity to explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. Students will have the opportunity to specialise in using media and materials appropriate to their interests and direction of their work, such as lino cutting, reduction printing and stencilling etc. Students will learn to increase their proficiency in the handling of different materials, and to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students will also learn how to generate a range of personal ideas and responses	Insect Sculptures During this project students will look at insects as a source of inspiration for sculpture-based work. Students will generate a range of high-quality ideas (inspired by insects) and will be able to see them through to a conclusion; generating a personal and meaningful response, exploring 3D methods and the manipulation of 3D materials to create a sculpture-based outcome. Students will have the opportunity to explore a method of their choice to construct their outcome for the project, exploring the characteristics, properties and effects of using their specific choice of technique (and showing evidence that this has been manipulated to suit personal intentions).	Open Project (student directed choice of project - transition to KS4) During this open-ended project, students will select an appropriate area of interest. Students will start to generate an independent and personal body of work which addresses the KS4 AOs, and presentation of work. Project choices will enable students to respond to a range of images from art history movements, artists and different genres of art appropriate to their own personal interests. Students work will demonstrate creativity, independence in terms of direction from a starting point; explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. Students will continue to increase their proficiency and confidence in their handling of different

(which clearly show experimentation and creativity).		materials; and will generate a range of personal and meaningful responses in relation to their chosen theme. This project will give students a taste of what it is like to generate a KS4 Art project, and is the transition which will give students understanding of the AOs and mark scheme at KS4 (for those who are pursuing the subject at GCSE level). Projects are also designed so that students who are not wishing to pursue this as an option choice in KS4, can still find value in this work/ time by enabling them to pursue their interests, stimulating curiosity and motivation, while teaching them transferable skills (such as time management, presentation, grit, creativity and resilience) .
Important vocabulary:	Important vocabulary:	Important vocabulary:
<ul style="list-style-type: none"> • Construction • Totem Pole • Symbolic/ Symbolism • Replicating/ Reproducing • Analysis • Observations • Sculpture • Assemblage • Refinement • Reduction • Decoration • Aesthetic Appearance • Exploration • Stencilling • Annotation • Intentions • Stylization • Reduction • Overlay • Illusion • Representational 	<ul style="list-style-type: none"> • Construction • Replicating/ Reproducing • Analysis • Observations • Sculpture • Assemblage • Refinement • Reduction • Modroc • Card construction • Wire sculpture • Dough craft • Decoration • Aesthetic Appearance • Exploration • Annotation • Intentions • Stylization • Reduction • Overlay • Representational • Armature 	<ul style="list-style-type: none"> • Symbolic/ Symbolism • Replicating/ Reproducing • Analysis • Observations • Sculpture/ construction/ assemblage • Refinement • Reduction • Art related Assessment Objectives (AO1, AO2, AO3, AO4) • Decoration • Aesthetic Appearance • Exploration • Annotation • Intentions • Stylization • Reduction • Overlay • Illusion • Abstract/ Representational • It is not possible to give a full overview here as

		work is not a one-size fits all and is more personal. Vocabulary will be dictated by the direction of student work and by interests.
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Key staff contacts:

Faculty Leader: Ms D Moreno d.moreno@fi.coastandvale.academy

Head of Year 9: Mrs J Bestington j.bestington@fi.coastandvale.academy

What are our curriculum aims for your child in year 9?

During Year 9 students will continue to increase their proficiency in the handling of different materials, and be able to manipulate materials to suit own personal intentions. The main focus for the year will be helping students to explore and generate their own informed ideas; expressing the ability to personally respond to themes. Projects are more open-ended and student and progressively student led to aid the transition of potential GCSE students into KS4. Topics/ Themes covered include:

- **Native American Indian Art/ Inuit Art**
- **Insect Sculptures**
- **Open Project (student directed choice of project linking to KS4)**

How can I help my child be successful in Art and Design?

- Support your child when undertaking homework research tasks
- Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Encouraging your child to be organised and plan ahead to ensure they are prepared for the lesson with homework
- Encourage your child to practice their drawing/ painting skills between lessons
- Visit Art Galleries as often as you can to expose students to art e.g. The Ferens Art Gallery in Hull/ Leeds Art Gallery

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written, visual, practical and verbal responses.

In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. Written corrections require students to work in green pen, to highlight errors. They are then able to reflect clearly on where they have made progress.

Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

Each project will allow for students to produce a personal response/ practical outcome, based on sound research and design work. The projects are marked summatively at the end of each project to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.