



THE Lodge AP

— At Sandbach House —

Year 9 Art & Design Curriculum Sequencing

Intent

The intent of the year 9 scheme of work is to secure and strengthen students' foundational knowledge and skills in art and design, particularly for those who may have gaps in prior learning. By placing the formal elements at the core of the curriculum, all students, regardless of starting point, develop a clear and confident understanding of the essential building blocks for visual language.

Through a series of structured mini sketchbook challenges, students explore each formal element in focused, manageable tasks, alongside clear definitions that support their understanding of key vocabulary and concepts. This approach ensures that technical skills are built progressively while reinforcing subject knowledge.

The scheme enables students to recognise how the formal elements underpin all creative practice. Through guided exploration, practical workshops, and contextual references, students learn how artists use these elements to communicate ideas, create mood, and structure visual outcomes. This, in turn, supports the development of students' own creative decision making and enhances their ability to analyse and discuss artwork with increasing confidence.

Overall, the art and design curriculum is designed to embed the formal elements throughout, ensuring that every student develops a strong technical foundation, increased resilience, and the ability to apply their knowledge in personal and meaningful ways, preparing them for successful progression in art and design.

Year 9 Art & Design Curriculum Sequencing

Shape	Pattern	Tone	Texture	Colour	Line	Form
<p>Intent: The intent of this mini-unit is to give students a clear understanding of <i>shape</i> as a key formal element, supporting the National Curriculum aim of developing visual language and knowledge of artistic conventions. The focus is deliberately narrow so students with gaps in learning can quickly grasp the difference between geometric and organic shapes, as well as recognise how artists use shape for structure and meaning.</p>	<p>Intent: The intent of this mini-unit is to give students a clear and accessible introduction to <i>pattern</i> as a key formal element. In line with the National Curriculum, the focus is on building essential knowledge through simple definitions, visual examples and exposure to artists who use pattern in meaningful ways.</p>	<p>Intent: The intent of this mini-unit is to give students a clear understanding of <i>tone</i> as a key formal element, supporting the National Curriculum aim of developing control of materials and improving observational skills. The focus is deliberately small-scale so students with gaps in learning can quickly grasp how tone is used to show light, shadow and form, and how artists apply tonal contrast to create depth and emphasis.</p>	<p>Intent: The intent of this mini-unit is to give students a clear understanding of <i>texture</i> as a key formal element, supporting the National Curriculum aim of developing visual language and improving students' ability to describe and interpret surface qualities. The focus is deliberately small-scale so students with gaps in learning can quickly grasp the difference between real and implied texture, recognise how artists use texture for expression and detail, and apply this knowledge in simple creative tasks.</p>	<p>Intent: The intent of this mini-unit is to give students a clear understanding of <i>colour</i> as a key formal element, supporting the National Curriculum aim of developing visual language and knowledge of artistic conventions. The focus is deliberately small-scale so students with gaps in learning can quickly grasp basic colour theory, recognise how artists use colour for mood and meaning, and apply this understanding in simple, accessible creative tasks.</p>	<p>Intent: The intent of this mini-unit is to give students a clear understanding of <i>line</i> as a key formal element, supporting the National Curriculum aim of developing visual language and improving drawing confidence. The focus is deliberately small-scale so students with gaps in learning can quickly grasp how different types of line can describe movement, structure, detail and expression, and recognise how artists use line in varied and purposeful ways.</p>	<p>Intent: The intent of this mini-unit is to give students a clear understanding of <i>form</i> as a key formal element, supporting the National Curriculum aim of developing students' ability to represent three-dimensional qualities in their work. The focus is deliberately small-scale so students with gaps in learning can quickly grasp how artists use light, shadow, structure and viewpoint to suggest form, and how they can apply these ideas in simple, accessible tasks</p>
<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify different types of shape, including geometric and organic shapes. I can describe how artists use shape to organise their work and communicate ideas. I can show examples of shape in my sketchbook using simple drawings or collected visuals. I can make links between my own work and the artists I have looked at. I can create a small personal response that uses shape in a purposeful way. I can use the definition, artist examples and my own ideas together to show my understanding of shape. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify and describe different types of patterns. I can explain how artists use pattern for decoration, structure or meaning. I can show examples of pattern in my sketchbook using drawings or collected visuals. I can make links between my own pattern work and the artists I have studied. I can create a small personal response that uses pattern in a purposeful way. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify and describe tonal variation, including light, mid and dark tones. I can explain how artists use tone to create depth, contrast and form. I can show examples of tone in my sketchbook, such as tonal scales or shaded studies. I can make links between my own tonal work and the artists I have looked at. I can create a small personal response that uses tone to show light and shadow. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify and describe real and implied texture in artwork. I can explain how artists use texture to add detail, interest or expression. I can show examples of texture in my sketchbook through drawings or collected visuals. I can make links between my own textured work and the artists I have studied. I can create a small personal response that uses texture in a purposeful way. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify and describe key aspects of colour, such as primary, secondary and complementary colours. I can explain how artists use colour to create mood, contrast or emphasis. I can show examples of colour in my sketchbook using swatches or simple colour studies. I can make links between my own colour work and the artists I have explored. I can create a small personal response that uses colour purposefully. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify different types of line and explain how they are used in artwork. I can describe how artists use line to show movement, structure or expression. I can show examples of line in my sketchbook using quick drawings or collected visuals. I can make simple links between my own line work and the artists I have studied. I can create a small personal response that uses line in a purposeful way. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify and describe form and explain how it differs from shape. I can explain how artists use tone, perspective and viewpoint to show three-dimensional form. I can show examples of form in my sketchbook through small drawings or studies. I can make links between my own work and the artists who use form effectively. I can create a small personal response that shows form in a simple, three-dimensional way.
<p>Feeds from: Students arrive with varied experience, confidence and attitudes towards art and design, requiring renewed focus on core skills and foundational knowledge.</p>						
<p>Feeds into Success and confidence in Year 9 can inspire progression to study a GCSE in Art & Design in year 10 & 11. However, it also develops visual literacy, problem-solving and creative thinking that transfer across subjects including English, Humanities, Esports, Foodwise, Science and Maths</p>						