

Subject Art and Design

Year 9 Curriculum

(Illustration)

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Threshold concepts

Teaching and learning in Art can be broken down into the 4 assessment objectives used at KS4. Teaching art under these in KS3 with changes of some terms and language to allow accessibility helps students to fulfil the Aim and learning of the National Curriculum in KS3 whilst simultaneously being prepared for learning and assessment in GCSE.

GCSE Assessment objective	KS3 NC connection	How will students achieve this?
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	By studying and understanding the context of different art and design practice across different time periods, media and applications.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques	By being given the chance and being taught different techniques to achieve individual and appropriate illustrative outcomes in different art media. Media will be combined as and when appropriate with students able to choose how to do this appropriately by the end of KS3.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.	Produce creative work, exploring their ideas and recording their experiences	Students will analyse and reflect on their own practice to help them gain proficiency and understand areas for improvement.

	Evaluate and analyse creative works using the language of art, craft and design	Students will gain an understanding of subject specific terms. Students will be guided on how verbal and written language is used to signpost characteristics of the wider visual language.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Produce creative work, exploring their ideas and recording their experiences Evaluate and analyse creative works using the language of art, craft and design	Students will produce final outcomes showing developed ideas and a combined understanding of the other 3 strands above.

Sequence of learning

Firstly in Year 9, students will sit a baseline test to recall their observation, shape and tonal skills.

Illustration is the first topic taught in Year 9 and it covers the first 1.5 terms of the year. This decision is due to this project being more untraditional in its format and unlike other projects the students will have learned in Art lower down the school. For this reason, the extra experience of art education in Years 7 and 8 will help them cope with the cognitive load and nature of this project. It will also give students an understanding of Art Graphics, an option available within GCSE Art and Design.

Subject knowledge

Students will know that (subject knowledge)	Students will know how to (procedural knowledge)
Introduction to Illustration – written work	
What illustration is and where illustration exists in life	Distinguish between fine art and Illustration
	Identify what types of published media include illustration
Kate Bingaman-Burt responses	
Kate Bingaman-Burt is an illustrator who uses bold lines and mark making techniques to produce striking images using pens	Identify illustrations which can relate to either a festival event or a sports event
	Draw several illustrations in a thoughtful composition like Kate Bingaman-Burt
	Produce fine liner illustrations of either festival or sports related objects, with bold lines and mark making techniques in the style of Kate Bingaman-Burt
There are a variety of ways in which graphics and illustration can promote Festival and Sports events	Advertise a festival or sports event in multiple ways through published media, beginning to form a direction of working on a festival or sport event
Hand drawn typography	
Typography is the art and technique of arranging type to make written language legible, readable, and appealing when displayed.	
Hand drawn type is drawn using traditional art media such as pen, ink, pencils, and paint	Create their own hand drawn type, reflecting either their choice of a festival event or a sports event
Bob and Roberta Smith create bold, bright messages using hand drawn typography	Create block letters through hand drawn type in the style of Bob and Roberta Smith

	Create slogans in the style of Bob and Roberta Smith, relating to either their chosen pathway of a festival or sport event
	Introduce colour into typography, demonstrating consideration over the colour palettes used in Bob and Roberta Smith's work
Collage responses	
Collage is making art by using different paper, media and layers to create a new image	Be able to identify collage pieces and create collage responses using appropriate media and techniques in response to the 3 collage artists studied in this project
Henri Matisse was an artist who uses cut paper shapes to create bright, large-scale pieces of art	
Neil Stevens is a graphic designer who has designed advertisements for companies such as Nike. He uses bold colours and block shapes and patterns to create visually striking illustrations	
Sara Fanelli combines drawing and collage to create illustrations for children's picture books	Consider the differences and similarities between the work of Henri Matisse, Neil Stevens and Sara Fanelli
	Create a range of collage pieces from cutting out papers and other appropriate materials, and demonstrating how to combine these with drawn elements successfully, using influence from the artists analysed
Some artists and illustrators use type as a visual element to enhance other visual elements	Apply hand-drawn type to collage, considering the visual aspects of the type.
Illustrators can use collage instead of drawing every element themselves	Combine drawn and collage techniques
Illustrators add pictures to accompany text	Use text or description to come up with visual solutions for the written description (designing graphics for either a sports or festival event)
Photography	
Photography is the process or practice of creating a photograph – an image produced by the action of light on a light-sensitive material.	Frame photographs to produce successful outcomes
Successful photography depends on careful framing of subject	How to use simple tools on photoshop to create photo collage.
Collage can be done digitally as well as analogue	How to use digital type in an image
Digital Typography	
Typography can be digital as well as hand drawn	How to use digital type in an image
Copywriter	
Copywriter – a career involving writing text for advertising	
What a copywriter is and how they work within the field of art and design	
Visual information can come first and be described by a copywriter	Look at visual information and describe what they see as a copywriter would and turn visual information into written information
Branding	
Branding – the promotion of a product or a company by advertising and distinctive design	
A logo is a symbol made up of text and image which identifies a business	Create a visually interesting logo for a sports or festival event combining preferred artist elements

Colour palettes are chosen by companies to make their logos and products stand out	Select a colour palette to work with through designing products
	Use the logo, colour palette illustrations and text to produce a range of graphics products for a sports or festival event
Leaflets can be presented and folded in a range of visually interesting ways to entice the reader	Create an eye catching and informative leaflet for a sports or festival event
Ground – The surface the artwork is created on. Influences the finished result from the artist. Examples include paper, wood and canvas	Produce work on an appropriate ground
Drawing can be done in a wide variety of media and on a wide variety of grounds	Experiment to create small samples of different combinations of media on different grounds assessing how successful they are.
Illustration combines many elements to make final image or product	Design a range of products including tickets, leaflets, wristbands and lanyards for a festival or sports event. Present on an A2 board.

Curriculum links to careers

What goes in this section?

Unit: Illustration

Career: Illustrator

Possible links:

Kristyna Baczynski went to uni with JTU – possible zoom interview and answer to questions based on this <https://kristyna.co.uk/>

If not possible then a suitable video of another illustrator found online giving suitable career-based answers (hopefully one on something linking to an artist used in illustration project **Sara Fanelli?**)

http://www.hellerbooks.com/pdfs/varoom_03.pdf - Sara Fanelli interview for Varoom magazine on how she works – possible comprehension.

This is to be contextually built in to the SOW alongside the study of the formal elements of the artists work.

Outcome task would be questions testing knowledge of understanding of work of Sara Fanelli.

This unit has been designed to give students an experience of the different side of visual art taking into account JTU's education and experience. Other KS3 work is Fine Art based but this unit sets out to show students the illustration, applied art and editorial side of visual arts. Students will work to mock briefs, learn different career roles such as copywriter, illustrator, graphic designer and typographer are and gain understanding of another side of the subject.