



Year 9 Art, Craft and Design - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale

Below is a summary of the content studied in Year 9 in art and design. For further details and an overview of progression through KS3 and beyond, please visit our department website <https://sites.google.com/hgs.herts.sch.uk/art-department-hgs/home>

Curriculum Content

In Year 9 students in art and design learn to use linear perspective and tonal and colour rendering within spatial compositions and designs. They use the rule of thirds to compose 2D work. They learn about basic camera settings and how to frame and light a picture. One project will have a two-dimensional focus and the other three-dimensional. The projects will allow them to cover the four assessment objectives in art which are:

DEVELOP ideas by analysing and responding to the work of others'. We study the development of linear perspective in the Renaissance, the Photorealists and Cubism in 2D work. For our 3D work we explore the art of The Haida people.

RECORD through drawing and annotations. Focus on drawing in Year 9 is on technical use of vanishing points and the use of colour and tone to render form.

EXPLORE through materials, processes and techniques, using media such as paint, clay (slab work), card and photography.

PRESENT ideas as work progresses through organised sketchbooks and realise ideas through final artwork.

Formal, summative assessment of the level your child is working at will take place twice a year, at the end of each project. Formative, on-going assessment will be mostly verbal in class and via Mote in Google Classroom.

The 2D project is based on the theme of Childhood - specifically toys and games. The 3D project is based on masks representing our relationship to the environment and conservation of animal habitats. You can help your child by asking them to show you the relevant Classroom pages and by viewing the curriculum plan, knowledge organiser and other resources available on our art website. Visits to natural history museums or art galleries/museums, such as Tate Modern, and The Fitzwilliam Museum would be a great support if you are looking for an idea for a trip out.

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
Develop	<ul style="list-style-type: none"> Response to artworks is uneven, inconsistently informed and/or lacks analysis. Some connections are made between one's own and others' work. Study of the work of others has some impact on one's own work. 	<ul style="list-style-type: none"> Response to artworks is competent, with thoughtful analysis, informed by research. Thoughtful links made between one's own and others' work. Study of the work of others impacts on own work. 	<ul style="list-style-type: none"> Response to artworks is assured, with in depth analysis, informed by thorough research. Thoughtful, assured links made between one's own and others' work. Study of the work of others impacts notably on own work. 	<ul style="list-style-type: none"> Response to artworks is assured, with in depth analysis, informed by extensive research. Inventive links made between one's own and others' work. Study of the work of others impacts notably on own work.
Record	<ul style="list-style-type: none"> Some understanding of perspective. Principles of perspective are often inconsistently applied. Some understanding of how to employ colour and tone to render form and depth. 	<ul style="list-style-type: none"> Drawings are informed through consistent observation. Highly competent technical understanding of perspective. Compositional understanding scale and relationships of elements. Drawings are informed through observation. Sound use of tone, texture and colour to render form. Competent control and understanding of basic camera settings and lighting. 	<ul style="list-style-type: none"> Drawings are fully informed through extensive observation. Confident technical understanding of perspective. Compositional understanding scale and relationships of elements. Drawings are fully informed through in depth observation. Assured use of tone, texture and colour to render form. Confident control and understanding of basic camera settings and lighting. 	<ul style="list-style-type: none"> Masterful observation of depth and form. Complete technical understanding of perspective. Compositional understanding scale and relationships of elements. Drawings are fully informed through extensive observation. Masterful use of tone, texture and colour to render form. Exceptional control and understanding of basic camera settings and lighting.

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Explore	<ul style="list-style-type: none"> Some control of brush in painting leads to some use of brush for rendering and spatial effect. Makes some independent decisions in sculptural work and about media and format – showing developing control in handling of clay and or plaster and other modelling materials. Compositional work demonstrates some ability to use the rule of thirds, linear and aerial perspective, cut-off and scale. Sculptural compositions demonstrate some understanding of tension and balance of elements. Some ability to review or refine work as it progresses. 	<ul style="list-style-type: none"> Competent control of brush in painting leads to use of brush for rendering and spatial effect. Minimal support required in sculptural work. Makes some independent decisions about media and format – showing consistent control in handling of clay and or plaster and other modelling materials. Compositional work demonstrates an informed ability to use linear and aerial perspective, cut-off and scale. Sculptural compositions demonstrate appropriate understanding of tension and balance of elements. Consistent ability to review or refine work as it progresses. 	<ul style="list-style-type: none"> Confident control of brush in painting leads to use of brush for rendering and spatial effect. Little support required in sculptural work. Makes independent decisions about media and format – showing assured handling of clay and or plaster and other modelling materials. Compositional work demonstrates a confident ability to use the rule of thirds, linear and aerial perspective, cut-off and scale. Sculptural compositions demonstrate assured understanding of tension and balance of elements. . Confident ability to review or refine work as it progresses. 	<ul style="list-style-type: none"> Masterful control of brush in painting leads to mature use of brush for rendering and spatial effect. Sculptural work is ambitious and controlled. Makes independent decisions about media and format – showing flair and dexterity in handling clay and or plaster and other modelling materials. Compositional work demonstrates an exceptional ability to use the rule of thirds, linear and aerial perspective, cut-off and scale. Sculptural compositions demonstrate exceptional understanding of tension and balance of elements. Exceptional ability to review or refine work as it progresses.
Present	<ul style="list-style-type: none"> Sketchbook is organised, with attempted layout which nevertheless is difficult to 'read'. Final outcome is either incomplete or limited in composition and understanding, control and expressive use of formal elements studied. 	<ul style="list-style-type: none"> Sketchbook is organised, with a lively and effective layout which 'reads' effectively. Final outcome is resolved and composed with a sound understanding of formal elements studied. 	<ul style="list-style-type: none"> Sketchbook is organised, with a lively and effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates confident understanding, control and expressive use of formal elements studied. 	<ul style="list-style-type: none"> Sketchbook is organised, with lively and highly effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates exceptional understanding, control and expressive use of formal elements studied.