

Year 9 Curriculum Overview [2025-2026]

Art - Environments

Term	Knowledge & Understanding		Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Formal Retrieval [if any]			
Autumn Term HT1	<u>Key Skills - Illustration / Mark Making</u> Environments' in the style of Vincent Van Gogh (1853-1890) using Watercolour and Acrylic Paint. <u>Each composite - 20% x 4 = 80% (20%) – Summative Assessment</u>	Do now retrievals on factual information. Knowledge developed of 'Environment' art elements surrounding the artist Vincent Van Gogh. Tonal theory both grayscale and colour, through activities and observations. Proportion and scale, through activities and observations. Perspective accuracy within artwork, through activities and observations. Producing a final piece inspired by Vincent Van Gogh, using Watercolour / Acrylic Paint.	Structured writing when performing written elements. Key vocabulary linking to activities. Including art terminology and applying them into written elements of lessons. Discussions surrounding artwork and techniques involved. Peer and self-reflections.	Participate in discussions relating to the theme and the work of artists, designers and craftspeople. Learning about the work of practising artists. Independent practise / resilience.	Written and verbal feedback surrounding work that links to the success criteria. One to one verbal feedback on how to improve work to achieve better marks. Assessment on each composite and a final outcome for the project.
Autumn Term HT2					
Catholicity Across Art HT1/2	<u>Links found between Van Gogh & Catholicity</u> <ul style="list-style-type: none"> • Light as Divine Presence: Van Gogh's use of light and radiance, such as the glowing stars in <i>Starry Night</i>, can symbolize the light of Christ or the Holy Spirit. • Mood and Atmosphere: Reflect Van Gogh's emotional depth to convey spiritual longing, joy, or suffering. For example, sombre tones and rough textures might evoke the Passion, while uplifting colours and sweeping motions could reflect the joy of Easter. • His Religious Journey: Van Gogh was deeply influenced by his time as a lay preacher and his admiration for the Bible. Create art that reflects his spiritual questions and his sense of awe before God's creation. • Human Compassion: Van Gogh's empathy for workers and the poor can inspire art that focuses on Catholic social teaching, emphasizing service, humility, and love for the downtrodden. 				

<p>Spring Term HT3</p>	<p><u>Key Skills - Print / Layers</u></p> <p>Art Research page on Japanese landscapes (1500 – Present) using inks and lino.</p>	<p>Do now retrievals on factual information.</p> <p>Knowledge developed of ‘Japanese Landscapes’ art elements surrounding historic Japanese Landscape artists.</p>	<p>Structured writing when performing written elements.</p> <p>Key vocabulary linking to activities.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.</p> <p>Learning about the work of practising artists.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.</p> <p>One to one verbal feedback on how to improve work to achieve better marks.</p>
<p>Spring Term HT4</p>	<p><u>Each composite - 20% x 4 = 80% (20%) – Summative Assessment</u></p>	<p>Develop knowledge surrounding the processes of print.</p> <p>Formatting and preparing materials before printing and using ink</p> <p>Layering colour theory, using print and ink techniques through activities and observations.</p> <p>Mark making observations using ink and water.</p> <p>Carving and printing techniques using lino.</p> <p>Presenting an Art Research page with artwork inspired by Japanese Landscape artists using lino print & ink techniques. Including other elements that make up a successful research page</p>	<p>Including art terminology and applying them into written elements of lessons.</p> <p>Discussions surrounding artwork and techniques involved.</p> <p>Peer and self-reflections.</p>	<p>Independent practise / resilience.</p>	<p>Assessment on each composite and a final outcome for the project.</p>
<p>Catholicity Across Art HT 3/4</p>	<p><u>Links found between Japanese Landscapes & Catholicity</u></p> <ul style="list-style-type: none"> • Scriptural Narratives in Landscapes Depict Biblical stories in serene Japanese natural settings like The Nativity. • Reflect the Catholic virtues of humility and contemplation through the simplicity and balance inherent in Japanese landscapes. • Portray Catholic sacred spaces (chapels, crosses, or grottoes) set harmoniously within natural Japanese landscapes, such as a shrine-like chapel in a misty mountain valley. • Incorporate the Japanese reverence for seasonal changes (cherry blossoms for spring, autumn leaves for fall) as metaphors for the liturgical seasons or spiritual cycles like Lent and Easter. • Trees, rivers, and mountains can symbolize core Catholic themes: Rivers representing baptism and renewal. Mountains as metaphors for spiritual ascent and divine encounter. • Traditional Japanese Motifs with Catholic Meaning: The cherry blossom can symbolize Christ’s sacrifice (fleeting beauty and death). Bamboo can represent resilience and faithfulness. The rising sun may signify the Risen Christ. 				

	<ul style="list-style-type: none"> Present Catholic imagery in traditional formats like hanging scrolls or folding screens (<i>byōbu</i>), blending Western iconography with Japanese design principles. 				
Summer Term HT 5	<u>Key Skills - 3D / Sculpture</u> Urban Landscapes / graffiti, links artists 'Keith Haring / Banksy'. Creating their own graffiti tag design inspired by artists. Creating this with a wooden panel spray paint and acrylic paint.	Do now retrievals on factual information. Knowledge developed of the history of Graffiti and understanding the links within other areas of society and politics. Links to architecture and graffiti artists' art elements it. Applying colour theory to sculpture, through activities and observations. Proportion and scale when sculpting, through activities and observations. Develop knowledge of how to use spray paint cans effectively and safely with appropriate PPE. Textures within artwork, through activities and observations. Producing a final piece personal graffiti tag response.	Structured writing when performing written elements. Key vocabulary linking to activities. Including art terminology and applying them into written elements of lessons. Discussions surrounding artwork and techniques involved. Peer and self-reflections.	Participate in discussions relating to the theme and the work of artists, designers and craftspeople. Learning about the work of practising artists. Independent practise / resilience.	Written and verbal feedback surrounding work that links to the success criteria. One to one verbal feedback on how to improve work to achieve better marks. Assessment on each composite and a final outcome for the project.
Summer Term HT6	<u>Each composite - 20% x 4 = 80% (20%) – Summative Assessment</u>				
Catholicity Across Art HT 5/6	<u>Links found between Graffiti & Catholicity</u> Social Justice Themes: <ul style="list-style-type: none"> Use Catholic teachings on poverty, compassion, and justice to create art advocating for marginalized communities. Dynamic graffiti-style angels with wings made of swirling colours, guarding the streets. Maintain respect for sacred themes while embracing graffiti's rebellious and bold aesthetic. Consider how the art will be perceived by both devout Catholics and the general public, aiming for a balance that inspires and engages. Symbolic meaning of icons included in the artwork and how they can be perceived. Discussions about Graffiti that has clearer links to stories from the bible and respecting individual interpretations. The use of graffiti within politics, propaganda and oppression, linking to empathy, compassion and common good. 				