

YEAR 8, Great Artists 5: Text in Art, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> -used sketchbooks to record observations, creative processes. <p><i>The sketchbook also forms an important record to review, revisit ideas and reflect on individuals' creative work.</i></p> <p><i>-Students will have continued to improve their mastery of art and design techniques (drawing, painting, construction techniques) using a variety of materials e.g. pencil, ink, cards, paint and clay.</i></p> <p><i>-Had some experience of learning about 'great artists, illustrators, painters, street artists and designers in contemporary culture and art history.'</i></p> <p><i>This teaching year aims to support the previous foundation by;</i></p> <ul style="list-style-type: none"> • <i>Continuing to grow individuals' creative knowledge and skills.</i> • <i>Extend the language and importance of drawing and art vocabulary.</i> • <i>Understand the control and use of a range of media.</i> • <i>Develop the appreciation of Contextual studies.</i> • <i>Analyse one's own / others' work.</i> <p><i>Rationale: This term is designed to give the students an opportunity to develop their knowledge and skills by handling mixed media materials in a creative, bold, and personal approach.</i></p> <p><i>Continuously supported with,</i></p>	<p>The fifth of 9 schemes of work delivered through Key Stage 3 to explicitly learn about great artists, craft makers and designers and understand the historical and cultural development of their artforms.</p> <p>Students will be introduced to relevant historical and contemporary artists including those who are British, Female, International, Cultural connections, Professional Artists and who explore concepts of 'self identity.'</p> <p>Students will learn about where these artists fit into a larger picture, how they use/used their media. They will also be introduced to the wider cultural landscape and how this plays a key part in the creative environment.</p> <p>This scheme of work is designed to expand on the previous learning on Pattern. All work created throughout this term is an extension of skills and knowledge from the previous terms.</p> <p>Pupils will explore for example:</p> <p>Creating a mixed media response to 'Text in Art.'</p> <p>Drawing the Mexican Artist Frida Kahlo or Spanish Artist S.Dali- developing a knowledge of Surrealism.</p>	Pattern repetition texture proportion layout colour composition contemporary depth shapes lines typography serif font design graphics construction background mix media contemporary. Relief, Layering, scratching and scoring, tile, impression, piercing.



<ul style="list-style-type: none"> • A strong grounding of artists who respond to 'Text in art' in an interesting, and culturally relevant manner. • Cultural and historical links. • Using 'hands on' and practical skills to develop Kinetic learning. <p><i>Students are encouraged, step-by-step, to perform a variety of tasks and analyse their progress and the work of artists throughout. At the end of the unit, students will be asked to recall, reflect and review on the artists, techniques and creative vocabulary studied.</i></p> <p><i>Assessment and monitoring of class and homework is performed formally and informally at junctures to give time for the students to digest, practise and improve.</i></p> <p><i>The year is split into 3 main projects:</i></p> <ul style="list-style-type: none"> • Pattern (Great artists 4) • Text in Art (Great Artist 5) • Still Life (Great artists 6) <p><i>This will include a broad range of activities to enable students to access, progress and enjoy the rest of the Key stage 3 Learning journey, giving a diverse creative learning experience.</i></p> <p><i>year 7: The beginning/foundations of the creative KS3 journey.</i></p> <p><i>year 8 : imagination, design, development and concept.</i></p> <p><i>year 9 : A deeper dive into the formal elements, contextual studies, Street Art, Pop Art and The Portrait.</i></p>	<p>Working from the Frida Kahlo pictures, considering the following key points when drawing;</p> <p>Trying to be as accurate as possible</p> <p>Considering the rules for drawing the face- dividing lines</p> <p>Not inventing- drawing what we see.</p> <p>Tone, the tones of the skin and background.</p> <p>Introduction to working with clay, using design, decoration and creating a tile in the shape of a skull.</p>	
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Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Opportunities to repeat and embed skills / pursue a challenge activity given regularly</p> <p>Assistance and resources available to help students create lettering, building 3-d and mix media skills.</p> <p>Challenge of working in pairs, team work, building communication skills and creating a completed piece of work as a pair.</p>	<p>Contemporary artists Kay Rosen, Katharine Morling (ceramics), Shep Fairy Expanding knowledge through the introduction of varied artists and media too.</p> <p>Great historical artists and Art movements: Robert Indiana, Ed Rusha, René Magritte, Frida Kahlo, S.Dali Surrealism, Pop Art, Contemporary ceramics</p> <p>Outside influences: Indian Art, Mexican Art</p>	<p>Contemporary selling sites- using social media and online marketplaces to sell your work (WNRS)</p> <p>Great artists ranging from Robert Indiana, Ed Rusha, René Magritte, Frida Kahlo</p> <p>Discovering their importance in culture and the artworld too through the investigation of these artists. Reviewing strong women role models and 'personal voice.' With artists such as Frida Kahlo- as well as overcoming personal challenges.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p> <p>How Art can document, challenge and critique the world around us.</p> <p>Studying the key elements of how words and texts communicate with us visually, and how artists have pushed, and continued to push the boundaries of using</p>	<p>Cross curricular links/ literacy/numeracy:</p> <p>Glossary terms to be used regularly</p> <p>History: How world events (Vietnam War, World War 2) can shape and influence Society, how Art reacts to economic change</p>	<p>Common misconceptions:</p> <p>There is no link between everyday texts, and words with art. Showing the clear links between art/graphics.</p>



<p>words in art and through cultural connections. This is supported with the wide and diverse range of artists the students are introduced too.</p>	<p>Psychology -Phrenology- a look at the once highly regarded pseudoscience, commonly used to diagnose dysfunction and even recruit into employment according to perceived personality type</p> <p>Self / peer assessment</p> <p>Scale & Proportion</p> <p>Writing frames to help write about artists and one's opinions on the work</p> <p>Geography- Frida Kahlo and study of Mexican Art and Mexico.</p> <p>Maths- Measuring shape and words (Texture work)</p> <p>Literacy – Artist research– Visual / shaped / Text in Art- Robert Indiana.</p>	
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Assessment timeline:

A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken
Baseline assessment to establish starting point and introduce the concept of MASTERY STATEMENTS

Feedback 4 assessment every term

Homeworks: SELF / PEER / TEACHER assessed

WAGOLLS used regularly, embedded in resources

Home learning



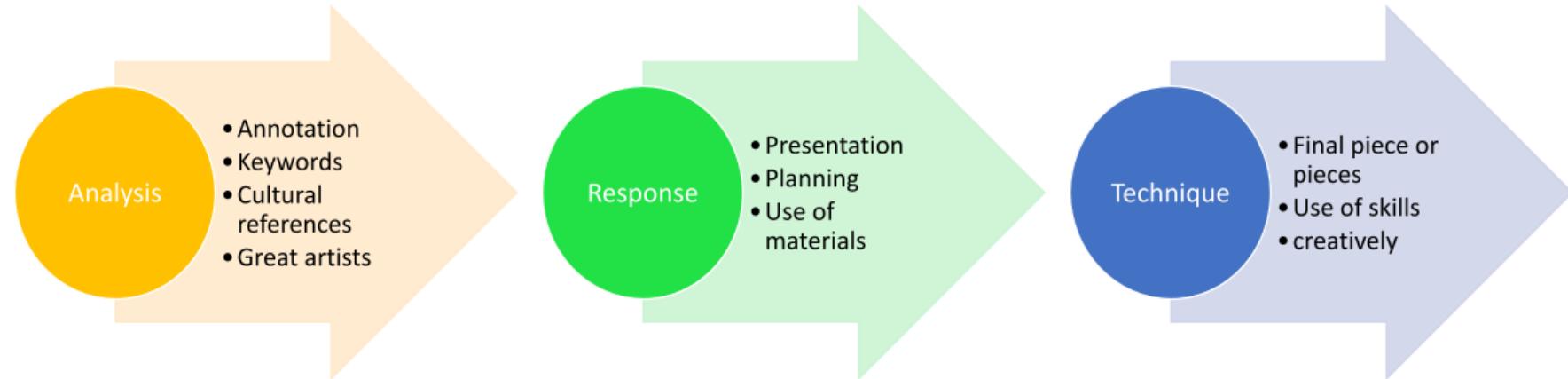
Spring 1: Create a research piece on the 'the day of dead.' Why is this an important festival? What images are used as artworks to celebrate this day? Document your research on an A4 page, include a colour study e.g. a drawing by you of the day of the dead with your annotation.

Feedback on homework – self / peer & absorbed into feedback 4

Feedback

See separate document for detail
Feedback 4 as per document
Self / peer and teacher assessment
EDSM, Oral feedback given each lesson

Art & Design Year 8. Text in Art. Marking sheet, term 2.



Keywords	
Typography	Layout
Serif	Conceptual
Font	Collaborative
Design	Mix media
Contemporary	Construction
Colour	Graphics

Marking outline Analysis (40%)	Response (30%)	Technique (30%)	Total (100%)
Name & group			

Assessment Area: Analysis		Assessment Area: Response / Technique	
<p>In Art your knowledge of great Artists and written skills are assessed. You need to document in detail all of the information covered regarding the new Artists you are introduce to throughout the year.</p>		<p>In Art your practical abilities are assessed. You need to produce creative work using a range of different medium to develop your technical abilities.</p>	
9-1 0	Students have used subject specific language and have produced work that is of a high level of skill.	9-1 0	Students have used subject specific language and have produced work that is of a high level of skill.
6-8	Students have produced work that is of a good level of skill.	6-8	Students have produced work that is of a good level of skill.
4-5	Students have produced work that is of a adequate level of skill.	4-5	Students have produced work that is of a adequate level of skill.
3	Students have produced work to a satisfactory standard. Students cannot explain how they have met the criteria.	3	Students have produced work to a satisfactory standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.	1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.	0	Nothing worthy of credit.

Length of unit (duration indicated in lessons)