# *St Cuthbert Mayne School Curriculum Map*

## Department: Art, Design & Photography

## Year 9

### *Autumn Term*

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| **Topic/Unit** | Textures, Marks and Shape |
| **Knowledge (Content covered)** | Van Gogh was incredibly famous for the way he applied marks to represent different elements in a picture. Students are introduced to mark making and use this to complete a series of rubbings from a range of textures. Students will explore textures in nature and recreate their observations in clay. From this students look at the work of Jim Dine who creates marks in negative space around objects. Students will respond to the work of Jim Dine and create their own negative space images. Looking at negative space students use a rubber on chalked paper to remove shapes to create an image. The final part of this unit is for students to begin to look at shape and create a final piece based on an origami paper crane. |

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| **Skills** | ● become proficient in drawing, painting, sculpture and other art, craft and design techniques ● know about great artists, craft makers and designers, and understand the historical and ● cultural development of their art forms ● o use a range of techniques and media, including painting ● to increase their proficiency in the handling of different materials |
| **Assessment** | Jim Dine and Mixed Media Portrait |
| **Gatsby 4 (Linking curriculum learning to careers)** GATSBY BENCHMARK 4 | ● Animator ● Art teacher ● Makeup artist ● Cartoonist ● Tattoo artist |

## *Spring Term*

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| **Topic/Unit** | Portraits |
| **Knowledge (Content covered)** | Students can explore portraits in greater detail in this unit. To start with students will create a large self portrait that has been scaled using the grid method.This piece should be substantial and sustained giving students greater opportunities to work on a piece of work over a longer period of time. Taking inspiration from a range of portrait artists, students will replicate their work in a similar way or giving a similar effect to the pieces they create. Students will have the opportunity to work in clay to create a self portrait including head and shoulders. students may personalise this piece and add extra details to their persons. Students will explore the basic principles of how a face is constructed and look at flat plains. Students can use soap to create a face in soap. This offered students greater opportunities to explore a wider range of materials particularly looking at materials that have three dimensional qualities to them. |
| **Skills** | ● become proficient in drawing, painting, sculpture and other art, craft and design techniques ● to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ● to use a range of techniques and media, including painting ● to increase their proficiency in the handling of different materials |
| **Assessment** | Graffiti Expansion and Robot Drawing |

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| **Gatsby 4 (Linking curriculum learning to careers)** GATSBY BENCHMARK 4 | ● Animator ● Art teacher ● Fashion designer ● Illustrator and technical illustrator ● Industrial designer ● Makeup artist ● Sculptor ● Art Restorer |

## *Summer Term*

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| **Topic/Unit** | Perspective and Architecture |
| **Knowledge (Content covered)** | This unit is designed to teach students how to use a set of rules to create imagery as well as looking at design in architecture. In the beginning of the unit students are taught a range of rules to apply to drawings to create simple shapes in 1 point perspective. Once students have grasped this they then need to move on to creating a more complex design (their names) in one point perspective. This can then be used to develop students' understanding of viewpoints and they will use this knowledge to create a city from above. Midway through this unit students will look at the work of a prospective artist and how they have used perspective to create artwork that appears to have depth . Using their knowledge and understanding students advance to two points of perspective (street corner). The design they create can initially be quite simple but as they grasp a better understanding of perspective more complex windows/ doors can be applied. Students will explore architecture and architects and create their own response to the work studied. Students will explore how the shape and structure of a building can be formed from initial sketches that are turned into 3D forms. |
| **Skills** | ● become proficient in drawing, painting, sculpture and other art, craft and design techniques ● to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas |

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| **Assessment** | Perspective Name + City from Above |
| **Gatsby 4 (Linking curriculum learning to careers)** GATSBY BENCHMARK 4 | ● Graphic designer ● Illustrator and technical illustrator ● Industrial designer ● Set Design (films/ media) ● Theatre production |