

Year 9 Art

1. Term 1 - Portraiture

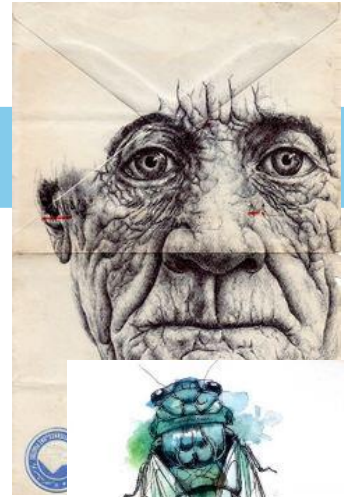
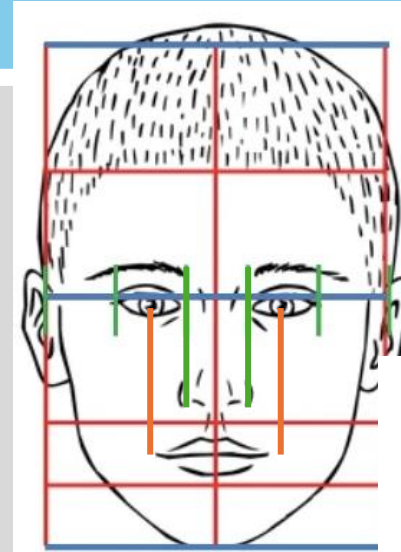
- [Journey of Knowledge](#)
- [Knowledge Organiser](#)

2. Term 2 – Insects

- [Journey of Knowledge](#)
- [Knowledge Organiser](#)

3. Term 3 – Food & Sweets

- [Journey of Knowledge](#)
- [Knowledge Organiser](#)



Year 9 Art: Journey of Knowledge – Portraiture - Term one

The bigger picture:

Career link- illustrator, typographers, building a media presence online.
Current event /Environmental artists, advertisers, photographers

Context and Introduction to journey of knowledge: Pupils will learn how Art is structured within high school. Teachers will gauge what prior knowledge pupils have within this subject area and build on this to create cognitive links. They will be given an Artist that explores the formal elements and introduced to these in a series of demonstrations and skill based tasks. Pupils will learn about Artists, craftsperson's and cultures and how to research, experiment, plan and create a personal response.

CORE KNOWLEDGE

What research and skills are. – Researching into a range of artists/illustrators and their techniques.. Skills are the application of these techniques whilst understanding why artists make these marks

What a study and critique are and why they are necessary. – Demonstrate line, tone, texture, proportion and mark making

Line: a line is a fundamental element defined as a mark made on a surface that connects two or more points. It can vary in length, width, direction, and shape, and serves to outline shapes, create textures, and convey emotions or movement.

Portraiture: the depiction of a specific individual, capturing their likeness and potentially revealing their identity, character, or status

Form: the three-dimensional shape and structure of an object. It encompasses aspects like height, width, and depth, giving objects volume and presence

Tone: the lightness or darkness of a color, or the variation of light and shadow within an artwork. It's a crucial element that contributes to depth, form, mood, and visual impact.

Pattern: a design created by repeating visual elements like lines, shapes, forms, or colors. The element that repeats is called a motif. Patterns can be regular, predictable repetitions, or irregular, where the repetition is less structured

Texture: the surface quality or feel of an object, either real or implied

Mark Making: the diverse range of lines, dots, marks, patterns, and textures that artists create using various tools and techniques. It encompasses the visual language artists use to express themselves and develop their unique styles.

Composition: the arrangement and organization of visual elements within a work to create a unified and aesthetically pleasing whole.

Proportion: the relationship between the sizes of different parts of a work, and how those parts relate to the whole and to each other.

SKILLS

- **Various mark making skills inspired by a range of portraiture illustrators.**
- **Skills: Ability to create tone through mark making, Ability to develop drawing skills through step-by-step instructions.**

ABOVE AND BEYOND

- **Extended drawing tasks completed at home (not homework)**
- **Homework tasks, 3 during term 1. All worksheets to ensure accessibility for all.**
- **Guiding students to art websites including Pinterest.**
- **Encouraging students to visit galleries and museums**
- **Encouraging students to see the art in everyday life, in advertising, murals etc.**

VOCABULARY

- ☐ **Portraits**
- ☐ **Proportion**
- ☐ **Scale**
- ☐ **Mark making**
- ☐ **Tone**
- ☐ **Line**
- ☐ **Layering**
- ☐ **Shading**
- ☐ **Mixed media**
- ☐ **Composition**

Personal Development

Resilience
Reflection
Patience
Independancy
Discussing different face and how we are all different

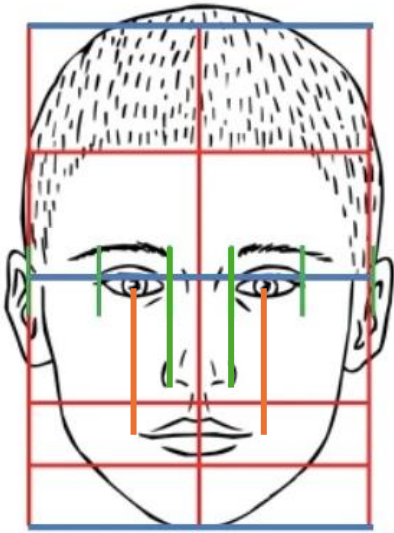
Literacy/ Numeracy Focus

Proportion
Symmetry
Vertical and Horizontal
Key Art terminology
Shape and Form

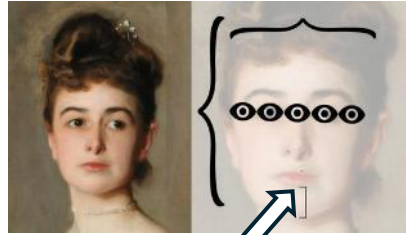
WHERE NEXT?

The skills and elements will be the building blocks for year 7, 8 and 9.
KS4 - Artist research, development, experimentation, plan and response

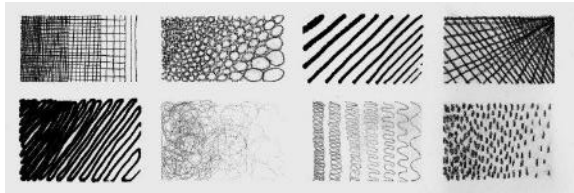
ART – PORTRAITURE



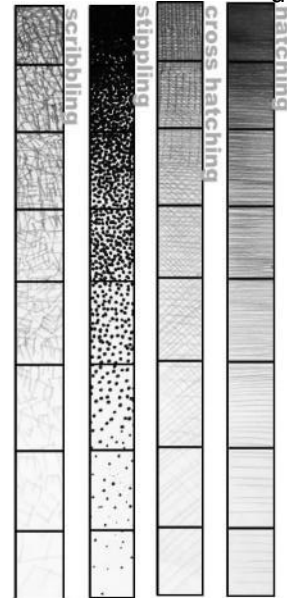
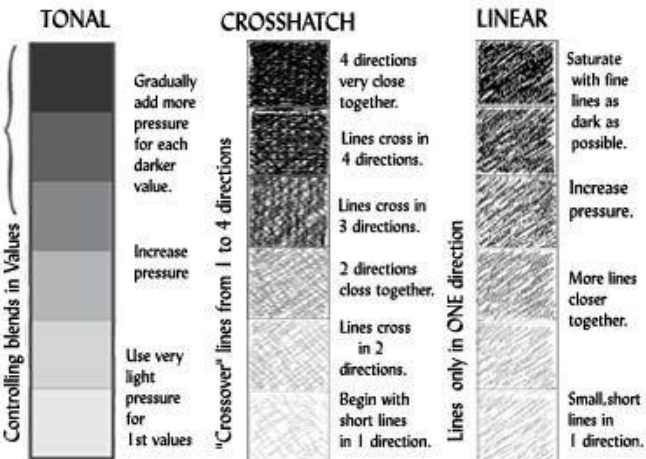
1. Draw head shape (oval/upside down egg)
2. Split in half, eye line
3. Split top and bottom part in half, hair line and nose line
4. Split very bottom part in half, mouth line.



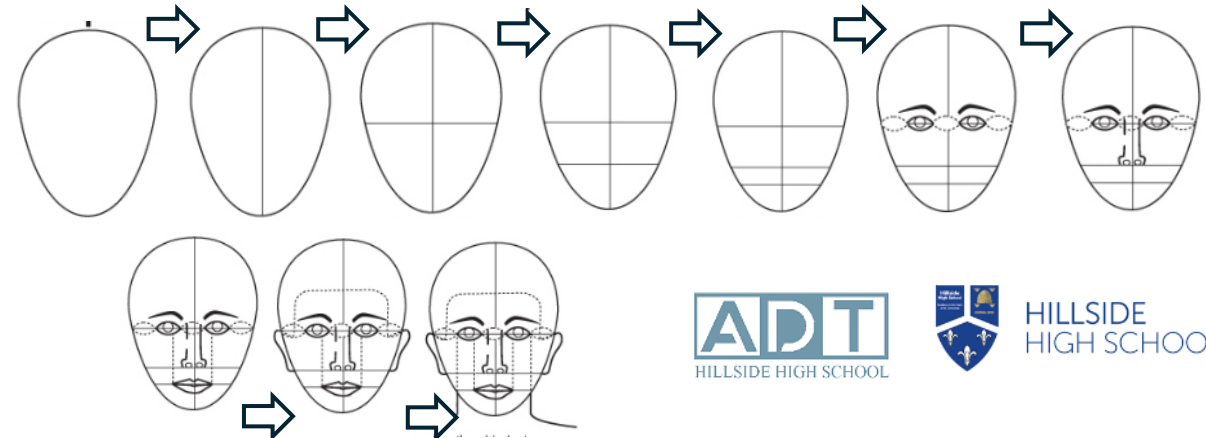
Your face should be wide enough for 5 eyes to fit across.



Shading techniques



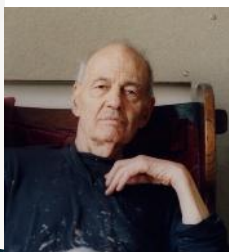
Key Words	Definition
Portrait	a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
Proportion	refers to the relationship between the size of different parts of an object or composition
Scale	refers to the overall size of an artwork or the size of elements within an artwork in relation to each other and to the human body
Mark Making	refers to the deliberate creation of lines, shapes, textures, and patterns on a surface.
Tone	refers to the lightness or darkness of a colour, ranging from pure white to pure black
Line	a fundamental visual element used to create boundaries, define shapes, suggest movement, and convey emotion
Layering	refers to building up an image or artwork by applying elements, such as paint, paper, or digital images, one on top of another
Shading	refers to using different tones and contrasts to create the illusion of light and shadow, depth, and three-dimensionality in a drawing or painting.
Mixed Media	refers to artwork that combines two or more different materials or mediums to create a single piece.
Composition	refers to the arrangement and organization of visual elements within a piece of artwork.



ART – PORTRAITURE



Mark Powell is a British artist, born in 1980. He is famous for his highly detailed and textured drawings which he creates using biro pens.



Frank Auerbach was born in Berlin of Jewish parents; his father was a lawyer and his mother a former art student. In 1939 he was sent to England to escape Nazism.

Drawing Achievement Codes	
A	The shape and proportion is well planned and observed.
B	Good use of space on the page
C	You have used a good variety of lines
D	You have looked carefully at what you are doing
E	You have used a good variety of tones
F	Your tone is neat and even
G	You have shown a good range of textures
H	You have put a lot of time and effort into this
I	You have shown good 3D form
J	Beautifully presented work
K	Plenty of detail included
L	This is refined well
M	You have started this well
!	Try this Again – you can do better

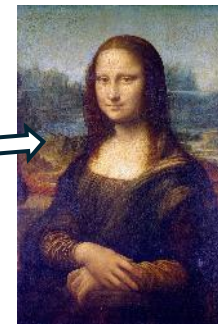


Luke Dixon is an English and graphic artist, illustrator and print maker from Middlesbrough, England.



Andy Warhol
1928 - 1987

Leonardo da Vinci
1452 - 1519



Drawing Improvement Codes	
1	Plan the drawing using lighter lines to begin with, adapt it slowly
2	Work bigger and include more detail
3	Vary the pressure you use to create different lines
4	Look more carefully
5	Use a greater range of tones, both very dark and very light
6	Apply tone more neatly and evenly
7	Show more texture
8	Spend longer and persevere
9	Make shapes look more 3D – ask your teacher HOW?
10	Take more pride in the presentation of your work
11	Keep your pencil sharp for a more defined finish
12	Keep adding further detail (think tone and texture)
13	Don't press on too hard, avoid heavy outline
14	Try using directional shading
15	Refine the drawing – go back to improve areas before its finished
16	Look more carefully at the shape and proportion- get it accurate.

Drawing codes are used when your teacher marks an assessment, homework or MAP. **It is your responsibility to review your codes and read the statements.**



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Year 9 Art: Journey of Knowledge – Insects - Term two

The bigger picture:

Career link- Art director, Fine Artist, Illustrator, Graphic Designer, Printmaker, Artworker, VFX Artist, Teacher, Gallery Manager

Context and Introduction to journey of knowledge: Pupils will learn how Art is structured within high school. Teachers will gauge what prior knowledge pupils have within this subject area and build on this to create cognitive links. They will be given an Artist that explores the formal elements and introduced to these in a series of demonstrations and skill based tasks. Pupils will learn about Artists, craftsperson's and cultures and how to research, experiment, plan and create a personal response. Students will understand further about composition and how to create a successful observational drawing. Students will build skills in a range of mediums and materials all based around bugs and insects.

CORE KNOWLEDGE

What research and skills are. – Researching into a range of artists/illustrators and their techniques.. Skills are the application of these techniques whilst understanding why artists make these marks

What a study and critique are and why they are necessary.

- **Symmetry** – is a property of an object, image, or concept that describes when it is the same on both sides, maintaining a balanced and harmonious appearance
- **Observational Art**– art created by directly observing a subject from real life, rather than from a photograph or memory.
- **Proportion** – the harmonious relationship between the size of different elements within a single object or an entire composition
- **Accuracy** – how faithfully a work represents its subject, ensuring correct proportions, shapes, and relationships between elements to create a realistic or believable image.
- **Mixed Media** – the use of two or more different art materials or techniques to create a single artwork, allowing for greater expressiveness and experimentation
- **Stylized** – a way of representing a subject by emphasizing artistic choices like simplification, exaggeration, or idealization, rather than striving for a naturalistic, realistic depiction
- **Vivid** - describes elements like colour, imagery, or composition that are intensely bright, bold, clear, and striking, producing a strong, fresh, or lifelike impression on the viewer

SKILLS

- Understanding and developing skills in observing and recreating
- Introduced and developing skills in using pen
- Developing skills in pattern/mark making and developing skills in using them
- Introduced to different contemporary artists and developing understanding of them
- Skills built in designing original ideas
- Continue to develop artist language through classroom discussion.

ABOVE AND BEYOND

- **Extended drawing tasks completed at home (not homework)**
- **Homework tasks, 3 during term 1. All worksheets to ensure accessibility for all.**
- **Guiding students to art websites including Pinterest.**
- **Encouraging students to visit galleries and museums**
- **Encouraging students to see the art in everyday life, in advertising, murals etc.**

VOCABULARY

- ☐ **Symmetry**
- ☐ **Observe / Observational**
- ☐ **Proportion**
- ☐ **Accuracy**
- ☐ **Design**
- ☐ **Mixed Media**
- ☐ **Scale**
- ☐ **Mark Making**
- ☐ **Stylized**
- ☐ **Collage**
- ☐ **Interpretation**
- ☐ **Vivid**

Personal Development

Resilience
Reflection
Patience
Independency
Discussing different face and how we are all different

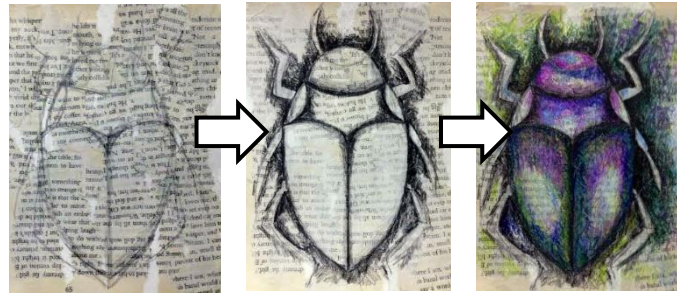
Literacy/ Numeracy Focus

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Symmetry
Vertical and Horizontal
Key Art terminology
Shape and Form

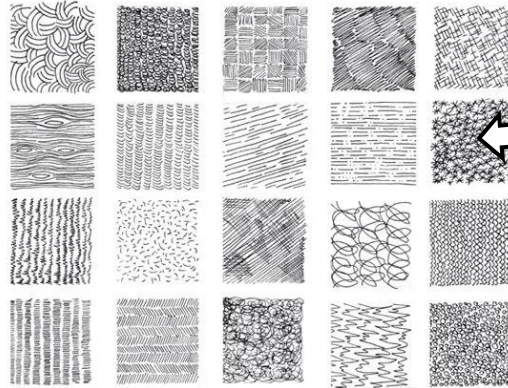
WHERE NEXT?

The skills and elements will be the building blocks for year 7, 8 and 9.
KS4 - Artist research, development, experimentation, plan and response

ART – INSECTS AND BUGS



Tone The lightness or darkness of an area.



Art Analysis

Key Words	Definition
Symmetry	is a property of an object, image, or concept that describes when it is the same on both sides, maintaining a balanced and harmonious appearance
Observational Art	art created by directly observing a subject from real life, rather than from a photograph or memory.
Proportion	the harmonious relationship between the size of different elements within a single object or an entire composition
Design	a plan to make something
Accuracy	how faithfully a work represents its subject, ensuring correct proportions, shapes, and relationships between elements to create a realistic or believable image.
Mixed Media	the use of two or more different art materials or techniques to create a single artwork, allowing for greater expressiveness and experimentation
Mark Making	the act of creating different lines, dots, shapes, textures, and patterns on a surface to form an artwork
Vivid	describes elements like colour, imagery, or composition that are intensely bright, bold, clear, and striking, producing a strong, fresh, or lifelike impression on the viewer
Collage	a technique and the resulting artwork where different materials—such as paper, photographs, fabric, or other objects—are arranged and stuck onto a supporting surface to form a new, cohesive whole
Stylized	a way of representing a subject by emphasizing artistic choices like simplification, exaggeration, or idealization, rather than striving for a naturalistic, realistic depiction

Colour	Shape & Form	Texture	Materials & Techniques
How would you describe the colours in the work?	What shapes and forms can you identify?	What textures can you see?	What Art materials have been used?
		How might the Artwork feel?	What techniques can you identify?

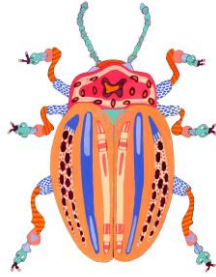


Stylized >

<Actual



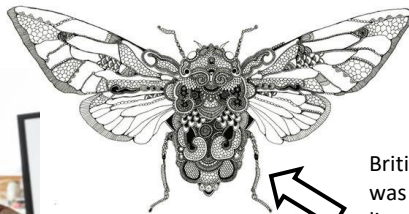
ART – INSECTS AND BUGS



New York based textile designer and artist Caroline Kaufman takes a free-wheeling, experimental approach to creating textiles, working in an improvisatory way to produce surprising and unexpected results.



Abby Diamond is a freelance illustrator and visual artist, living and working in Pittsburgh, Pennsylvania, USA



British born Artist, Illustrator and Free spirit who was brought up in Switzerland. Rosalind uses lines to create patterns within shapes of insects, birds and other animals. She combines different lines together to make patterns.

Drawing Achievement Codes

A	The shape and proportion is well planned and observed.
B	Good use of space on the page
C	You have used a good variety of lines
D	You have looked carefully at what you are doing
E	You have used a good variety of tones
F	Your tone is neat and even
G	You have shown a good range of textures
H	You have put a lot of time and effort into this
I	You have shown good 3D form
J	Beautifully presented work
K	Plenty of detail included
L	This is refined well
M	You have started this well
!	Try this Again – you can do better

Drawing Improvement Codes

1	Plan the drawing using lighter lines to begin with, adapt it slowly
2	Work bigger and include more detail
3	Vary the pressure you use to create different lines
4	Look more carefully
5	Use a greater range of tones, both very dark and very light
6	Apply tone more neatly and evenly
7	Show more texture
8	Spend longer and persevere
9	Make shapes look more 3D – ask your teacher HOW?
10	Take more pride in the presentation of your work
11	Keep your pencil sharp for a more defined finish
12	Keep adding further detail (think tone and texture)
13	Don't press on too hard, avoid heavy outline
14	Try using directional shading
15	Refine the drawing – go back to improve areas before its finished
16	Look more carefully at the shape and proportion- get it accurate.

Drawing codes are used when your teacher marks an assessment, homework or MAP. **It is your responsibility to review your codes and read the statements.**



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Year 9 Art: Journey of Knowledge – Food - Term three

Context and Introduction to journey of knowledge: Pupils will learn how Art is structured within high school. Teachers will gauge what prior knowledge pupils have within this subject area and build on this to create cognitive links. They will be given an Artist that explores the formal elements and introduced to these in a series of demonstrations and skill based tasks. Pupils will learn about Artists, craftsperson's and cultures and how to research, experiment, plan and create a personal response. Students will develop knowledge and understanding of artists throughout history. Students will build their drawing and observational skills in order to prepare for GCSE level work.

The bigger picture:

Career link- Art director, Fine Artist, Illustrator, Graphic Designer, Printmaker, Artworker, VFX Artist, Teacher,

CORE KNOWLEDGE

What research and skills are. – Researching into a range of artists/illustrators and their techniques.. Skills are the application of these techniques whilst understanding why artists make these marks

What a study and critique are and why they are necessary.

What is the Mandela Effect? – where a large group of people shares a false memory about a particular piece of popular culture, including visual icons and artwork

What is form? – refers to a three-dimensional shape that has height, width, and depth, distinguishing it from a flat, two-dimensional shape

What is Value? – refers to the lightness or darkness of a color or tone, not its monetary worth

What is Realism? – an art movement and a general artistic style characterized by the accurate, detailed, and unembellished depiction of everyday life and contemporary subjects, rejecting idealization, emotion, and exaggeration

What is a medium? – refers to both the type of art and the materials used to create it

What is Impressionism? – an art movement, primarily in painting characterized by its attempt to capture the subjective, fleeting impression of a scene or subject, rather than a detailed, realistic depiction

Who is Cath Riley? – an artist and illustrator from the UK. She creates highly detailed and hyper-realistic monochromatic large-scale drawings of natural forms and people

Who is Andrew Joyce? – Born in the UK, Andrew spent ten years living in Tokyo, often depicts everyday objects and food packaging

Who is May van millingan?- a London-based illustrator known for her colourful, detailed artwork that blends hand-drawing techniques with digital processes to create illustrations of food packaging

Who is Joel Penkman? – a New Zealand artist, living and working in Liverpool, England. He paints semi-photorealistic, contemporary still-life of food items.

Who is Wayne Theibaud? - American painter known paintings of food items like cakes, pies, and sweets.

Who is Sarah Graham? UK based photorealistic artist who creates colourful paintings of toys and sweets.

Who is Claude Monet? a French painter the founder and leader of the Impressionist art movement.

SKILLS

- Understanding and developing skills in observing and interpreting style
- Introduced and developing skills in using pen
- Mastering watercolour painting
- Introduced to different contemporary artists and developing understanding of them
- Developing understanding of Art history and movements
- Continue to develop artist language through classroom discussion.

ABOVE AND BEYOND

- **Extended drawing tasks completed at home (not homework)**
- **Homework tasks, 3 during term 1. All worksheets to ensure accessibility for all.**
- **Guiding students to art websites including Pinterest.**
- **Encouraging students to visit galleries and museums**
- **Encouraging students to see the art in everyday life, in advertising, murals etc.**

VOCABULARY

- Observational
- Mandela Effect
- Form
- Tone
- Monochromatic
- Illustrator
- Value
- Impressionism
- Realism
- Contrast
- Misconception
- Experimentation
- Mediums

Personal Development

Literacy/ Numeracy Focus

Dates and timelines
Proportion and shape
Key Art terminology

WHERE NEXT?

The skills and elements will be the building blocks for year 7, 8 and 9.
KS4 - Artist research, development, experimentation, plan and response

ART – FOOD & SWEETS



WATERCOLOUR

Pro's

- Easily diluted with water
- Brushes can be cleaned with water
- Paint can be lifted by wetting
- Can be used thick or thin

Con's

- Hard to rectify or hide mistakes in a watercolour painting
- Can lack vibrancy



ACRYLIC

Pro's

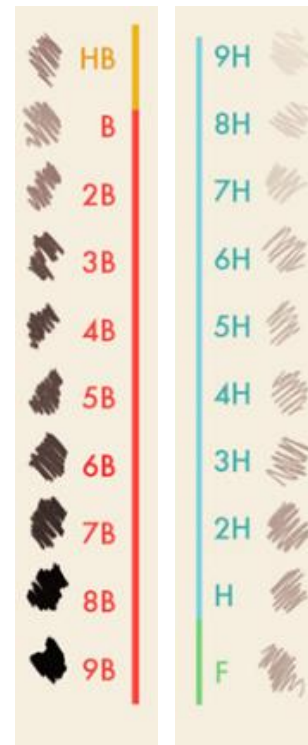
- Dries very fast
- Can be used thick or thin
- Easily diluted
- Doesn't Crack
- Does not fade over time
- Can be used on a range of surfaces

Con's

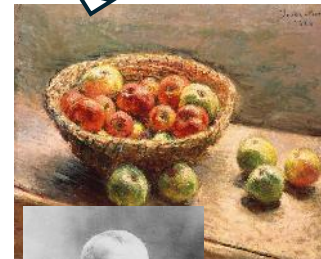
- Can be difficult to blend
- Difficult to remove from clothing and brushes
- Colours appear darker when wet

Key WordsC	Definition
Contemporary	means art created in the present day and relatively recent past
Impressionism	a style of painting characterized by visible brushstrokes, unblended colours.
Illustrator	Creates visual images that convey a message or story
Realism	an approach that focuses on portraying the world as it truly appears
Monochrome	a work of art that uses only one colour or hue.
Contrast	the difference or opposition between elements like colours, textures, values (light and dark), or shapes
Observational	the process of drawing a subject by closely observing its form, shapes, and details.
Misconception	false beliefs or understandings about art that are not accurate.
Experimentation	involves artists exploring new materials, techniques and concepts.
Mediums	the material an artist uses to create a work of art

Andrew Joyce is a freelance illustrator that splits his time between Japan and the UK. →



Oscar-Claude Monet was a French painter and founder of Impressionism painting.



British painter Sarah Graham was born in Hitchin in 1977 and works almost exclusively in oil on canvas.



Vincent Willem van Gogh was a Dutch Post-Impressionist painter who is among the most famous and influential figures in the history of Western art →

ART – FOOD & SWEETS



Wayne Thiebaud was an American painter known for his colourful paintings

Joel Penkman is a New Zealand artist, living and working in Liverpool, England



Cath Riley is an artist and illustrator from the UK. She creates highly detailed and hyper-realistic large-scale drawings of natural forms and people.



May van Millingen is an artist and illustrator from London spanning the worlds of fine art, publishing, advertising, contemporary culture, fashion and design.



Drawing Achievement Codes

A	The shape and proportion is well planned and observed.
B	Good use of space on the page
C	You have used a good variety of lines
D	You have looked carefully at what you are doing
E	You have used a good variety of tones
F	Your tone is neat and even
G	You have shown a good range of textures
H	You have put a lot of time and effort into this
I	You have shown good 3D form
J	Beautifully presented work
K	Plenty of detail included
L	This is refined well
M	You have started this well
!	Try this Again – you can do better

Drawing Improvement Codes

1	Plan the drawing using lighter lines to begin with, adapt it slowly
2	Work bigger and include more detail
3	Vary the pressure you use to create different lines
4	Look more carefully
5	Use a greater range of tones, both very dark and very light
6	Apply tone more neatly and evenly
7	Show more texture
8	Spend longer and persevere
9	Make shapes look more 3D – ask your teacher HOW?
10	Take more pride in the presentation of your work
11	Keep your pencil sharp for a more defined finish
12	Keep adding further detail (think tone and texture)
13	Don't press on too hard, avoid heavy outline
14	Try using directional shading
15	Refine the drawing – go back to improve areas before its finished
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