



**St George's School**  
**ART Department**  
**Year 9 Curriculum Map**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	
<b>THE BIG IDEAS &amp; KNOWLEDGE</b> <i>Overview of topics or key questions</i>	Landscape Project. Canvas or A2 Artist study. In preparation for transition to GCSE. Large scale work outside A4 sketch book spreads. <b>BUILDING</b> towards GCSE practice.	Canvas painting in preparation for GCSE for those that choose it. Own choice. Acrylic and canvas skills. <b>BUILDING</b> on all previous knowledge and skill building.	Sculpture project such as; Fantasy towers. Artist research. Clay work. Design and planning. OR Luke Dixon Illustration Project (to alleviate pressure on kiln/clay resources)	Continuation of Sculpture project such as Ceramic towers. This requires own designs that <b>BUILD</b> on previous clay experiences that are more prescriptive OR 3D work focussing on architecture	Natural Form Mixed media project Looking at Natural Forms Studying the work of Michelle Parsons Sarah Simblett Marcia Baldwin  or insects using acrylic paints and mixed media	Mixed media work Observational drawing OR Sketchbook spread artist study- GCSE style work from a selected choice- see powerpoint-	
	Careers in Art project. Researching art careers and putting art in context.						
<b>SKILLS &amp; STRATEGIES</b> <i>Procedural knowledge, literacy and numeracy skills</i>	Development of ideas and articulation of own interests. <b>BUILDING</b> autonomy.	Composition Formal elements Colour mixing Handling of acrylic paints.	Research. Design. Planning. Drawing. Illustration Rules of perspective.	Complex manipulation of clay / sculpture materials. <b>BUILDING</b> on previous 3D learning. Research. Design. Planning. Drawing. Rules of perspective.	Acrylic paint and use of mixed media	Contextual research. GCSE style work for some students or sketchbook option	Painting and colour mixing. Utilising more in depth writing frames and articulation of own ideas and analysis. <b>BUILDING</b> on all previous contextual learning.
	Understanding Art in context and careers post GCSE / A level / University.						
<b>FEEDBACK</b> <i>Noteworthy tasks and assessments</i>	Sketch book spread based on research of landscape artists.	Canvas painting. Feedback in class and via PR's.	Sketch book spread.	Sculpture outcome. Assessment and feed back in class and via PR's.		Feedback one to one, echoing GCSE format.	Feedback one to one, echoing GCSE format.
	Sketch book assessed utilising the Department target stamp. The visual nature of successive spreads and this target stamp informs and articulates progress.						
<b>BREADTH</b> <i>Opportunities,</i>	Understanding genres of and world views.	Articulating self / other interests and world	Careers Info and contextual	Understanding of a design process		Widening understanding of	Understanding of requirements of

<i>trips, wider reading, cultural capital</i>	Understanding landscape art and why artists produce it..	views.	understanding	through the study of others. Widening understanding of what art is.		what art is. Developing own preferences for art and understanding of different styles and genres.	GCSE. Refinement. Tenacity, patience etc.
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