

## YEAR 9, Great Artists 7: The Figure, ART DEPARTMENT

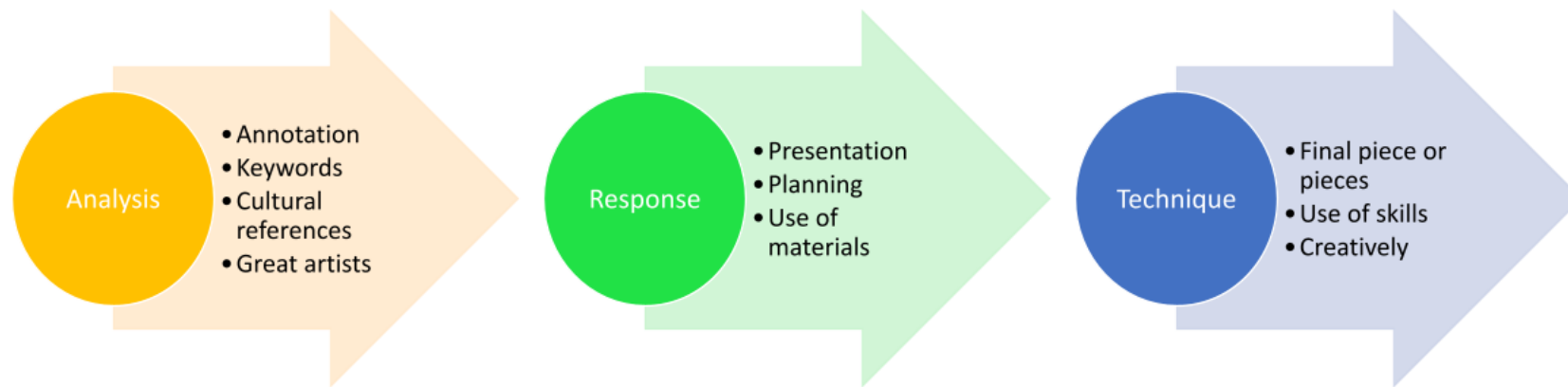
Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> <li>-used sketchbooks to record observations, creative developments, as well as using the book to review and revisit ideas.</li> <li>-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.</li> <li>-Had some experience of learning about 'great artists, makers, architects and designers in history.'</li> </ul> <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 figure- one of the formal skills and topics 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.</i></p> <p><i>This developed through the introduction for key artists, their cultural references, links to local settling and the wider world too...</i></p>	<p><b>This is number 7 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.</b></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 and 3-d skills. Celebrating drawing as a tool to create an understanding of proportion. The clay is an ideal finish to KS3, support to develop skills in sculpting the figure, challenging and using a variety of media to work in different styles.</p> <p><b>Introduction to The figure</b>, the students will develop elements of the previous project and extend how the figure is key to understanding art and the world beyond the classroom. We will explore:</p>	<p>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, Expressionism, Surrealism, Surrealist, culture, contemporary.</p>

<p><i>Rationale: To promote the understanding, knowledge and skills of exploring visually the 'human figure' through, drawing, 3-d 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"> <li>• <i>The figure (Great artists 7)</i></li> <li>• <i>Pop Art (Great artists 8)</i></li> <li>• <i>Street Art (Great Artists 9)</i></li> </ul> <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 and Portrait.</i></p>	<ul style="list-style-type: none"> <li>-Proportion</li> <li>-Scale</li> <li>-Tone</li> <li>-Movement</li> <li>-Composition</li> <li>-Mix media</li> <li>-Attention to detail and creative refinement</li> <li>-Modelling in clay</li> <li>-Progression from 2D to 3D Form.</li> </ul> <p>Throughout the terms we will investigate the figure in-depth creatively. The final artworks will be a refined completion of KS3 skills and learnt knowledge.</p> <p><b>Final outcomes for this term and project:</b></p> <ul style="list-style-type: none"> <li>-A clay figure</li> <li>-A collection of drawings understanding the key elements</li> <li>-A final figure painting</li> <li>-Analysis on this area of art and a chosen artist.</li> <li>-A final display of complete work.</li> </ul>	
Challenge and Support:	World wide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<p>Opportunities to repeat and embed skills / pursue a challenge activity given regularly.</p> <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 and record the everyday.</p>	<p>Contemporary British Artists</p> <p>Female artists / gender issues</p> <p>Kate Malone is a successful female ceramic artist. She is a great example of contemporary craft, and hosts the 'great British throw down.' She is accessible and can be understood by many.</p>	<p>Contemporary and Industry-</p> <p><a href="#">Kate Malone</a></p> <p><a href="#">Claire Curneen</a>, <a href="#">Kehinde Wiley</a>, <a href="#">Halima Cassell</a></p> <p><a href="#">Storm Thorgerson</a></p> <p><b>Great historical artists and Art movements:</b></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 bodies in a new dynamic.</p> <p>HPA's -there are a number of key texts to explore e.g. John Berger's 'Ways of seeing,' is a classic 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 the human form, which gives a chance to observe ourselves and breaks down the barrier of the 'must haves' and focuses on our world around us. 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>Claire Curneen is a successful contemporary artist who works in clay and explores concepts of self identity through this medium.</p> <p>Halima Cassell Born in Pakistan and brought up in Lancashire and now living in Shropshire. Cassell reflects a contemporary inspired approach to her ceramics using repetitive motifs found in Islamic architecture and North African surface design.</p> <p>Kehinde Wiley is a successful contemporary painter who explores race, gender and traditional art connections, such as William Morris patterns.</p> <p>All of these artists bring a wide and diverse education to this subject.</p> <p>Viola Frey- Good introduction to how an artist pushed the boundaries of craft and sculpture, as well as a cultural icon in the USA art scene.</p>	<p><a href="#">Barbara Hepworth</a>, <a href="#">Henry Moore</a>, <a href="#">Alberto Giacometti</a>, <a href="#">Paul Gauguin</a>. <a href="#">Viola Frey</a></p> <p>Figurative Art, cultural connections.</p>
<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<p>This topic is a historical must in art. The Artist has always been captivated by the figure over the centuries, and our museums are full of great references to support this topic. The Artist has been inspired to paint, sculpt, photograph, animate, sew or build their interpretations of 'the figure.'</p> <p>This project will rely on the connection to the individuals, for example they will use themselves as reference. This is a great chance for the project to</p>	<p>Glossary terms to be used regularly.</p> <p>This project naturally provides strong links with Maths such as; Scale &amp; Proportion, using shapes and forms to compose a figure.</p> <p>History</p>	<p>How drawing and sculpture are perceived as entirely different disciplines. Artists often use sketching to inform their 3-dimensional work</p> <p>regarding proportion, perspective and tone.</p>

become theirs, and create a cultural connection to their own self and understand their own human forms in a creative manner.	<p>We have looked at a number of key artists such as Henry Moore and Alberto Giacometti, both of these artists' work was deeply affected by the time they lived in e.g. through the second world war, which is a great link with History.</p> <p>RE: Claire Careen's work creates a strong link with stories from the bible and gives an opportunity for discussion around this religion.</p>	
<b>Assessment timeline:</b> <i>A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken</i> <i>Baseline assessment to establish starting point and introduce the concept of MASTERY STATEMENTS</i> <i>Feedback 4 assessment every term</i> <i>Homeworks: SELF / PEER / TEACHER assessed</i> <i>WAGOLLS used regularly, embedded in resources</i>		
<b>Home learning</b>		
<p><i>Term 1:</i> Research the artist Henry Moore. Include a picture of the artist's work and do a study of their work by you. Remember to include annotations and facts about their artworks too.</p> <p><i>Term 2:</i> Who was Viola Frey and what artwork did she create? Research and answer this homework question, including images and drawing.</p>		
Feedback on homework – self / peer & absorbed into feedback 4		
<b>Feedback</b>		

## Art & Design Year 9. The Figure. Marking sheet, term 3.



Keywords	
Figure	Piercing
Sculpture	Scratching and scoring
Impression	Features
Clay	Proportion
Culture	Abstract
Mix media	Portrait
Modernism	Expressionism

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

Name & group

## 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 <b>subject specific language</b> and have produced work that is of a <b>high</b> level of skill.
6-8	Students have produced work that is of a <b>good</b> level of skill.
4-5	Students have produced work that is of a <b>adequate</b> level of skill.
3	Students have produced work to a <b>satisfactory</b> 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: **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 <b>subject specific language</b> and have produced work that is of a <b>high</b> level of skill.
6-8	Students have produced work that is of a <b>good</b> level of skill.
4-5	Students have produced work that is of a <b>adequate</b> level of skill.
3	Students have produced work to a <b>satisfactory</b> 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														
Formal elements (intro weeks) & The Figure Great Artists: 7															Great Artists 8: Pop Art															Great Artists 9: Street Art									