

Curriculum Map Year 9 (2025-2026) ART

| Topic Name | Term | Skills developed with link to NC Subject content | Reflection on previous links in the curriculum | Progress to future links in the curriculum |
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| Metamorphic Animals | <i>Autumn 1 HT1</i> | Students look closely at textures and patterns such as butterfly wings, animal skins, fur and scales . Artists Seguy, Daniel Mackie, Kerby Rosanes or Susan Seddon- Boulet can be looked at in connection with this and students could create their own “metamorphic insect or creature”, consisting of realistic elements and imaginative areas. Students further explore and develop their handling of colour, tone, texture and pattern using their own set of drawing equipment working in sketchbooks. Research and individual choices develops independent working methods important for the transition towards GCSE. | Students are beginning to consider their options for GCSE. And reflect upon their past successes in various projects. They are also encouraged to be more analytical when considering their work for assessment. | <i>The future link to GCSE studies are obvious and this can also influence their approach to other subjects where they begin to decide what groups of subjects would best demonstrate their potential.</i> |
| Animal/Human mix | <i>Autumn 2 HT2</i> | Alternative outcome or extension of animal theme= study of Susan Seddon-Boulet and Frida Khalo. This involves extended analysis of portraiture, animal skins, textures and symbolism . Students create a half animal/half human portrait using a variety of drawing and painting techniques. The level of challenge is high as students build and develop existing skills such as proportion, line, tone, texture, paint and colour mixing. INTENT - For students to engage with the subject and develop a secure skills base. To enable them to become expressive, creative and independent learners. | <i>Students are encouraged to read around the Artists suggested, learning from their techniques and studying their creative ideas for inspiration. Independent study is emphasised as a means to create strong individual outcomes.</i> | <i>The varied topics offered for projects so far, should have enabled students to understand the diverse possibilities available at GCSE.</i> |
| Skulls | <i>Spring 1 and 2 HT3 and HT4</i> | Students can then study skeletons or skulls. These can be human or animal. They look at the skull in art and its symbolic power. They use marks and tone to create drawings in pencil . Their drawings can then be developed using coloured sharpie pens and acetate into a POP ART style or students can combine their skull image with drawn or painted flowers, butterflies and pattern. They study artefacts from the day of the dead and their work could be transferred onto a 3D mask via scanned images and collage. IMPLEMENTATION - The course of study throughout each term builds progressively on students’ skills and knowledge. A range of ideas and choices allow for personal expression and individuality, and this increases throughout the key stage. Enrichment opportunities further foster enthusiasm and growing confidence. Research assignments and challenges encourage independent learning, allowing for depth and breadth of study | Students are encouraged to consider the varied opportunities for study and to analyse their own learning requirements. How to study, how to organise their work to best effect and to manage their time wisely is also emphasised. | <i>The challenges of the varied projects offered should have made the students aware of their own strengths and whether they feel they have a real ability and a genuine interest in further study.</i> |

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| <p>Food/Pop art</p> | <p><i>Summer 1 and 2 HT5 and HT6</i></p> | <p>In the Summer term students can develop the connection to POP ART and create a piece either inspired by butterflies or food. This further develops the symbols analysed in Vanitas paintings and when studying sugar skulls.</p> <p>Sarah Graham and Joel Penkman can be studied as inspiration, contemporary female artists and students can work from direct observation before developing enlarged multimedia pieces inspired by foods.</p> <p>IMPACT= progress is measured by the quality of the work, improved skills and retained knowledge. The work is internally standardised and levelled. Uptake at GCSE and student voice, in response to various questionnaires, demonstrate high enjoyment levels and engagement. Attendance at enrichments and positive parent/carer feedback reinforce this. Students should progressively become more confident and assured, making individual choices about their work and expressing their ideas in visual and verbal forms.</p> | <p><i>At this point students will probably have made a decision as to whether they are going to choose the subject for GCSE. However even if this is not the case, it is the intention of the staff that they should have confidence in the knowledge of the world of Art and have enjoyed their Art studies.</i></p> | |
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