

Long Term Plan Art

Year 9

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Unit | <u>Urban street art:</u> | | <u>Asia:</u> | | <u>Cubism:</u> | |
| Skills, Knowledge and Learning | <p>In this unit pupils will Develop ideas through investigations into contemporary street artists such as Banksy and build on their knowledge from the Pop Art subject artist Keith Haring. Pupils will debate what is art and what is Graffiti, linking to relevant news articles which are current to the local area. E.g. Banksy's latest artwork in Birmingham. Pupils will experiment over the unit to use appropriate media, materials, techniques and processes, relevant to their study, as they create their own graffiti style art tag, explore a range of typography associated with Street Art and design their skate board taking into consideration the artist they have investigated and lastly, continue to practice using a craft knife to create a portrait stencil inspired by the techniques used by Banksy. Pupils will use techniques such as stencilling and collage to create a piece of meaningful work around a topic in which they feel is important within society, using their creativity to create a meaningful piece of art to express their views and opinions. Pupils will know that artists have a distinctive style and reference links to contemporary issues, icons and society in their imagery. Pupils will take these skills in creating art with a message or meaning and adapt them into more traditional methods of Asia History and their uses of decorative scrolls.</p> | | <p>In this unit pupils will explore art forms originated from South East Asia, Japan and China. They will experiment using skills from previous studies in Culture design to create appropriate sculptures, paintings and meaningful artwork in relation to cultures of Asia and practice using traditional ink using Sumi brushes to create calligraphy and illustrations. Pupils will explore Ancient historical artists as well as contemporary artist to learn new skills in observational drawing, storytelling and visual creativity such as colour meanings and theory. Pupils will take part in creating Ukiyo-e prints, Jingju Lianpu masks, Kabuki storytelling, Origami birds and Maedeup/Dorae knot work in celebration of Chinese New Year. Pupils will use their sketchbooks to plan their designs strengthening the visual impact or applications of their work. Pupils will develop analytical skills through, describing, evaluation, interpreting and analysing artworks, realising intentions, by experimenting with and handling materials to create a successful artwork</p> | | <p>Pupils will study a new Historical art movement Cubism after being familiar with similar terminology from the Pop Art movement in year 8. This unit follows on from Pop art and Portraiture to enhance existing knowledge and skill in the following areas: Painting, observational drawing of from primary and secondary sources, of everyday objects. In this unit, pupils explore famous artist Kandinsky who uses familiar objects from different viewpoints as the starting point for their work. Pupils will begin to develop ideas by selecting and abstracting qualities of objects to use as the basis for painting. Pupils will learn about ideas and approaches of the cubists with regards to Still life and explore the portraiture of Pablo Picasso; examining his influence and creating their own cubist portraits, apply skills and techniques they have learnt in year 8 Portraiture. Pupils are introduced to the idea of abstract art in contrast to the realism studied in previous years and are encouraged to explore different ways of creating art, in preparation for their GCSE studies. Pupils will practice a painting technique called Synaesthesia (Painting to the emotions/beat of music) and learn new ways to create sculpture through an art movement called Chihuly (shrinking plastic) to crate disks inspired by Kandinsky and Dalí to encourage exciting art forms pupils may not have experienced ready for the potential of taking GCSE. Pupils will have learnt ways to research relevant artists to their studies, use key terminology, experiment and record ideas linking to the 4 main objectives for further education in year 10.</p> | |

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| <p>NC/Qualification Objectives</p> | <ul style="list-style-type: none"> • Consider approaches used in street art • Experiment with painting technique. P13#4. • Photograph objects from different angles. P10#9/10 • Reflect the style of others in your choice of materials and techniques (experimenting with painting technique). P113#4 • Record your initial ideas and observations P13#8 • Developing own ideas into a final piece. P14#1 • Use information from sketchbooks. P14#2 Consider views and suggestions from others about their work. P13#15 • Know when their work is completeP13#16 • Is familiar with the work of some famous artists. P13#18 • Makes several design ideas for a piece of work. `P14#1 • Use information from their sketchpads and scrapbooks. P14#2 • Name a famous artist P14#20 • | <ul style="list-style-type: none"> • Recognise that many cultures use art in celebrations, rituals and festivals.P13#20 • Developing own ideas into a final piece. P14#1 • Use information from sketchbooks. P14#2 Consider views and suggestions from others about their work. P13#15 • Know when their work is completeP13#16 • Is familiar with the work of some famous artists. P13#18 • Makes several design ideas for a piece of work. `P14#1 • Use information from their sketchpads and scrapbooks. P14#2 • Combine and organise colour, shapes, pattern and texture using mixed media. P13#10 • Experiment with different pattern and texture in designing and making artefacts and images. P14#9 • Plan and make 3D structure using a range of materials expressively P14#10 | <ul style="list-style-type: none"> • Compare the ideas and methods used by others P13#1 • Makes several design ideas for a piece of work. `P14#1 • Use information from their sketchpads and scrapbooks. P14#2 • Make a model of a 3D design. P14#4 • Use a variety of print making techniques. P14#6 • Use tools and materials experimentally. P15#7 • Consider specific aspects of a piece of work - colour, texture, form and shape. P15#12 • Distinguish between realism and abstract P15#17 • Know some elements of the main art period. P15#19 Consider the visual interest of their work. P14#12 • Recognise the role of artists in society. P14#7 • Know some of the work of principal artists. P14#18 • Make connections with the work of others, which inform personal responses and support the realisation of their intensions. P16#8 • Accept creative risks. P16#10 • Interpret and explain how ideas and meanings are conveyed by artists, crafts people and designers. P16#14 |
| <p>Enrichment/ Experiences</p> | <p>Street art workshop- to gain experience working large scale and in a life like environment</p> <p>American society vs English society regarding street art- Reviewing how art is different around the world such as politics and economy.</p> | <p>Chinese New Year- To see hand crafted works of art from native artists.</p> <p>Crafting, sculpting and traditional painting methods- To experience a wide range of art themes and practices.</p> | <p>Icon gallery- To view a selection of artists who use paint, portraiture and cubism to gain inspiration we can use for projects.</p> <p>Music performances- Using YouTube to experience a range of music genres and periods to experience painting to the differences.</p> |

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| Curriculum links | | | |
| Curriculum End Point / Goal | By the end of this unit pupils should have increased their knowledge of street art at several well-known street artists Banksy, Haring and Basquiat. They will be familiar with techniques and mediums such as stencilling and applying highlight/ shadow which reflects this style. They will have increased their proficiency when drawing through learning graffiti typography. Pupils will have demonstrated an understanding of artwork within society to express opinions and issues through a personal final piece encompassing thoughtful colour theory and imagery. | By the end of this unit pupils will have immersed themselves in cultures and traditions from Asian communities. Pupils will have planned and reflected on their own meaningful artworks relating to artists both historical and contemporary. Pupils will build on their sculpture skills and crafting skills through creating their own Ukiyo-e print, Jingju Lianpu masks, Kabuki storytelling, Origami and Maedeup/Dorae knot work. Pupils will be building on their stick and ink skills through using specialised ink native to Asia to learn how to create similar pictures. | By the end of this unit pupils should have increased their knowledge of the cubism movement and at least one of its great artists. They will be familiar with features of cubism and should be able to create their own artwork which reflects this style. They will have increased their proficiency when drawing and painting and should be able to demonstrate an understanding of still life and portrait drawing with reference to cubism. Pupils will be confident in their colour theory and use this as a tool when creating their own portraits. |