

## Art and Design Curriculum Overview

### Year 9 Skills

Year 9 Art and design skills curriculum rotates with music every half term. The schemes of learning that are the foundations for GCSE Art and Design subjects

Subject	Skills 1	Skills 2	Skills 3
<b>Knowledge/skills Overview</b>	<p><b>Students will:</b></p> <p>To be able to use <b>line</b> effectively.</p> <p>An understanding of <b>isometric drawing</b>.</p> <p>An understanding of one-point <b>perspective</b>.</p> <p>An understanding of two-point <b>perspective</b>.</p> <p>To be able to use <b>line</b> effectively.</p> <p>An understanding of <b>atmospheric perspective</b>.</p>	<p><b>Students will:</b></p> <p>To understand how use <b>effects</b> in photoshop.</p> <p>To be able to <b>render surfaces</b> in Photoshop.</p> <p>To understand how to use <b>layers</b> in Photoshop.</p> <p>To understand how to use <b>layers styles</b> in Photoshop.</p> <p>To be able to create a <b>repeat pattern</b> in Photoshop.</p> <p>To understand how to use <b>layer masks</b> in Photoshop.</p> <p>To be able to use the <b>clone stamp</b> in photoshop.</p>	<p><b>Students will:</b></p> <p>To be able to use <b>line</b> effectively.</p> <p>To be able to use perspective in photoshop.</p> <p>To be able to apply colour with tone in Adobe photoshop.</p> <p>To be able to apply tone to a colour drawing in Photoshop.</p> <p>To be able to blend <b>tone</b>.</p> <p>An understanding of two-point <b>perspective</b>.</p> <p>To be able to <b>blend paint</b> effectively.</p>
<b>Applying and evaluating</b>	<p><b>Students will:</b> select and use a variety of media and techniques to record ideas and observations in a <b>personal response</b>.</p>	<p><b>Students will:</b> select and use a variety of media and techniques to record ideas and observations in a <b>personal response</b>.</p>	<p><b>Students will:</b> select and use a variety of media and techniques to record ideas and observations in a <b>personal response</b>.</p>

## Year 9

Students learn new skills in four rotations. Students are taught to develop their creativity, key skills and observations. These skills are then applied in a personal response in each of the four areas.

Subject	Art 1	Product Design	Food	Textiles
<b>Knowledge/skills Overview</b>	Students will:  Have an understanding of a <b>range of practitioners.</b>  Be able to blend <b>paint effectively.</b>  <b>Know how to use oil pastels.</b>  Be able to use <b>ceramics to create a 3D skull.</b>  Be able to use <b>mark making</b> to show <b>tone and texture.</b>  Be able to use <b>gridding</b> and use symmetry.  To be able to <b>record ideas</b> using drawing, and annotation.	<b>Students will:</b>  Demonstrate <b>critical understanding</b> of sources.  To be able to access and <b>navigate CAD software.</b>  Be able understand and use an <b>iterative design</b> process.  Be able to use <b>industry standard</b> manufacturing methods such as <b>laser cutting.</b>  To be able to <b>manipulate the surface texture</b> and appearance of wood.  Understand how to <b>use templates</b> to aid accurate manufacturing.  Understand and investigate the work of Yukihiro Akama	<b>Students will:</b> To understand the <b>scientific principles when preparing and cooking food.</b>  Understand the working characteristics, functional and <b>chemical properties of raising agents.</b>  <b>To be able to apply knowledge of food science, food choice and food and the environment when cooking dishes.</b>  Understand what is meant by <b>seasonal food.</b>  To learn <b>how lifestyle and income</b> influences where food is sourced.  To learn <b>environmental issues</b> associated with food.  To understand about <b>fairtrade</b> foods  <b>To learn how food choices are related to religion and culture, ethical and moral beliefs.</b>	Students will:  Be able to use the <b>sewing machine.</b>  Be able to use <b>dyeing techniques.</b>  Be able to use hand and machine embroidery.  Be able to use reverse applique.  To have an understanding of a range of <b>textile artists</b> and <b>be able to analyse their work</b> and create a <b>meaningful response</b> showcasing elements of the artist's techniques and processors.  To be able to create a personal response using a range of <b>textile techniques and materials.</b>
<b>Applying and evaluating</b>	<b>Students will:</b> Select and use a variety of media and techniques to record ideas and observations in a <b>personal response.</b>	<b>Students will:</b> Select and use a variety of media and techniques to record ideas and observations in a <b>personal response.</b>	<b>Students will:</b> Students will plan, prepare, cook and <b>present a dish</b> that uses the learnt skills.	<b>Students will:</b> Select and use a variety of media and techniques to record ideas and observations in a <b>personal response.</b>