FARINGDON COMMUNITY COLLEGE

Year 9 – Programme of Study for Art

	Term 1	Term 2	Term 4	Term 3	Term 5	Term 6
Theme	Portraiture		Shoes Text within Art - Jasper Johns OR Blackout Poetry OR Graffiti		Food	
Key knowledge	Know what is meant by portraiture and that it takes many different forms. To know that portraiture takes many forms; be familiar with work by a range of portrait artists (Grayson Perry, Kehinde Wiley, Amy Sherald, Elizabeth Peyton, Gerhard Richter, Lucien Freud) Know what is meant by proportion. Know how to draw a face using correct proportions and 'face mapping'		Know what is meant by the grid method. To know how text can be used in art in different ways for differing means by a variety of artists Know the work of Jasper Johns - recognise and recall main features; to make the 'everyday unrecognisable'; Know that this is a key drive in the purpose of art OR Know the work of Tom Philips/ graffiti movement - recognise and recall main features		Know the work of Wayne Thiebaud and his association with the Pop Art movement, recognise and recall main features of his work Know that a light source changes the way a piece is created and perceived; Identify a light source within a piece	
Key skills	Draw a benchmark self-portrait. To draw by taking risks Draw facial features from instruction showing detail and wide range of gradual tone: To draw an eye To draw the nose To draw the lips Draw a face using correct proportions. Draw a self-portrait, applying knowledge of proportion and how to draw individual features		Use drawing exercises (blind contour, continuous line, gestural and timed) during observational drawing Create artist research pages with more in-depth information and contextual understanding Use the grid method to accurately recreate from a photograph. Create an observational drawing of a shoe using a full range of tone, directional shading, and refined detail. Explore mark making within biro art. Explore the use of zentangles. Develop our work from observational shoe drawings, to create a repeated pattern. Demonstrate using a variety of pattern and line, with fine liners, within own reflected composition. Record and evaluate Create own overlapped number and letter design in the style of Jasper Johns Use refined brush work to paint each section of a Jasper Johns inspired design. Create and apply an appropriate colour scheme with thought and precision. Apply the features of 'text art' using appropriate illustration and variety of line to create own Blackout poetry Create own tag inspired by 70's New York.		Draw from observation Identify a light source within a piece Create work demonstrating a consistent light source using a range of tone Create artist research pages with more in-depth information and contextual understanding Improve oil pastel technique to create a piece inspired by Wayne Thiebaud Create work demonstrating a consistent light source using a range of tone Improve oil pastel technique to create a piece inspired by Wayne Thiebaud Record and evaluate	

Useful websites
• https://artsandculture.google.com/ • https://www.tate.org.uk/kids • https://archived.metmuseum.org/art/online-features/metkids/ • https://www.natgeokids.com/ie/teacher-category/art/ • https://www.npg.org.uk/
Extended reading list
The Art Book for Children by Gipson, Renshaw and Williams A History of Pictures for Children by Hockney and Gayford The Story of Art Without Men: An Illustrated Guide to Amazing Women Artists by Katy Hessel Art School (in a book) by R. Tovey Steal Like an Artist Book: 10 Things Nobody Told You About Being Creative – Austin Kleon *3*65 Days of Drawing is an illustrated guided sketchbook by British artist and author Lorna Scobie. What Are You Looking At? 150 Years of Modern Art in the Blink of an Eye by Will Gompertz.
Ways to support and extend student learning in this subject
• Draw from observation • Keep a visual diary or sketchbook • Visit exhibitions within local or national galleries and museums. • Explore YouTube videos demonstrating various techniques and processes. Watch Sky Arts documentaries and programmes such as *Portrait Artist of the Year, Landscape Artist of the Year* or *The Great Pottery Throwdown* • Explore and experiment with a range of art materials and tools

Expected standard for Year 9
• Students confidently use a range of drawing techniques to record observations with greater accuracy and purpose. • Students use a full tonal range to create form and depth • Students draw from observation with greater accuracy, demonstrating some understanding of proportion, scale, perspective and composition. • Students paint with greater confidence and control • Students demonstrate an understanding of colour theory, using colour intentionally to communicate mood, meaning and visual effect. • Students generate, develop and refine original ideas from a range of relevant sources. • Students make purposeful creative choices and demonstrate increasing individuality in their work. • Students critically evaluate their work throughout the creative process, identifying strengths, limitations and areas for development. • Students analyse and interpret artists' work in greater depth, considering techniques, materials, themes and intentions. • Students selectively adapt ideas from artists and other sources to develop personal responses. • Students express informed, balanced and well-supported opinions about artworks using accurate and art terminology.