



OCL Art Curriculum: Long Term Plan

Year 9 - 'Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.' Marcus Aurelius

Core narrative of the year: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world

Core concepts: **Artists ask questions. Art has value in unequal measure. Art is not fixed in meaning – context is everything. Art is powerful**

Principles of Progression:

- **Curricular Narrative** - the skills, knowledge and understanding in prior learning feed the wider, deeper thinking where students begin to question aesthetics, value, purpose and context
 - **Skills** - considering how materials, processes and thinking are used to express different ideas building on prior learning of skills of drawing, printmaking, painting and making
 - **Knowledge** – key terminology of art language thinking about context and value - **Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived**
 - **Understanding** - Students will begin to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context
- **Comprehension to critical thinking** – in Year 9 students are encouraged to question and challenge accepted notions of art and its histories This is delivered through using the 'See, know, think' model of understanding the work of others
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in the context of discussing their work and the work of others. The vocabulary in Year 9 gives them the ability to question ideas about their own work and the work of others. This language comes from the knowledge organisers that support the core concepts
- **Acquisition and application** – skills will be demonstrated, practiced and applied (I do, we do, you do), taught explicitly and added to over time, practicing previously learnt skills discreetly in a repeated and deliberate fashion when new skills/more complex processes are added. Students will be expected to be able to demonstrate reasons for their choices and evaluate their outcomes
- **Broadening world knowledge** - the context and messaging of works explored is more complex and the questioning of its value more explicit. Cultural/historical works are placed alongside contemporary works for comparison ensuring that works which represent EDI are included. Works/artist that have a different perspective that challenge accepted notions are explored
- **Developing character** - students learn about visual culture to develop personal creativity, they are given opportunities and time to explore materials and ideas to develop resilience and the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas, challenging existing ideas and getting comfortable with not having defined answers: developing a sense of self



Core documents:

- MTP (academy development from example project plan)
- Vocabulary slides
- Knowledge organiser
- Example project

Year 9	Autumn	Spring	Summer
Core Narrative: The Big Questions – the story of art – a window on the world			
Title	Value in unequal measure	Context is everything	A sense of place
Thinking	<ul style="list-style-type: none"> • Western and non western • Traditional and ‘modern’ • Questions <p>What is Art? What makes a work valuable? What is the relationship of Art to society? What do they value about the process of making art? Which of their own pieces do they value most and why? What makes their work valuable? How does their audience value their work?</p>	<ul style="list-style-type: none"> • Investigate how meaning in artwork is subject to change dependent on circumstance through exposure to works from different times, cultures and mediums <p>Which artworks are immediately familiar? Why? Why might they hold great significance to others? How does our 24-hour news culture, the internet, social media etc. influence the way we notice and think about artworks and what they might mean to us? How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring..? How does time and ‘fashion’ influence our tastes?</p>	<ul style="list-style-type: none"> • Investigate art as evidence of a time, place, event and the implications of the work • Investigate the place of art in our modern world and its significance to individuals, society and global conversations • Consider site specific work and its significance/relationship to ‘modern’ values • Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions of themselves and others through their work • Consider the qualities in their own work which challenge, surprise or reinvent ideas

Exploring	Drawing/printmaking/digital manipulation skills <ul style="list-style-type: none"> • Drawing for purpose • Marks, shapes to express ideas • Making multiples 	Drawing/painting/collaging skills <ul style="list-style-type: none"> • Scale and context • Composition • Different materials working together 	Drawing/Digital exploration/3D techniques and materials <ul style="list-style-type: none"> • Digital capture(photography) • Drawing for design • Making models in relief/3D (eg. clay)
Recording	<ul style="list-style-type: none"> • Using different tools to create different marks – line, tone, texture • Describing ideas using subject terminology – See, know, think • Describing ideas using subject terminology – What , how, why 	<ul style="list-style-type: none"> • Using different tools to create different motifs • Describing ideas using subject terminology – See, know, think • Describing ideas using subject terminology – What , how, why 	<ul style="list-style-type: none"> • Using different materials and tools to capture/tell a story • Describe and evaluate ideas– See, know, think • Describe and evaluate outcomes – what, how, why
Making	<ul style="list-style-type: none"> • record ideas with increasing levels of accuracy and control • develop an outcome using techniques and skills with accuracy and control (making multiples) and evaluating results 	<ul style="list-style-type: none"> • develop a series of ideas • select an idea to resolve • develop an outcome using mixed media, evaluating results 	<ul style="list-style-type: none"> • Devise, develop and make an outcome demonstrating skills and techniques learnt • Demonstrate refinement of ideas and skills
Vocabulary (all vocabulary comes from knowledge organiser key language)	<ul style="list-style-type: none"> • Aesthetic • Challenge • Inquire • connect 	<ul style="list-style-type: none"> • appropriation • iconic • power • provenance 	<ul style="list-style-type: none"> • influence • intention • interpretation • transformative
Assessment foci	Knowledge: key terminology and formal elements. Recognition of artists and art styles Skills: technical skills demonstrating use of formal elements Understanding: how the work of artists explores the core concepts – See , know, think - question	Knowledge: key terminology and formal elements. Recognition of artists and art styles Skills: technical skills demonstrating use of formal elements Understanding: how the work of artists explores the core concepts – See , know, think - question	Assessment of portfolio