

YEAR 9, Street art (3), ART DEPARTMENT

Great Artists 9:

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 developments, as well as using the book to review and revisit ideas. -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. -Had some experience of learning about 'great artists, makers, architects and designers in history.' <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. This developed through the introduction for key artists, their cultural references, links to local settling and the wider world too...</i></p>	<p>This the final 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 using the previous styles of pop art and contemporary culture. We will continue to celebrate drawing as a tool, and to support the understanding of proportion.</p> <p>Introduction to Street Art and how artists use our cities, and landscapes to be creative, and use the outside as their 'canvas.'</p> <p>We will explore:</p> <ul style="list-style-type: none"> -Drawing -Using drawing with different styles, 	<p>Cartoons, stylised, repetition, contrast, abstract, features, structure, proportion, shape, form, pattern, colour, composition, perspective, contemporary, mix media, culture, contemporary, wire, wire cutter, pylers, googles, twist, bend, shape.</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"> • <i>The figure (Great artists 7)</i> • <i>Portraits and 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 our environment- Street Art.</i></p>	<ul style="list-style-type: none"> -Drawing characters in a cartoon style -Using pens and outlines in a 'stylised' manner -Developing page layout and presentation -Wire drawing <p>In the second part of the term, we will extend street art and start to create designs for a School Mural competition or 'public commission.'</p> <p>Each student will be given a photograph of a certain location in the school. They will be asked to design a 2-d mural for this location. We will explore:</p> <ul style="list-style-type: none"> -Design principles, layout, composition -The key requirements for a 'commision' - Mural themes -Colour palettes -Stencils - Digital skills- using image editing software. -Analysis on this topic with artist research. <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> -A collection of character studies -A wire drawing -A detailed mural submission -A potential digital edited image 	
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 is given regularly.</p> <p>Students will be stretched through the development of their visual skills using techniques such as refined proportion, kinaesthetic connections, expanding</p>	<p>Contemporary Great Artists: Jon Burgerman, Banksy, Anthony Gormley, Ben Eine, Knapple</p> <p>Great historical artists and Art movements:</p>	<p>All of the artists highlighted give a wealth of connections to cultural capital. However, throughout there will be</p>

<p>knowledge of the colour and tonal use of mark making, 3-d skills, and expanding on how we use tools to create visual ideas.</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 environments in a new creative manner. HPA's -there are a number of key areas to explore e.g. Culture and Art. 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 Street Art, which gives an opportunity to look at how art can improve the environment around us, 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 requires deeper skills and use of mixed media.</p>	<p>Dame Elizabeth Frink, Niki de Saint Phalle, Viola Frey, Keith Haring Pablo Picasso</p> <p>Funk Art, Sculpture and Street art</p> <p>Outside influences:</p> <p>City of culture projects, Banksy's work (Cromer, Great Yarmouth)</p> <p>This project offers an ideal opportunity to introduce the KS3 students in their final stages to these important creative figure heads who have influenced, and changed the course of the cultural landscape.</p> <p>Many of these artists have had a positive fundamental influence on our environments and how art is presented outside. This is an ideal opportunity to study this and review art in the environment.</p>	<p>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>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>This topic is a direct connection with our contemporary culture and environments today, which is becoming ever more important to understand our own cultural environment, the landscape and our creative impact too.</p> <p>A connection to our own landscapes, cities and cultural roots can support cultural development, a spiritual understanding and support the knowledge of 'a sense of</p>	<p>Glossary terms to be used regularly.</p> <p>This project naturally provides strong links with Maths such as;</p> <p>Scale, form, 3-d & Proportion, using shapes and forms to create structures and understand how objects can be self supporting.</p> <p>Self/peer assessment</p>	<p>Why is this important? Art is not important? The fact that we look at Street Art and its key influences on our everyday lives, its link with cartoons does help to sign post these questions.</p>

<p>place,’ and our wider understanding of how we all move and work within our environments. All supporting personal development.</p> <p>The artists we study give a good opportunity to understand how their work relates to the environment and their impact on the chosen locations too.</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. This is also a great opportunity to link with other subjects such as History, science and design, to build an understanding of our own environments.</p>	<p>I can’t get a job in the arts! 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>
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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 Half Term
Homeworks: SELF / PEER / TEACHER assessed
WAGOLs used regularly, embedded in resources

Home learning

Summer 1&2:

1. Who was Pablo Picasso and why is his artwork so important? Research this artist and answer these questions, including a drawing or painting.
2. Create an A4 pencil study for homework of your mural idea. Consider your location, the style, your theme and topic.

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

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.

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.

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4-5	Students have produced work that is of a adequate level of skill.
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Feedback

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: Pop Art																	Great Artists 9: Street Art							