New Line Learning Academy
Believe and Achieve

Art and Design Curriculum Intent

Year 9

At Key Stage 3, our Year 9 Art and Design curriculum is designed in line with the National Curriculum to inspire creativity, curiosity, and self-expression while developing practical artistic knowledge and skills. The curriculum is ambitious, inclusive, and accessible to all learners, providing opportunities for every pupil to succeed regardless of prior experience or ability.

The Art and Design curriculum actively encourages pupils to engage with and reflect upon the work of a wide range of artists, designers, and craftspeople from different cultures, backgrounds, and historical periods. Through exploring diverse artistic styles, techniques, and ideas, pupils are encouraged to "think like artists" and use these experiences to inspire and inform the development of their own creative work. The Year 9 projects give pupils the opportunity to build on the skills learnt in their year 7 formal elements project. Pupils will explore a range of materials, techniques and process as they carry out their Posterize and Human Figure projects. Pupils experiment with a variety of materials, techniques, and processes, building confidence, resilience, and independence as creative learners.

Art and Design is a subject that often reveals different strengths and talents in pupils from a wide variety of backgrounds and academic abilities. All pupils are encouraged to challenge themselves creatively, visually, orally, and through written reflection. Developing oracy skills is an important part of the curriculum, with pupils regularly discussing ideas, evaluating artwork, giving feedback, and explaining their creative decisions using subject-specific vocabulary.

A holistic approach is taken when assessing pupil achievement, with progress measured through technical skill, creativity, experimentation, presentation, and the ability to reflect critically on both their own work and the work of others. Through this approach, pupils develop confidence in communication, problem-solving, and creative thinking.

Our aim is for all pupils to build on the skills learnt in year 7 and 8 to be ready to progress on to GCSE courses with confidence. We aim for all pupils to be equipped with the practical skills, knowledge, and creative mindset needed to progress successfully onto future creative pathways at KS4 and beyond.

Terms 1-3
Topic

Posterize – Art, Identity and Visual Communication

Big Picture
What are the main ideas and big questions in this topic?

Visual communication surrounds us every day, influencing the way we think, feel and respond to the world around us. From advertising campaigns and political posters to social media, branding and contemporary art, artists and designers carefully manipulate imagery, colour, typography and composition to communicate powerful messages. This enquiry introduces pupils to the ways artists simplify, transform and reinterpret imagery to create visually striking outcomes that engage audiences and provoke thought.

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Building upon the technical knowledge and creative independence developed throughout Years 7 and 8, pupils investigate how artists including Andy Warhol, Julian Opie, Barbara Kruger and the Benetton campaigns have challenged traditional ideas about portraiture, identity and visual communication. Through exploring Pop Art, graphic design and contemporary visual culture, pupils begin to understand how artists respond to changing societies, technologies and audiences.

The curriculum is ambitious for every learner. Pupils are expected to work with increasing independence, sustaining an extended creative enquiry that mirrors the structure of GCSE Art and Design. Through research, experimentation, observation and critical evaluation, pupils develop the confidence to make informed artistic decisions whilst communicating increasingly personal ideas through visual language.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by exploring the concept of visual communication, encouraging pupils to investigate how images influence audiences across art, advertising and popular culture. Pupils analyse examples of contemporary and historical visual communication, considering how colour, typography, composition and symbolism are deliberately manipulated to capture attention, influence opinion and communicate meaning.

Attention then turns to the study of influential artists including Andy Warhol, Julian Opie, Barbara Kruger and Benetton's advertising campaigns. Through guided analysis and discussion, pupils investigate how each practitioner uses imagery to explore themes such as identity, celebrity, consumerism, politics and society. Pupils develop increasingly sophisticated analytical skills, using specialist vocabulary to evaluate artistic intention whilst comparing similarities and differences between artistic approaches.

Using photography, observational drawing and digital imagery, pupils begin recording their own visual investigations. They experiment with cropping, scaling, posterisation, colour reduction, tonal contrast and composition, exploring how simplifying imagery can strengthen visual impact. Teacher demonstrations are supported through carefully selected digital gallery resources, enabling pupils to revisit techniques and independently extend their understanding beyond the classroom.

As the enquiry develops, pupils increasingly take ownership of the creative process by planning, refining and evaluating their ideas within their sketchbooks. Practical investigations encourage experimentation with both traditional and digital processes, enabling pupils to select techniques that best communicate their own intentions. Sketchbooks become working documents that record research, annotation, experimentation, reflection and refinement in preparation for a sustained personal outcome.

Throughout the enquiry, pupils are encouraged to articulate and justify their artistic decisions through discussion, annotation and critique. This emphasis upon oracy develops pupils' confidence in using specialist artistic vocabulary whilst strengthening their ability to evaluate creative decisions critically and constructively.

The enquiry concludes with pupils producing an ambitious posterised outcome that demonstrates technical control, creative independence and thoughtful visual communication. Throughout the enquiry, pupils confidently apply subject-specific vocabulary including posterisation, composition, typography, saturation, contrast, scale, repetition, branding, visual hierarchy and Pop Art, whilst also using disciplinary language such as investigate, analyse, interpret, experiment, refine, justify and evaluate to explain their artistic thinking with increasing sophistication.

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pupils enter this enquiry with a secure understanding of the formal elements of art, colour theory, abstraction, symbolism, printmaking and mixed-media processes developed throughout Years 7 and 8. They have experience of researching artists, analysing artwork and creating increasingly independent personal responses inspired by cultural traditions and contemporary artistic practice.

They understand that successful artistic outcomes are developed through observation, experimentation, evaluation and refinement, providing a strong foundation for the sustained, GCSE-style project work introduced during Year 9.

Pitch Up
How will we challenge ourselves?

This enquiry represents an important transition towards GCSE Art and Design by introducing pupils to longer, more sustained creative projects that require increasing independence and resilience. Pupils move beyond responding to teacher-led tasks, instead taking ownership of research, experimentation and decision-making whilst developing increasingly personal artistic outcomes.

The enquiry establishes the working practices required for future success by encouraging pupils to investigate artists independently, record observations from first-hand sources, experiment confidently with a range of media and continually refine their work through evaluation and reflection. These habits prepare pupils for the Human Figure enquiry later in Year 9 and provide secure foundations for the AQA GCSE Assessment Objectives.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry supports the National Curriculum for Art and Design by enabling pupils to:

- produce creative work through sustained investigation and personal enquiry
- become increasingly proficient in drawing, painting, photography and digital image manipulation
- analyse and evaluate the work of historical and contemporary artists
- record observations to inform creative outcomes
- develop confidence as reflective, independent and increasingly sophisticated creative practitioners.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Visual communication has transformed the modern world. Pupils explore how artistic principles influence advertising, graphic design, branding, political campaigns, fashion, digital media and social media platforms. By investigating Pop Art alongside contemporary graphic design, pupils recognise that artists continually respond to changing technologies and cultures whilst shaping the visual environments encountered every day.

Through resources provided by the Tate, National Gallery, National Portrait Gallery, Turner Contemporary and the Van Gogh Museum, pupils broaden their understanding of artistic movements beyond the classroom, recognising that galleries and museums remain important centres for artistic research, inspiration and lifelong learning.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, pupils develop spiritual understanding by exploring how artists communicate identity, beliefs and personal experiences through visual imagery, recognising creativity as a powerful form of self-expression and reflection. Social understanding is strengthened through analysing how visual communication influences public opinion, consumer behaviour and contemporary culture. Pupils investigate how artists and designers shape public understanding through advertising, branding and media imagery. Moral understanding develops through evaluating the ethical responsibilities associated with

visual communication. Pupils consider how imagery can influence attitudes, reinforce stereotypes or promote positive social change, encouraging thoughtful discussion about representation and responsible artistic practice. Cultural understanding is enhanced through investigating artists from different countries, cultures and historical periods, recognising how visual communication reflects changing social values and cultural identities across the world.

The enquiry supports the development of British Values, particularly individual liberty through creative expression, mutual respect through valuing diverse artistic perspectives, and democracy by exploring how visual communication has historically been used to influence public opinion and encourage debate. There are strong cross-curricular links with Media Studies, English, Business Studies, Design Technology and Computing, particularly through branding, advertising, persuasive communication, digital image manipulation and graphic design.

Throughout the enquiry, pupils develop important personal attributes including creativity, resilience, critical thinking, curiosity and reflective practice whilst also strengthening their confidence in presenting and discussing artistic ideas through structured classroom dialogue. The enquiry explicitly develops the Skills Builder competencies of Creativity, Problem Solving, and Speaking encouraging pupils to generate original ideas, overcome creative challenges, communicate artistic intentions confidently and produce increasingly ambitious outcomes.

The enquiry introduces pupils to careers including graphic designer, illustrator, creative director, advertising executive, branding consultant, digital artist, UX designer, photographer, animator and marketing specialist, demonstrating how artistic thinking underpins a wide range of creative industries.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Sketchbooks and first-hand observational drawing • Teacher demonstrations and visualisers • Photography and digital image manipulation • Artist case studies including Andy Warhol, Julian Opie, Barbara Kruger and Benetton • Gallery collections from the Tate, National Gallery, National Portrait Gallery, Turner Contemporary and the Van Gogh Museum • National Curriculum guidance for Art and Design • Subject-specific vocabulary displays and exemplar materials • Carefully sequenced practical investigations that encourage experimentation, annotation and reflection throughout the project	**Baseline Assessment:** Pupils complete an initial observational drawing and knowledge retrieval activity to identify prior understanding of visual communication, composition and artist knowledge. **Mid-Point Assessment:** Pupils complete an assessed artist analysis and practical posterisation task, demonstrating their ability to record observations, apply colour theory and justify creative decisions using specialist vocabulary. **End of Project Assessment:** Pupils produce a sustained personal outcome supported by a fully developed sketchbook. Assessment reflects the AQA GCSE Assessment Objectives by evaluating research, experimentation, recording from observation, refinement and the communication of personal intentions through visual language. **40% Substantive Knowledge** • Pupils demonstrate knowledge and understanding of: • Pop Art and the development of contemporary visual communication. • The work of Andy Warhol, Julian Opie, Barbara Kruger and Benetton.

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	• The principles of posterisation, colour theory, composition, typography and branding. • Historical, cultural and social influences upon visual communication. • Specialist artistic vocabulary associated with graphic design and contemporary art. **60% Disciplinary Knowledge** Pupils demonstrate their ability to: • Investigate and analyse artists using increasingly sophisticated specialist vocabulary. • Record observations through photography, drawing and annotation. • Experiment confidently with digital and traditional artistic processes. • Refine ideas through continual evaluation and purposeful experimentation. • Present thoughtful, independent and increasingly personal creative responses. • Communicate artistic intentions confidently through practical work, written evaluation and classroom discussion, reflecting the expectations of the AQA GCSE Assessment Objectives.

Terms 4 to 6
Topic

The Human Figure – Observation, Expression and Representation

Big Picture
What are the main ideas and big questions in this topic?

The human figure has remained one of the most enduring subjects in art throughout history. Across cultures and artistic movements, artists have explored the human body to communicate identity, emotion, movement, relationships and the shared human experience. This enquiry encourages pupils to investigate how observational drawing, expressive mark-making and anatomical understanding enable artists to represent people in increasingly personal and meaningful ways.

Building upon the independence, technical confidence and analytical skills developed throughout Key Stage 3, pupils explore how artists including Käthe Kollwitz, Erich Heckel and Vincent van Gogh use the human figure to communicate powerful emotional and social narratives. Through sustained observational drawing and experimentation with a wide range of materials, pupils recognise that drawing is not simply about accuracy but about communicating ideas, atmosphere and feeling.

The curriculum is ambitious for every learner. Pupils increasingly adopt the habits of successful artists by investigating, recording, experimenting, refining and evaluating their work over an extended period. By the end of the enquiry, pupils are working with the independence, resilience and reflective practice expected of pupils preparing to begin GCSE Art and Design.

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Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by exploring the significance of the human figure throughout art history. Pupils investigate how artists have represented people across different periods and movements, recognising that portraits and figure studies communicate far more than physical appearance. Through analysing historical and contemporary examples, pupils consider how artists use posture, gesture, expression, proportion and composition to communicate identity, emotion and narrative.

Attention then turns to studying artists including Käthe Kollwitz, Erich Heckel and Vincent van Gogh, analysing how each artist manipulates line, tone, texture and expressive mark-making to evoke mood and communicate powerful human experiences. Through structured annotation and discussion, pupils develop increasingly sophisticated analytical skills whilst making informed comparisons between artistic approaches and historical contexts.

Drawing from first-hand observation becomes central to the enquiry. Pupils complete sustained observational studies from photographs, mirrors, live demonstrations and reference material, developing confidence in proportion, facial features, hands, movement and expressive drawing. Teacher demonstrations explicitly model observational techniques, tonal development and expressive mark-making, enabling pupils to refine their practical skills through continual practice and feedback.

As the enquiry progresses, pupils experiment with a wide range of media including graphite, charcoal, ink, paint and mixed media, selecting materials that best communicate their artistic intentions. Practical investigations encourage pupils to move beyond technical accuracy by exploring how line quality, tonal contrast, texture and composition influence emotional impact and visual storytelling.

Throughout the enquiry, sketchbooks continue to function as working journals that document research, first-hand recording, experimentation, annotation, reflection and refinement. Pupils increasingly evaluate their own progress, responding thoughtfully to teacher feedback whilst justifying artistic decisions through structured discussion and written evaluation. The continued emphasis on oracy enables pupils to articulate creative intentions confidently using increasingly sophisticated subject-specific vocabulary.

The enquiry concludes with pupils producing a sustained personal outcome that demonstrates technical proficiency, thoughtful experimentation and increasingly mature artistic judgement. Throughout the enquiry, pupils confidently apply subject-specific vocabulary including proportion, anatomy, foreshortening, gesture, contour, chiaroscuro, composition, expression, texture and observational drawing, whilst also using disciplinary language such as record, investigate, interpret, experiment, refine, synthesise and evaluate to explain their artistic thinking with confidence.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Pupils begin this enquiry having developed secure knowledge of the formal elements of art, colour theory, symbolism, composition, printmaking and visual communication throughout Years 7 to 9. They have experience researching artists, recording observations, experimenting with materials and producing increasingly independent personal responses.

Pitch Up

How will we challenge ourselves?

This enquiry completes pupils' Key Stage 3 journey by bringing together the technical knowledge, creative independence and reflective practice developed across the previous three years. Pupils refine their observational drawing skills whilst increasingly selecting materials, techniques and artistic approaches independently to communicate purposeful ideas.

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The Posterize enquiry has strengthened pupils' ability to communicate ideas visually through sustained project work, providing the confidence and resilience required to undertake increasingly sophisticated observational drawing and expressive figure studies.	The enquiry prepares pupils directly for the AQA GCSE Art and Design course by embedding the habits required for success: sustained investigation, recording from first-hand observation, experimentation with media, thoughtful refinement and critical evaluation. Pupils leave Key Stage 3 with the confidence to approach GCSE projects as increasingly independent artists capable of making informed creative decisions.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry supports the National Curriculum for Art and Design by enabling pupils to: • produce sustained creative work through independent investigation and experimentation • develop increasing proficiency in drawing from first-hand observation • analyse and evaluate historical and contemporary artists using specialist vocabulary • confidently select and manipulate a wide range of materials and techniques • become reflective, resilient and increasingly independent creative practitioners.	Figure drawing has remained central to artistic practice for thousands of years, from Classical sculpture and Renaissance studies to Expressionism and contemporary portraiture. Pupils explore how artists continually reinterpret the human figure to reflect changing societies, emotions and cultural identities. Using collections from the National Gallery, National Portrait Gallery, Tate, Turner Contemporary and the Van Gogh Museum, pupils investigate how observational drawing continues to underpin artistic practice across fine art, illustration, animation, medicine, fashion and digital design. These resources encourage pupils to engage with professional collections beyond the classroom whilst recognising the continuing relevance of drawing within contemporary creative industries.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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Through this enquiry, pupils develop spiritual understanding by exploring how artists communicate emotion, identity and the human experience through observational drawing and expressive mark-making. Pupils reflect upon how creativity enables people to communicate thoughts and feelings that are often difficult to express through words alone. Social understanding is strengthened through collaborative critique, discussion and shared observational activities. Pupils appreciate how portraiture and figure studies can communicate stories about individuals, communities and societies whilst recognising the importance of empathy when representing others through art. Moral understanding develops through considering how artists represent people respectfully and authentically. Pupils discuss issues surrounding identity, diversity, representation and inclusion whilst recognising the ethical responsibilities associated with portraying others. Cultural understanding is enhanced through investigating artists from different countries, artistic movements and historical periods. Pupils recognise how representations of the human figure have evolved in response to changing cultural values, beliefs and social contexts.

The enquiry supports the development of British Values, particularly mutual respect through valuing different identities and artistic perspectives, individual liberty through personal artistic expression, and tolerance through appreciating diversity within artistic representation. There are strong cross-curricular links with Biology through human anatomy and proportion, History through artistic movements and historical context, English through interpretation and communication, Drama through gesture and expression, and Physical Education through movement and the mechanics of the human body.

Throughout the enquiry, pupils develop important personal attributes including resilience, precision, independence, empathy and reflective practice, recognising that successful artists continually refine their work through observation, experimentation and critical evaluation. The enquiry explicitly develops the Skills Builder competencies of Creativity, Speaking and Problem Solving, encouraging pupils to persevere through challenging observational work, communicate artistic intentions confidently, solve technical drawing challenges and produce increasingly personal artistic responses.

The enquiry introduces pupils to careers including fine artist, illustrator, animator, concept artist, medical illustrator, forensic artist, fashion designer, art therapist, museum educator and gallery curator, demonstrating how observational drawing and visual communication remain fundamental across a wide range of creative and professional disciplines.

Resources
What books, websites, videos and materials will support our learning?

- Sketchbooks and sustained first-hand observational drawing
- Live demonstrations and visualisers
- Photography, mirrors and reference imagery
- Artist studies including Käthe Kollwitz, Erich Heckel and Vincent van Gogh
- Graphite, charcoal, ink, paint and mixed-media resources
- Gallery collections from the National Gallery, National Portrait Gallery, Tate, Turner Contemporary and the Van Gogh Museum
- National Curriculum guidance for Art and Design

Assessment
How will we show what we know, remember and can apply?

Baseline Assessment: Pupils complete an initial observational drawing activity alongside knowledge retrieval questions to establish confidence in proportion, line, tone and artist knowledge.
Mid-Point Assessment: Pupils complete an assessed figure study and artist analysis, demonstrating their ability to record from observation, experiment with media and justify artistic decisions using specialist vocabulary.
End of Project Assessment: Pupils produce a sustained personal outcome supported by a fully developed sketchbook. Assessment reflects the AQA GCSE Assessment Objectives, evaluating pupils' ability to investigate artists, record

• Subject-specific vocabulary displays, exemplar sketchbooks and teacher modelling • Carefully sequenced practical investigations that promote observation, experimentation, refinement and personal response	observations, experiment with media, refine ideas and present increasingly personal and technically accomplished responses. **40% Substantive Knowledge** Pupils demonstrate knowledge and understanding of: • The historical significance of the human figure in art. • The work of Käthe Kollwitz, Erich Heckel and Vincent van Gogh. • Human proportion, anatomy, gesture, composition and expressive mark-making. • The properties and purpose of a range of drawing and painting media. • Specialist vocabulary associated with observational drawing and figurative art. • Historical, cultural and social influences on artistic representation. **60% Disciplinary Knowledge** Pupils demonstrate their ability to: • Investigate and analyse artists using increasingly sophisticated specialist vocabulary. • Record accurately from first-hand observation through sustained drawing and annotation. • Experiment confidently with a wide range of media, techniques and processes. • Refine work through continual evaluation, reflection and purposeful improvement. • Produce increasingly personal, technically accomplished and expressive artistic outcomes. • Communicate artistic intentions confidently through practical work, written evaluation and classroom discussion, reflecting the expectations of the AQA GCSE Assessment Objectives.