

YEAR 9, Portraits and Pop Art (2), ART DEPARTMENT

Great Artists 8:

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"> <i>-used sketchbooks to record observations, creative developments, as well as using the book to review and revisit ideas.</i> <i>-Continued to improve their mastery of art and design techniques (drawing, painting, sculpture) using a variety of materials e.g. pencil, oil pastels, clay, and wire.</i> <i>-Had some experience of learning about 'great artists, makers, architects and designers in history.'</i> <p><i>Year 9 is focused on : imagination, design, development, refinement and concept.</i></p> <p><i>This teaching term aims to provide a final experience for some, and a stepping stone to gcse for others, connected to The portrait and Pop Art - two topics important to the creative arts. The students will continue to develop drawing, 3-d knowledge and visual recording in Art and Design, as well as line, colour, proportion, imagination and shape.</i></p> <p><i>Throughout KS3 we continue to return too, the appreciation of Contextual studies 'Great Artists' and the ability to analyse one's own / others' work. This developed through the introduction for key artists, their cultural references, links to local settling and the wider world too...</i></p>	<p>This is number 8 of 9 schemes of work delivered through Key Stage 3, with a focus on explicitly learning about great artists, craft makers and designers. This is all underpinned by supporting the understanding of the historical and cultural development of 'Great Artists,' their artforms, and cultural references.</p> <p>Students will be introduced to relevant historical and contemporary artists including those with British and international connections. Artists who have explicitly concerned themselves with forging a successful career in the arts, battling personal challenges, focused on well-being and cultural connections, all giving a rich tapestry of creativity.</p> <p>This scheme of work is designed to expand on drawing, layout, colour, design, and the style of pop art. Celebrating drawing as a tool to create an understanding of proportion. The pop art portrait is a strong and vibrant piece of work, challenging and using a variety of media to work in different styles.</p> <p>Introduction to Portraits and Pop Art, the students will investigate the importance of this art style, and this art movement. We will explore:</p> <ul style="list-style-type: none"> -Self portraits -Artist portraits 	<p>Pop Art, cartoons, stylised, repetition, figure, contrast, abstract, features, clay, sculpture, impression, piercing, portrait, scratching and scoring, slip, layering, structure, proportion, shape, form, pattern, colour, composition, perspective, contemporary, mix media, Modernism, Post-Impressionism, Expressionism, culture, contemporary.</p>

<p><i>Rationale: To promote the understanding, knowledge and skills of exploring visually the 'Portrait and Pop Art' through, drawing, painting and 2-d. Assessment and monitoring of class and homework is performed formally and informally at junctures to give time for the students to digest, practice and improve.</i></p> <p><i>The year is split into 3 main projects:</i></p> <ul style="list-style-type: none"> • <i>The figure (Great artists 7)</i> • <i>Pop Art (Great artists 8)</i> • <i>Street Art (Great Artists 9)</i> <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 and The Figure, Portrait and Pop Art.</i></p>	<ul style="list-style-type: none"> -Working in the style of Vincent Van Gogh -Drawing with different media -Artists who work with self portraits -Using photography for a 'self portrait' -Working in the style of Roy Lichenstien -Scale and proportion -Working outside of the A4 sketchbook -Presentation of a final piece. <p>In the second part of the term, we will extend Pop Art and start to create a self portrait final piece. This will be inspired and in the style of Roy Lichenstien. The key elements we be:</p> <ul style="list-style-type: none"> -Colour -Black outlines -Dots -Simplified forms -A colourful and detailed background e.g. with pattern, or words. -Analysis on this artist with a potential written test. <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> -A Drawing and colour studies of Chuck Close's portrait paintings -A final self portrait in the style of Pop Art -A painting of Vincent Van Gogh -A well presented page of photograph on self portraiture -Several refined sketches of self portraiture. 	
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
Opportunities to repeat and embed skills / pursue a challenge activity given regularly.	<p>Contemporary Great Artists:</p> <p>Elizabeth Peyton</p>	All of the artists highlighted give a wealth of

<p>Students will be stretched through the development of their visual skills using techniques such as refined proportion, kinaesthetic connections, expanding knowledge of the colour and tonal use of mark making, exploring the fact we can draw, paint and record everyday.</p> <p>Many Great artists and contemporary artists use this theme within their work to understand the world around us. This project is an ideal chance and challenge to explore our role as a human being and understand our culture and ourselves in a new way.</p> <p>HPA's -there are a number of key texts to explore e.g. Andy warhols concept of '15 minutes of fame.' This is a classic reference and centre point for this topic. Each Great artist also has a wide range of texts and opportunity to expand cultural references too, web links will and can be provided.</p> <p>SEND/PP- This project focuses on Pop art and the Portrait, which gives a chance to observe ourselves and breaks down the barrier of the 'must haves' and focuses on our world around us, as well as the artists and their own struggles. Materials are always supplied as needed.</p> <p>Students are able to challenge themselves by selecting Homeworks that require deeper skills and use of mixed media.</p>	<p>Elizabeth Peyton, a contemporary painter, paints a number of famous actors and has established connections with the youth culture through her paintings. She is an artist who can potentially spark a connection with the students.</p> <p>Great historical artists and Art movements:</p> <p>Roy Lichenstein, Andy Warhol, Chuck Close, Vincent van Gogh</p> <p>This project offers an ideal opportunity to introduce the KS3 students in their final stages to these important figure heads who have influenced, and changed the course of the cultural landscape.</p> <p>As many of these artists have had personal challenges to become successful or with other factors such as mental health, they are interesting figures to study and help to build a sound knowledge of this subject too.</p>	<p>connections to cultural capital. However, throughout there will be links with industry through 'bit sized' videos of 'day in the life of.' This helps to give a wider knowledge of the potential career path.</p> <p>https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlmo52</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p> <p>This topic is a historical essential and has a direct connection with our contemporary culture today. Pop art is essential in helping us understand the impact of culture, the everyday and wider fame culture too.</p>	<p>Cross curricular links/ literacy/numeracy:</p> <p>Glossary terms to be used regularly.</p> <p>This project naturally provides strong links with Maths such as;</p>	<p>Common misconceptions:</p> <p>Why is this important? Art is not important? The fact that we look at Pop Art and its key</p>

<p>The link to one's self through creating a self portrait is once again, a great chance for the project to become theirs, and create a cultural connection to their own self and understand their own features, use of colour and design in a creative manner.</p> <p>It is not to be underestimated the importance also of creating, and benefits this can bring to focus, well being and creative problem solving too.</p> <p>Many of the artists we study have also overcome a number of personal difficulties, this can be of great interest to students as it helps to build an understanding of personal challenges and goal setting.</p>	<p>Scale & Proportion, using shapes and forms to compose a portrait as well as mapping a and understanding how to apply a grid to your drawing inspired by Chuck Close.</p> <p>Self/peer assessment</p> <p>The opportunity and action for using ovary within this project is good, the chance to discuss 'your artwork, your improvements and the artist's work,' helping to develop strong links with communication skills and the confidence of speaking in front of others. Built in the learning there are clear links, and activities with peer assessment and self assessment with weekly evaluation and structured written activities, underpinning core links back to literacy goals for the subject and beyond.</p> <p>Understanding and providing the cultural and historical connections of why artists do what they do, the materials they use, their influences such as the times they live in, is essential for the students- Vincent Van Gogh, Chuck Close, Roy Liechtenstein and Kate Malone all provide great examples of this. This is also a great opportunity to link with other subjects such as History, science and design.</p>	<p>influences on our everyday lives, its link with cartoons does help to sign post these questions.</p> <p>I can't get a job in the arts!</p> <p>Potential careers will also be introduced throughout to help understand how diverse the career path is within this sector.</p> <p>https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlmo52</p>
<p>Assessment timeline:</p> <p>Feedback 4 assessment every Half Term</p> <p>Homeworks: SELF / PEER / TEACHER assessed</p> <p>WAGOLs used regularly, embedded in resources</p>		
<p>Home learning</p> <p>Spring 1&2: (H/W week 15-25)</p> <p>1. Who was Chuck Close and why is his artwork so important to American Art and beyond? Create a page of annationed research with an artist image.</p> <p>2. Create a page of annationed research with an artist image and drawing by you of Roy Lichenstein's artwork.</p>		

Assessment Area: **Analysis**

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.

9-10	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.
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.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.

Assessment Area: **Response / Technique**

In Art your practical abilities are assessed. You need to produce creative work using a range of different medium to develop your technical abilities.

9-10	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.
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.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Autumn 1							Autumn 2							Spring 1						Spring 2								Summer 1				Summer 2						
Great Artist 7: The figure														Great Artists 8: /Portraits and Pop Art												Great Artists 9: Street Art												