

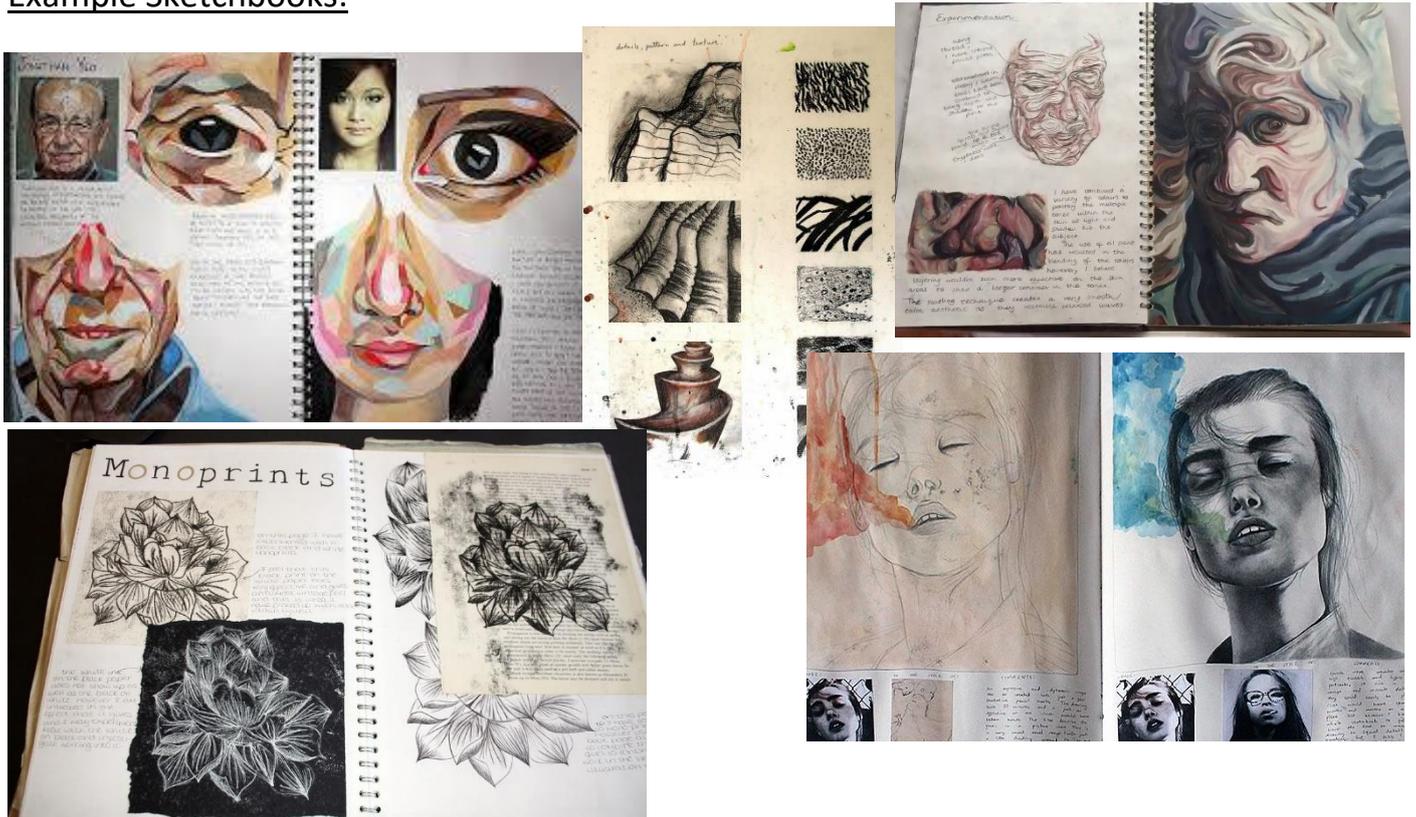
Year 9 KNOWLEDGE ORGANISER

ART

IDENTITY – The first unit will mark a significant increase in freedom from year 8. Students will be directed and given options to choose artists and the sort of work they want to produce. This year will serve as a practise, directed GCSE run so those passionate about art can see what GCSE may be like. Students will be educated on the assessment objectives and how they can meet them to reach higher grades. This independence and mature practise will reflect in work being more personal and relevant to their interests and skill sets, while promoting mature attitudes to learning. Generally, there should be some form of cycle within the sketchbook. Ideally it should go: Artist research (AO1) > Initial ideas (Ao2) > developing ideas (Ao2,3) > planning outcome (Ao2,3,4) > outcome (Ao4) and then back to the artist

TBC – The second unit will be very similar but will offer increased freedom. The very first lesson, the class will engage in some interesting activities which will test their creative minds and help form a class theme for their next project. Once the theme is realised, students will follow the same cycle as the previous unit

Example Sketchbooks:



Year 9 KNOWLEDGE ORGANISER

ART



PROJECT	HOME LEARNING
IDENTITY	Complete your title page, mind map and mood board and then produce 3-5 A5 tonal sketches relevant to your project and initial ideas.
	Produce a research profile page on one of the listed artists with images of their work and produce a transcription of one of them.
	Continue your classwork and for next lesson have 4 detailed developed studies or more with annotations
	Produce a series of possible plans for an outcome based off your sketchbook so far and then select one of these outcome ideas to work on next lesson.
	Aim to finish your outcome either at home or by spending additional time in department at break, lunch or afterschool.
	Produce a second research profile page with images of their work and produce a transcription of one of them. (I will post some artist suggestions for you – you will get to pick)
	Continue working in sketchbook. You must have 5 detailed developed studies or more with annotations.
	Produce plans for an outcome based off your sketchbook so far and then select one of these outcome ideas to work on next lesson and if you are able to, start your outcome.
Finish your outcome if not completed already and then write a short evaluation/analysis.	
PROJECT	HOME LEARNING
TBC	Complete your title page, mind map and mood board and then produce 3-5 A5 tonal sketches relevant to your project and initial ideas.
	Produce a research profile page on one of the listed artists with images of their work and produce a transcription of one of them.
	Continue your classwork and for next lesson have 4 detailed developed studies or more with annotations
	Produce a series of possible plans for an outcome based off your sketchbook so far and then select one of these outcome ideas to work on next lesson.

Year 9 KNOWLEDGE ORGANISER



Aim to finish your outcome either at home or by spending additional time in department at break, lunch or afterschool.

Produce a second research profile page with images of their work and produce a transcription of one of them. (I will post some artist suggestions for you – you will get to pick)

Continue working in sketchbook. You must have 5 detailed developed studies or more with annotations.

Produce plans for an outcome based off your sketchbook so far and then select one of these outcome ideas to work on next lesson and if you are able to, start your outcome.

Finish your outcome if not completed already and then write a short evaluation/analysis.

“Art is standing with one hand extended into the universe and one hand extended into the world, and letting ourselves be a conduit for passing energy.”

- Albert Einstein