



The Grey Coat Hospital

Key Stage Three Curriculum Plan - *Subject: Art*



Year 9

Half Term (HT)	Topic Area / Focus
HT1	Students have one double lesson a week. In Year 9, students build on the skills developed in Years 7 and 8 and become increasingly independent in their artistic practice. Across three projects, students explore natural forms, architecture and identity, developing their ability to observe, experiment, design, construct and communicate ideas through a range of 2D and 3D processes. Students develop greater confidence in drawing, composition, printmaking, sculpture and mixed media. They explore how artists use materials, space, scale, symbolism and visual language to communicate ideas, while making increasingly personal and informed creative decisions. Students work in a sketchbook throughout the year, recording observations, research, experiments, ideas and evaluations. They study a diverse range of artists and use their work to inspire and inform their own creative responses. Natural Forms: Drawing, Layering & Composition Students explore natural forms, including garlic, coral and other organic shapes, as starting points for developing their observational drawing skills. They investigate line, tone, texture, shape, form, scale and composition, experimenting with a range of drawing materials and mark-making techniques. Students develop their drawings through tracing, collage, layering and cut-paper techniques, exploring positive and negative space and the relationship between 2D and 3D forms. They experiment with monochrome and colour while developing more considered and expressive compositions. Students learn how artists can transform observations of the natural world into imaginative and abstract artwork, building confidence in experimentation and visual decision-making.
HT2	Natural Forms: Sculpture & Lino Printing Students develop their natural-form ideas into 3D sculpture, exploring how drawing can be transformed into physical form. They experiment with wire and plaster to create sculptures that consider structure, balance, movement and space. Students explore the work of artists including Barbara Hepworth, Naum Gabo, Rachel Whiteread and Junko Mori, considering how different artists use materials, space and form in their work. Students photograph and evaluate their sculptures as part of their sketchbook development. Students then develop a natural-form design into a three-tone lino print. They learn how to simplify imagery, use positive and negative space and make decisions about composition before cutting and printing their final design.
HT3	Perspective, Architecture & Design Students are introduced to one-point perspective, learning how to use a vanishing point, eye level and leading lines to create depth and proportion in architectural drawings. They develop observational drawing skills through architectural imagery, focusing on perspective, tone, proportion and detail. Students explore the work of artists and architects including Ian Murphy, Joshua Smith, Friedensreich Hundertwasser, Zaha Hadid, Antoni Gaudí and M.C. Escher, considering different approaches to architecture, structure, scale, perspective, colour, pattern and visual detail. Students explore how artists and architects can transform buildings and spaces through imaginative use of shape, structure, colour, pattern and materials. They experiment with prepared surfaces, card, colour and texture before developing and refining their own ideas for an architectural card relief.



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	Students consider how architectural ideas can be developed from observation, research and experimentation, making increasingly independent decisions about their own designs.
HT4	Architecture: Card Relief & Construction Students develop their architectural designs into a resolved A4 card relief, exploring how a flat surface can be transformed into a three-dimensional artwork. They experiment with cutting, folding, layering, shaping and joining card to create depth, structure and architectural detail. Students consider scale, composition, proportion and surface decoration as they refine their designs. Students may develop representational or abstract responses and evaluate different construction methods before completing their final outcome. They present, photograph and evaluate their finished artwork and explore the work of architects or set builders as part of their contextual learning.
HT5	Identity Through Objects Students explore how everyday objects can communicate identity, personality, memories, interests and experiences. They investigate how artists use objects, symbolism and visual language to communicate personal and wider ideas. Students select objects that have personal significance and develop observational studies through drawing and photography. They explore composition, scale, proportion, colour, tone, texture and symbolism, considering how objects can become symbols or metaphors for aspects of identity. Students study artists including Njideka Akunyili Crosby, Cornelia Parker, Lubaina Himid, Deborah Roberts, Louise Bourgeois, Michael Landy, David Hockney and Peter Blake, exploring different approaches to objects, collage, still life and personal meaning.
HT6	Identity Through Objects: Personal Response Students continue to develop their Identity Through Objects project, refining a personal composition that combines selected objects and imagery. They experiment with collage, photography, drawing, painting and mixed media, exploring how cropping, enlargement, layering and rearranging imagery can change the meaning and impact of an artwork. Students develop a resolved personal response that communicates an aspect of their identity through objects. They present and evaluate their finished artwork, explaining how their choices of objects, materials, colour, composition and visual elements communicate meaning. By the end of Year 9, students have developed a broad range of 2D and 3D skills and greater confidence in developing personal ideas. They are increasingly able to experiment, refine and make independent creative decisions, providing a strong foundation for further Art study.