

Year 9 Curriculum Art, Craft & Design	Module 1-4. Students on a carousel with music so do 2 modules of art (12 lessons up to the end of Module 4)	Module 5 & 6 Students choice of subject to study in these 2 modules. Most will be art optees for next year. This work can slot into GCSE projects if done well.
Knowledge	Proportions of the face (built on from year 7/8) Appreciation of the work of Andy Butler	Proportions of the face – (built on from year 7/8) Ceramic modelling – (built on from year 7/8) Appreciation of the work of Johnson Tsang
Skills	Portrait drawing, observations of facial features in a range of media	Drawing from the artists work. Ceramic response using clay slab work, sculpting and modelling facial features
Topic	Distortion	Distortion
Contextual Study	Andy Butler Andy Butler Saatchi Art	Johnson Tsang - Artworks of Johnson Tsang A blog about sculptures by Johnson Tsang (wordpress.com) (Chinese artist) Surrealism links
Exploring materials	Pencil, coloured pencil, biro, acrylic paint. Focus on creating depth with layered materials and depth of tone to show form	Clay modelling – building on the basics learned in year 7 & 8 to create a distorted ceramic face.
Observing and recording	Tonal portrait and focus on facial features & expressions. Challenging skin tones to replicate in colour and monotone to show form and realism	Drawing from the work of Johnson Tsang with a focus on creating realism in their own work, through building on drawing skills
Presenting a response to learning	Using a photograph and students drawings to create a monotone Andy Butler style self portrait.	Clay modelling – building on the basics learned in year 7 & 8 to create a distorted ceramic face.
Assessment	Book Looks with written feedback. Peer critique and discussion. Verbal feedback provided/responsive teaching to enable students to make improvements (DIRT) as work progresses. References to GCSE mark scheme, so students can see how their work fits into the GCSE course should they choose to study art further.	
Careers	Photographer, graphic designer, marketing, journalism, Advertising, fine artist,	

Year 9 students have 60 minutes of art every week. This year students are developing their independence and creativity as they have sound basic skills to allow them to be able to create effectively. Observational drawing, contextual links, the use of a range of materials and techniques and individual expression through their personal responses will build strong foundations for further study at KS4 should they so wish. Homework drives the skills and knowledge forwards in the classroom allowing for more range and depth to be covered.

The art, craft and design curriculum at Pembroke is delivered through four vital categories (contextual, exploring, observing & recording and personal response) in response to the way artists and designers work in industry.

SEND – is supported through providing adapted resources and scaffolding in the following ways: Chunked tasks and expectations; repeated demonstrations (whole class and one to one); expertise from the teacher to aid work to develop confidence; WAGOLL’s which are available tangibly and also projected on screen, faint sketched starting points and also an question sheet to aid research and writing skills which also builds confidence in discussing the work of others.

Social Capital Cultural Capital Creative Capital Academic Capital	Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Appreciation of facial features and proportions of the face. Understanding of why artists create art and how it conveys a message Identify work of 2 new artists 2D and 3D personal outcomes and use of materials devised by students to create something individual.
#generosity #passion #curiosity #courage #wisdom British Values	Empathy & understanding of other peoples opinions and understanding of art. Range of materials explored and love of drawing developing as students ability strengthens over time with practise. Building on drawing and ceramics learned in year 7 & 8 Resilience and patience as tasks are more challenging. Understanding of GCSE course and how their work could be linked to year 10 projects if studied. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment.