

YEAR 9 ART

YEAR 9 ART INTENT	Students in Y9 continue to learn about styles in art and expand the range of the techniques and media they can work with. Experimenting with art and craft, students are creating their own journal cover and lock. They look at image transfer, mono and poly print, Steampunk, Vladimir Gvozdariki and Leonardo Da Vinci – designing their own flying machine with animalistic features in the style of Steampunk. Students learn how to achieve realism/ 3D effect in their drawings by applying wide tonal range and contrast in graphite, watercolour, and biro pen.
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Exam Information (Y10-11)	Board:	AQA
	Qualification:	GCSE Art & Design, Fine Art
	Website link to specification/resources:	AQA Art and Design Subject content Fine art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art & Craft - Journal Cover	Art & Craft – Lock Design	Steampunk	Steampunk – Vladimir Gvozdariki	Steampunk – Personal Response	My Surroundings – Ian Murphy
Students use a range of Art and Craft techniques to design and produce a leather and metal – like cover for a Journal / Sketchbook. Tissue paper, cardboard. Students continue to develop their observational and drawing skills using variety of media – graphite, monoprint, white pencil on toned paper	Students design and make out of cardboard a Lock for their Journal / Sketchbook. They use craft knife for precision and details. Students use poster paint, metallic acrylic paint and dry brush technique to create the metal- like effect for their lock made of cardboard.	Students use a glue gun to attach their original lock to the Journal cover. Students RESEARCH the style of Steampunk, learning about its main features. They organize the loose work they have previously produced into their Steampunk Journal. Students learn how to PRESENT their work to high standards and how to RECORD their experiences. Students are looking at Leonardo da Vinci and his inventions / flying machines and analyze how they link to the style of Steampunk.	Students are looking at the artist Vladimir Gvozdariki and his series Machinery. They produce artist RESEARCH and analysis, artist copy in black biro pen and a copy of a section of interest in watercolor (wet-in-dry) to form an understanding of the artist's style. Students learn to recognize the key elements of the style of the artist. Students continue to develop their observational and drawing skills.	Students use their knowledge about Steampunk, Leonardo da Vinci and Vladimir Gvozdariki to DEVELOP a PERSONAL RESPONSE by designing an original flying machine with animalistic features. Students go through the stages of DEVELOPING initial ideas, REFINING and PRESENTING a final RESPONSE.	Students are looking at Ian Murphy, RESEARCH, ANALYSE and learn to recognize the features of his style. They apply their knowledge to produce an original piece based on architectural elements from the St Paul Church in the style of Ian Murphy. Students use tissue paper to create texture, paint for staining, and graphite for adding tone and fine liner and biro to refine line and add detail.
Can do statement 1: I can produce a Journal Cover, precisely and convincingly creating leather-like effect and metal-like effect using dry brush technique. I can analyse my results and recognise what can be done for improving the result. Can do statement 2: I can independently produce excellent Image Transfer and Monoprint. Can do statement 3: I can accurately place an object in a format with its accurate shape and proportions; using light pressure with	Can do statement 1: I can produce a Journal Cover, precisely and convincingly creating leather-like effect and metal-like effect using dry brush technique. I can analyse my results and recognise what can be done for improving the result. Can do statement 2: I can independently produce excellent Image Transfer and Monoprint. Can do statement 3:	Can do statement 1: I can give definition of “Steampunk” and know what it’s main features are Can do statement 2: I can recognise the main features of an artist’s style Can do statement 3: I can produce an original art in the style of Steampunk	Can do statement 1: I can give definition of “Steampunk” and know what it’s main features are Can do statement 2: I can recognise the main features of an artist’s style Can do statement 3: I can produce an original art in the style of Steampunk	Can do statement 1: I can give definition of “Steampunk” and know what it’s main features are Can do statement 2: I can recognise the main features of an artist’s style Can do statement 3: I can produce an original art in the style of Steampunk	Can do statement 1: I can accurately place an object in a format with its accurate shape and proportions; using light pressure with the pencil; with clearly defined elements of shading; wide tonal range and blending. Can do statement 2: I can recognise the main features of an artist’s style Can do statement 3: I can produce an original piece in the style of the artist

the pencil; with clearly defined elements of shading; wide tonal range and blending.	I can accurately place an object in a format with its accurate shape and proportions; using light pressure with the pencil; with clearly defined elements of shading; wide tonal range and blending.				
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