



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Decorative Portraits	Drawing of Portrait Elements	Natural Forms Development/ Outcome -Careers Design/ relief design		-- Futurist Outcome- --Sculptural Outcome	
Content	Drawing/ recording in different media- -Analysing Artists -Experimenting with media -Decorative Arts Application --- composing / refining ideas --- Exploration of development skills -Evaluating and refining		Drawing/ recording in different media- -Analysing Artists -Experimenting with media, collage, relief --- composing / refining ideas --Exploration of graphic skills/composing --- Focus on Careers / CIAEG links to work/ inspiration from Artists		---Refining and resolving practise in different media and materials --construction, composing and combining imagery and designs ---Working in the styles of Artists ---Expressive media development	
Rationale/ Linking	<p><b>Initial investigations in Year 9 focus on developing approaches to portraiture using a range of styles and approaches to devise a small series of outcomes in A4 workbooks</b> (in decorative and Fine Arts styles). Students will experiment with drawing and decorative styles inspired by Artists and use portraiture as a base to develop and experiment with media and approaches. Students select chosen techniques and ideas to carry forward into a refined design.</p> <p>--Students will analyse the work of artists and appropriate examples through single and peer assessment to refine and develop work.</p> <p>--Students will focus on developing their working practise and mastery of techniques following a process of refinement to increase proficiency and control of media.</p> <p>--- <b>Students will be encouraged to develop initiative in regards to their own work and development to ensure investment and personalisation of ideas wherever possible.</b></p> <p><b>ARTIST INSPIRATIONS: Alana De Hayes, Amy Judd, Ian MacArthur, Zentangle, Kate Powell, Marcel Monreal</b></p>		<p><b>The natural forms section will focus on students refining their use of media and learning about different approaches using natural forms starting points.</b> Students will experiment with media, format and different techniques to create a range of responses to natural forms- (drawings and designs) which will be recorded and presented in workbooks.</p> <p>--<b>Students will apply the images they have made into a graphic outcome</b> using their selection of approaches and images from their experiments- to compose and create an outcome featuring connections to graphic artwork, tattooing and body decoration (to resolve the theme/work)</p> <p>--<b>Students will discover different career opportunities</b> within Art and design and focus on developing a relief collage design in the style of Helen Musselwhite- creating a link to artists who use issues within their work to explore elements affecting the natural work.</p> <p><b>ARTIST INSPIRATIONS: Lucy Arnold, Georges Seurat, Georgia O Keefe, Graphic Tattoo artists,</b></p>		<p>In the final term students will create a two final pieces following a series of experimentation and testing with media and materials informed by different artist inspiration from the futurists and decorative artists.</p> <p>The futurist outcome will lead the student to determine an abstract composition of overlapping line drawings of imagery they select from the previous natural forms work- which will be composed and developed using a media approach and technique of their choice. All students will experiment with oil pastel initially before personalising the design further to ensure a distinct and meaningful outcome.</p> <p>The Sculptural outcome will feature a range of different designs inspired by different decorative artists which will be composed and combined into a flat relief sculpture as part of a larger class display.</p> <p><b>ARTIST INSPIRATIONS: The Futurists (Balla, Severini), Frank Stella (construction) Decorative Artists: Ruth Piper, Bridget Riley, Daisaku Kawada, Robert Delaunay.</b></p>	
Assessment	Assessment Policy details completion of 1.5 hours over a 2-3 week cycle. Assessment and Feedback follows TAHS ART ASSESSMENT POLICY			<b>Learning Resources</b>		Youtube Video and Lesson Resources available on R:drive/ TEAMS -Resources available on TEAMS