

Year 9 Art Learning Outcomes

Unit 1: Food and Form

- Experiment with a range of media such as paint, drawing, and sculpture to explore texture, colour, and form.
- Produce detailed observational drawings of food items, building confidence in proportion, shading, and detail.
- Apply key elements of art such as line, shape, form, colour, and texture in your work.
- Make purposeful decisions about composition, layout, and use of space.
- Identify key visual features and techniques used by Joël Penkman, Angela Faustina, Claes Oldenburg, and Wayne Thiebaud.
- Explain how each artist presents food in different and creative ways.
- Collect and record ideas in a sketchbook using photos, drawings, and written notes.
- Plan and design your own food-themed artwork, experimenting with style and scale.

Unit 2: Food and Form (Final piece)

- Make a personal response
- Plan and design your own food-themed artwork, experimenting with style and scale.
- Experiment with both 2D and 3D approaches.
- Talk about your work and the work of others using appropriate art vocabulary.
- Reflect on your progress and explain how artists influenced your decisions and outcomes.

Unit 3: Sublime Seas

- Produce drawings from real-life textures (e.g., shells, rocks, water reflections) and imaginative or photographic sea scenes.
- Show control and confidence in using visual references to build expressive and well-observed compositions.
- Use a variety of materials (e.g., graphite, ink, watercolour, acrylics, clay or mixed media) to represent sea surfaces, waves, skies, and marine textures.
- Explore techniques such as dry brushing, ink washes, texture rubbing, or impasto to create dynamic sea effects.
- Analyse your own work and the work of others using appropriate art terms and constructive feedback.
- Evaluate how well your work communicates your intentions and where it could be improved or developed further.
- Explore the work of artists like J.M.W. Turner, Hokusai, Vija Celmins, and contemporary ceramicist Heather Knight represent the sea.

Unit 4: Sublime Seas (Final Piece)

- Produce a final piece that shows a personal interpretation of the theme "Sublime Seas", rather than simply copying an artist's work.
- Evaluate the work and explain how it has inspired you.
- Use techniques inspired by artists such as J.M.W. Turner, Hokusai, Vija Celmins, or Heather Knight to inform your own artwork.
- Demonstrate a clear understanding of how these artists interpret the sea and adapt those influences into your own style.
- Choose suitable media (e.g., painting, drawing, mixed media, or sculpture) that best suit your intentions for representing the sea.
- Handle materials with increasing control and confidence, showing understanding of techniques developed during the project.

Unit 5: Landscapes

- Identify and use key compositional tools such as foreground, middle ground, background, and horizon line to create depth in landscape artwork.
- Research and analyse the work of traditional and contemporary landscape artists (e.g., John Constable, Vincent van Gogh, David Hockney, Georgia O'Keeffe, or contemporary digital artists).
- Improve observational drawing skills from natural or photographic sources.
- Understand and apply colour theory (e.g., warm vs. cool colours, tints and shades) to convey different times of day, seasons, or moods.
- Use tone and blending to create naturalistic or expressive landscapes.

Unit 6: Landscapes and Graffiti Art

- Develop and refine a personal idea for a final landscape piece with planning and annotation.
- Investigate how graffiti artists (e.g., Banksy, Keith Haring, Jean-Michel Basquiat) use bold colours, symbols, and messages.
- Understand the social and cultural impact of graffiti as a contemporary art form.
- Produce a final artwork that fuses landscape and graffiti elements in a meaningful, original way.
- Explore a range of media to define your outcome.
- Show confident technique, thoughtful composition, and a clear message or theme.
- Evaluate your final piece, identifying strengths and areas for improvement.