

## **Overview Year 9**

### Project 1 - Expression

The first year 9 project explores how visual language can be used to express mood, emotion and personal opinion. Students study a range of artist's works and gain understanding in to the wider context in which it was created. This may include historical or political climates or the personal circumstances of the artist themselves. They engage with the contemporary practises of artists and gain an insight into the role of art in the wider context. Their work forms the basis of discussion around different artist's approaches to expression in art and how artists have attempted to portray their own feelings, through their artwork. Students have the opportunity to develop their work in an expressive, individual and imaginative way. The project builds on their core skills and concludes with a final piece of work that they create that builds on the art techniques they have explored throughout the project.

The project begins with the exploration of proportional drawing techniques focusing on how facial expression and body language can be changed to demonstrate mood. The drawing of facial features is studied to build on their key skills of proportion and scale, shading techniques and mark making. The importance of creating tonal range, and an understanding of the tools and pencil grades is built upon from previous years.

Students then learn about how colour, gestural mark-making and warm and cool colours can communicate different moods and emotions in their work. They learn how artists have used mark making techniques to demonstrate different emotional states. Students experiment with colour and mark making to demonstrate this. Contextual references of both traditional and contemporary artists from different times and cultures are studied and used as inspiration for the project. Having studied gestural painting techniques the students now create a final piece portrait that portrays an emotion. They use colour and facial expression to explore their chosen emotional state.

### Project 2 Urban street art

In this second project the students learn about the historical context of humans responding to their surroundings through their artwork. They begin by exploring the art of cave paintings and aboriginal and Egyptian hieroglyphic art. They study what the people of those times were responding to in their art and they learn about the materials that were used and how they were applied. The project promotes students thinking around the messages that the historical artwork was exploring. This then leads on to the study of contemporary street art and the work of the 1970's and 80's artists Keith Haring and Jean Michel Basquiat. The themes in their work and the subject matter and important topics that Haring and the graffiti of that time was questioning are discussed. The project then focuses on local street artists found around Brighton and in the UK including D-face, Blek Le and Banksy. Their artwork is used to demonstrate stencil art and the multi layering of stencils to create

exciting imagery. The themes in the work of Banksy and the contemporary issues and his political viewpoints are explored.

Students learn how to create contrast and depth in their work using multi layering of stencils and vivid colour schemes. They learn about printmaking techniques including layer masks and are introduced to the work of screen-printing which they can choose to pursue further if they choose the GCSE art course. Their final piece of work incorporates a message or viewpoint about a subject that is important to them.

During year 9 all pupils should gain an understanding of how visual language can be applied to communicate different moods or emotions. They will be able to comment on the work of others and form an opinion of what mood or emotion is being conveyed in the piece. The majority of pupils will gain a confident understanding of how visual language can be applied in a range of ways to communicate different emotional states.

They will be able to develop their own style of working inspired by the work of others demonstrating technical skill and appropriate selection of media and technique. They will be able to apply this to their personal outcome and discuss their intentions for communicating an emotional state. Some pupils will gain an awareness of how visual language can be used to communicate different emotional states, personal experiences and events surrounding the time it was created.

Pupils will be able to use a range of media and techniques accurately and appropriately to develop their own ideas and may use personal experiences or feelings to base their work on. Pupils will be able to discuss these making intelligent connections with how other artists have worked.