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Year 9 Overview 2026-27 – *Art*

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (8 Lessons)				
Wed 2-Sep Tues Y7 only Thursday-whole school	A	1	**<u>Bugs – Drawings and shading unit</u>** Building on prior knowledge of observational drawing skills. Pupils learn how to draw bugs using step by step resource sheets which builds on drawing confidence. There are differentiated step by step sheets which include more complex and detailed bugs for higher ability students. Pupils start using the step by step guides and progress to drawing from their choice of bug photographs. Identify the features of the different bug shapes and the size and positioning of the legs. Draw five detailed bugs, each on A6 paper. Proportion and accuracy needs to be considered. Pupils build on their shading and blending skills using 6B pencil and coloured pencils. Introduction to drawing with ink. Pupils learn how to apply drawing ink to one of their bug drawings using a cocktail stick. Pupils experiment with cross hatching and scribble techniques to create areas of tone. Pupils create an A4 background using overlapped layers of paper and acrylic paint. Pupils apply 'BUGS' lettering from newspapers and/or magazines or find their own fonts digitally and print them. Pupils stick their bugs and lettering to their background considering composition carefully. Prior – Y8: Recall of the previous line work projects. Drawing accurately using different techniques, skills and media. Current: All pupils have experimented with line work using a variety of media. Pencil, pen, ink, water colour and acrylic. They have used mixed media to create a back ground. Next – Y10: Pupils build on, practise and develop the skills they have learned to use in GCSE.	Drawing and Shading Observational drawing skills, using a source that is skill dependent. Ranging from step by step guides to photographic images. Developing and practicing tonal work skills using a variety of media. Key words for learning/ Tier 2/3 Vocabulary Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint Shading – slight variation or difference of colour Blending – the action of mixing or combining things together Composition - the action of putting things together; formation or construction Detail – to give full information about GCSE/ Subject Links DT & Maths, drafting and proportions. Science, the anatomy of insects. In 1940, a collection of prehistoric cave paintings were discovered. The 15,000 to 17,000 year old paintings, consisting mostly of animal representations, are among the finest examples of art from the Upper Palaeolithic period. The pictures depict in excellent detail numerous types of animals, including horses, red deer, stags, bovines, felines and what appear to be mythical creatures. How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning. Careers Graphic designer, Animator, Illustrator, Designer. Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. *Parent and Carers month/Black History month* *World afro day* *International day of sign languages*
7-Sep	B	2		
14-Sep (INSET Friday)	A	3		
21-Sep	B	4		
28-Sep	A	5		
5-Oct	B	6		
12-Oct	A	7		
2-Nov	A	9		
9-Nov	B	10		
16-Nov	A	11		
23-Nov	B	12		

<table>
<tr><td>30-Nov</td><td>A</td><td>13</td><td rowspan="3">GW: You have looked at the step by step ‘Bugs’ and drawn them. You have experimented with different medias. You have created your own background paper. BI: Your drawings are accurate. You have created tone when using the different media. The background has different colours on it that complement the drawings. EW: Your drawings are accurate and detailed. Your drawings are shaded using a large variety of tone. The background paper is layered, paper has been stuck on and acrylic paint has been used.</td><td rowspan="3">world mental health day
world teachers day
World cerebal palsy day

• Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td></tr>
<tr><td>7-Dec</td><td>B</td><td>14</td></tr>
<tr><td>14-Dec</td><td>A</td><td>15</td></tr>
<tr><td colspan="2">Christmas Holiday</td><td colspan="2">6 weeks (6 lessons)</td></tr>
<tr><td>4-Jan</td><td>B</td><td>16</td><td rowspan="2"><u>An introduction to Photography – basic camera skills</u>

An introduction basic camera skills. Students set up and use the cameras for the first time; having the opportunity to experiment with different camera settings and use different focal ranges.
Students create the letters of the alphabet through photography (26 photographs). The letters can be created by finding objects or textures that visually look like letters or the letters can be constructed e.g. hand shadows, spelling out letters using leaves/twigs/personal belongings. Students can create words using the letters they have captured.
Images can be analysed and annotated; considering lighting, viewpoints, textures, camera settings, focal points.

<table><tr><td>Prior</td><td>Current</td><td>Next – Y10</td></tr><tr><td>Recall of any basic camera skills.</td><td>All students have had opportunity to use a camera.</td><td>Students build on, practise and develop camera skills and progress s on to Photoshop editing skills.</td></tr></table>
GW: Students have experimented with the camera, different focal ranges and taken the alphabet through photographs. Images are analysed and annotation identifies both positive and negative themes. BI: Students images are in focus</td><td rowspan="2">Developing basic camera skills
With a focus on being able to take in focus photographs at different focal ranges. Opportunity to experiment with composition and angle/viewpoints.

Key words for learning/ Tier 2/3 Vocabulary
Focal Point – The most important part of the image where the eye is first drawn to
Angle – The point from which the photograph was taken
Composition – The arrangement of the subject and surrounding elements
Exposure – The amount of light allowed through the camera lens
Underexposure – when too little light reaches the camera lens, producing a dark image
Overexposure – when too much light reaches the camera lens, producing a
Subject – is the ‘object/person’ being photographed.
Foreground – The image/scene in front of the main subject in the photograph
Background – The image/scene behind the main subject of the photograph
Macro – Making small objects larger scale

GCSE/Subject Links
DT and Maths, Measurements, rule of thirds.

There are seven basic elements of photographic art: line, shape, form, texture, colour, size, and depth. As a photographic artist, your knowledge and awareness of these different elements can be vital to the success of your composition and help convey the meaning of your photograph. The first camera obscura used a pinhole in a tent to project an image from outside the</td></tr>
<tr><td>11-Jan</td><td>A</td><td>ST1</td></tr>
<tr><td>18-Jan</td><td>B</td><td>ST1</td><td></td></tr>
</table>

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25-Jan	A	19	and it is evident that composition has been considered. Students have creatively constructed some of the letters, using found objects. Images are carefully analysed and annotation is detailed. Students use key Photographic key terms where possible. **EW:** Students images are visually interesting, they have experimented with composition, viewpoints and angles. Students have experimented with lighting and creating a shadow. Annotation is detailed and accurately uses Photographic key terms which link to their images.	tent into the darkened area. It was not until the 17th century that the camera obscura became small enough to be portable. Basic lenses to focus the light were also introduced around this time. The First Permanent Images - Photography, as we know it today, began in the late 1830s in France. Joseph Nicéphore Niépce used a portable camera obscura to expose a pewter plate coated with bitumen to light. How will we know they have learned this? Practical evidence displayed in sketchbooks, work in progress and questioning. Careers Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor. Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. *Women's history month* *Ramadhan begins* *World Down Syndrome day* *Transgender day of visibility* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
1-Feb	B	20		
8-Feb	A	21		
Half-Term			6 weeks (6 lessons)	
23-Feb	B	22	**Identity letters** Pupils will gather images, text, personal photos and different styles of font of their initial from the internet that demonstrate their personality and who they are. Students can also create illustrations and bring in small objects such as a keyring to represent themselves. Students will then print out a template for their 3D letter to cut around. This letter must fill an A4 page and be bold enough to be stable when	Developing 3D skills 3D Skills, crafting and shaping cardboard. Accurately and safely using a craft knife. Using wallpaper paste and book paper to create papier mache. Key words for learning/ Tier 2/3 Vocabulary Papier Mache – A malleable mixture of paper and glue, or paper, flour, and water, that becomes hard when dry used to make boxes, trays, or ornaments. Construct – Build or make Identity – The fact of being who or what a person or thing is

<table>
<tr>
<td>22-Feb</td>
<td>B</td>
<td>22</td>
<td rowspan="4">cut. The letter font they pick need to be suited to their ability, abler students will pick a cursive letter that is trickier to cut out. Once their template is cut out they will need to draw around it onto two pieces of cardboard to create a front and a back. Students will need to construct the letters to create the 3D form. Using a thinner piece of card, they will bend it vertically against one of the cut out letters, securing it with gum strip in small pieces. Students will then add the second cut out letter and secure it to the top using gum strip again. Students will begin to cover their 3D letter with papier mache, they will use recycled books and wallpaper paste. Using small strips of book pages and applying a small amount of wall paper paste, cover the strip and apply it to the letter, starting from the edges. Once completely covered, students will cut out the images, text and photos they brought in and apply those across the letter. Thinking about the overall look of the letter and placing their images carefully.

<table>
<tr><th>Prior – Y7</th><th>Current</th><th>Next – Y10</th></tr>
<tr><td>Students will build on their 3D skills from the Jon Burgerman project in Y8. Using a craft knife and sculpting and sticking cardboard together to create a 3D shape. They will build on their paper mache skills.</td><td>All pupils have created a piece of 3D work that reflects their identity. All students will improve their 3D skills and learn new skills such as applying papier mache using books.</td><td>Pupils build on, practice and develop the skills they have learned to use in GCSE.</td></tr>
</table>

GW: Your letter has been assembled correctly and have used a bold font. Your papier mache has completely covered your letter and your images are all stuck down. The images selected show your hobbies and interests. BI: You have picked a trickier font and assembled it correctly. Your papier mache is completely</td>
<td rowspan="4">GCSE/Subject Links
DT and Maths, Measurements and crafting. EFL: Identity.

Why are so many in the Western world of today preoccupied with and troubled by identity (their own, their gender, their ethnic or religious' group, even their continent's identity. How did identity become such a major problem in our time? Identity has, of course, a history. The fact that people ask questions about their identity is, or so it seems, a relatively modern phenomenon.
Papier Mache originates from China, the inventors of Paper itself. Papier Mache was used to make helmets of all things dating back to Hans Dynasty.

How will they know they have learned this?
Practical evidence, Assessment books and questioning

Careers
3D designer, Construction worker, Architect, Sculptor, Set designer, Theatre help/ construction.

Assessment
KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.

Good Friday
Easter Sunday
Autism and stress awareness month.
World Malaria Day
Lesbian visibility day
UK national walking month.
Deaf awareness week
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr>
<td>1-Mar</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>8-Mar</td>
<td>B</td>
<td>24</td>
</tr>
<tr>
<td>15-Mar</td>
<td>A</td>
<td>25</td>
</tr>
</table>

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			covered and is smoothed down flat. You have collected and stuck down images, text, personal photos and printed them all at a good scale. Your letter stands up on its own so it is robust. You have demonstrated a keen eye when composing your personal details. **EW:** Your letter is in a cursive font and has been accurately constructed and neatly covered in papier mache. Your letter has been precisely constructed so it stands up on its own, you have used a mixed media while adding personal details such as drawings and found materials.	
Easter Holiday			5 weeks (5 lessons)	
12-Apr	A	27	Your letter and your images are all stuck down. The images selected show your hobbies and interests. **BI:** You have picked a trickier font and assembled it correctly. Your papier mache is completely covered and is smoothed down flat. You have collected and stuck down images, text, personal photos and printed them all at a good scale. Your letter stands up on its own so it is robust. You have demonstrated a keen eye when composing your personal details. **EW:** Your letter is in a cursive font and has been accurately constructed and neatly covered in papier mache. Your letter has been precisely constructed so it stands up on its own, you have used a mixed media while adding personal details such as drawings and found materials.	
19-Apr	B	28		
26-Apr	A	29		
3-May (Bank holiday Mon)	B	30	**<u>Masks</u>** Complete numerous outline sketches of different mask designs using African/ sugar skull or carnival masks as a starting point. Look at all the images you have collected, use the shapes, the features – eyes, nose, mouth, ears, horns and	Drawing and Shading Using African/ sugar skull or carnival masks as an influence design a mask. Develop and practice tonal work skills using a 6B initially. Then introduce colour. Key words for learning/ Tier 2/3 Vocabulary Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint

<table>
<tr><td>10-May</td><td>A</td><td>31</td><td rowspan="3">patterns that you see. You can also be creative, think about using repetition. Symmetry is important, as is composition. Proportion and accuracy needs to be considered. Use the 4 smaller mask ideas and experiments. In the final mask you can use bits from each mask or continue to develop and refine one particular mask. Shading and blending using different media. Find your own style of shading. Learn about how colour pencils work. There are 72 different shades to use! Experiment with them, if you are using browns, there are 12 different browns! Use them all! Find your own style of shading, change the pressure you use when working. Shading and blending using fine-liner pens/ biros; different nib thickness's will produce a different effect. Think about the scribble or cross hatching techniques.</td><td rowspan="3">Shading – slight variation or difference of colour
Blending – the action of mixing or combining things together
Accuracy – the state of being precise or exact
Detail – to give full information about

GCSE/ Subject Links: Maths, drafting and proportions. Science, parts of the head/skull. Drama (through English) Carnival.

African/carnival/sugar skull masks often represent a spirit and it is strongly believed that the spirit of the ancestors possesses the wearer. Ritual ceremonies generally depict deities, spirits of ancestors, mythological beings, good and or evil, the dead, animal spirits, and other beings believed to have power over humanity. Cubism, fauvism and expressionism have often taken inspiration from the vast and diverse heritage of African masks.

How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.

Careers: Artist in residence, Crafts Artisan, Ceramic tile artist, Cartoonist.</td></tr>
<tr><td>17-May</td><td>B</td><td>32</td></tr>
<tr><td>24-May</td><td>A</td><td>33</td></tr>
<tr><td colspan="5">Half-Term 7 weeks (7 lessons)</td></tr>
<tr><td>7-Jun</td><td>B</td><td>34</td><td rowspan="2"><table><tr><th>Prior – Y8</th><th>Current</th><th>Next – Y10</th></tr><tr><td>Recall of the previous line work projects. Drawing accurately using different techniques and considering composition.</td><td>All pupils have designed numerous masks, then have refined their ideas.</td><td>Pupils build on, practise and develop the skills they have learned to use in GCSE.</td></tr></table>
GW: You have drawn an outline sketch of numerous masks. The mask designs are detailed. A range of tone is evident. BI: You have included detail. Each design is different and the detail is relevant to the particular culture. At least 5 different shades have been used. EW: You have used the features found on your design sheet. Your mask looks 'African/sugar skull/ carnival inspired'. Each mask idea in filled with detail and composition is successful. Each shade flows seamlessly into the next.</td><td rowspan="2">Independent study
A taste of GCSE way of working. Having the choice of Artists to be inspired by.

Key words for learning/ Tier 2/3 Vocabulary
Shading – Sight variation or difference of colour
Blending – the action of mixing or combining things together
Creativity – the use of imagination or original ideas to create something
Highlight – Make visually prominent
Monochrome - representation or reproduction in black and white or in varying tones of only one colour

GCSE/Subject Links
Maths, proportions

Watercolor is a tradition that dates back to primitive man using pigments mixed with water to create cave paintings by applying the paint with fingers, sticks and bones. Ancient Egyptians used water-based paints to decorate the walls of temples and tombs and created some of the first works on paper, made of papyrus.

How will we know they have learnt this?</td></tr>
<tr><td>14-Jun</td><td>A</td><td>ST2</td></tr>
</table>

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<table>
<tr>
<td>21-Jun</td>
<td>B</td>
<td>ST2</td>
<td rowspan="4">
<u>Artist Watercolour</u>

Pupils will be given an Artist outline; it is up to them which they pick. Students should then draw a line diagonally, vertically or horizontally across the page. On one side of the page they will watercolour in black, white and greys and the other size in colour. They should take time to include different colours and shades in each section that they paint. Using a white watercolour to highlight areas and darker colours to add shadows. They should aim for at least 7 different shades in each section. More able students will/can design their own outline based on an artist of their choosing.

<table>
<tr><th>Prior – Y8</th><th>Current</th><th>Next – Y10</th></tr>
<tr><td>Students will build on previous watercolour techniques from KS3. Students will build on their Art History knowledge.</td><td>All students will learn how to successfully apply watercolour to their work</td><td>Pupils build on, practice and develop the skills they have learned to use in GCSE</td></tr>
</table>

GW: Students have applied watercolour neatly to their Artist outline. They have successfully used both monochrome and colour paint. They have applied watercolour lightly first and attempted to build up shadows and highlights. BI: Students have successfully applied watercolour to their Artist outline. They have used both monochrome and colour paint. They have applied watercolour lightly first and successfully added white watercolour to add shadows and highlights. EW: Students have intricately applied watercolour to their Artist outline. They have successfully used both monochrome and colour paint. They have applied watercolour lightly first and used white watercolour to build up shadows and highlights. They can recognise using the right amount of water to paint to add the right effect.
</td>
<td rowspan="4">
Practical evidence, ST Tracking exams, Assessment books, Questioning

Careers
Designer, Painter, Wallpaper designer, Illustrator, Art therapist

Assessment
KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.
</td>
</tr>
<tr>
<td>28-Jun
(SJBF Inset)</td>
<td>A</td>
<td>37</td>
</tr>
<tr>
<td>5-Jul</td>
<td>B</td>
<td>38</td>
</tr>
<tr>
<td>12-Jul</td>
<td>A</td>
<td>39</td>
</tr>
<tr>
<td colspan="5">(Total: 190 Days)</td>
</tr>
</table>

<u>Prompt Questions</u>

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?