



Pathway 2-4

Year '9' Art

ARTS- 'Carousel' SoW'

3 Term Rotation with Art and Dance

Learning Intention:

Title: 'Graffiti Art'-The Purpose of this SoW is to develop pupil's understanding that art has different audiences and can be perceived in different ways. Art is not only found in galleries or in the art room but in a range of locations in the community and wider world. This SoW is aimed at developing pupil's ability to form more informed judgments and opinions of art, develop simple line, bold colours observation and design skills based on the Graffiti Art style. Pupils will begin to explore political messages and how art can be both legal and illegal. They evaluate health and safety implications in using materials and have opportunities to make links to their immediate environment and future workplace. Pupils are encouraged to question the status quo, rationalise and debate their opinions both political and artistic to develop a wider world perspective.

Key knowledge that should be learned during this SoW

All

Most

Some

<p>Concept:</p>	<p>Starting to:</p> <ul style="list-style-type: none"> • Develop broader understanding of art location • Understand that there are different styles of art and Graffiti is an Art style or Genre • improve use of basic drawing/painting tools, colour application and art vocabulary • Developing understanding that Graffiti can be allowed and not allowed depending where it is 	<p>Improving the ability to:</p> <ul style="list-style-type: none"> • Develop broader understanding of art purpose • Develop understanding and use of the graffiti style and how to recognise it. • Adapt style of drawing and use of material to show understanding of this new style. • Developing understanding that Graffiti is legal or illegal 	<p>Exploring the ability to:</p> <ul style="list-style-type: none"> • Develop confident understanding of different art purpose • Be confident in recognising the Graffiti style and using it • Adapt and personalise style of drawing and use of material to show understanding of this new style. • Developing understanding that Graffiti is legal or illegal and show understanding of implication of this
<p>Knowledge:</p> <ul style="list-style-type: none"> • 	<p>Develop understanding of aspects the following Knowledge:</p> <ul style="list-style-type: none"> • Develop knowledge of Graffiti Style-Recognise some images • Improve understanding of colour theory -recognise good colour combinations • Develop knowledge of legal or illegal graffiti understanding that sometimes art is allowed or not allowed in public spaces. • Develop Health and safety understanding being able to select the correct equipment 	<p>Develop a competent understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> • Recognise a range of images as graffiti - showing awareness when work is not in a graffiti style • Improve understanding of colour theory - selecting background and foreground combinations that work well together • Understand varied opinions on legal and illegal graffiti • Develop Health and safety knowledge showing 	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> • Confident knowledge of the key elements in a graffiti style • Improve understanding of colour theory - understand Complementary colours • Explore and develop knowledge on legal and illegal graffiti- in a range of settings • Develop Health and safety understanding showing understanding of why, when or how equipment should be used safely

		understanding of why equipment should be used safely	
<p>Key Skills:</p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> • Basic Graffiti Style drawing and lettering-correct use of pencil control • Select colour combinations independently • Attempt to use Legal and illegal vocabulary • Improve observational drawing skills-regular reminders to look at what is being drawn • Use equipment safely with guidance • Design a Stencil and Zip monster with support 	<p>Develop a competent ability to use a range of the following skills with some support:</p> <ul style="list-style-type: none"> • Clear Graffiti Style drawing and lettering • Apply colour theory -background and foreground combinations • Discuss Legal and illegal Art • Improve observational drawing skills- observing a little prompting • Use equipment safely and independently • Design a Stencil and Zip monster with a little support 	<p>Develop a confident ability to use a range of the following skills independently:</p> <ul style="list-style-type: none"> • Explore a range of Graffiti styles-independently • Apply and use complementary colour theory confidently • Debate Legal and illegal Art • Experimenting with refinement or scale in observation • Clear awareness of others and other environments with Health and safety • Design a Stencil and Zip monster independently
<p>Language and/or communication skills:</p>	<p>To start to use subject related language with some accuracy:</p> <ul style="list-style-type: none"> • Graffiti • Block colour • Simple line • Spray paint • Shape • Layers • Pattern • Allowed • Not Allowed 	<p>To use subject related language with increased regularity and accuracy:</p> <ul style="list-style-type: none"> • Whisper lines • Blend or contrast • Observation • Legal or illegal • Banksy • Keith Haring • Overlap • Figure or body shape • Zip Monster 	<p>To explore subject related language with confidence and fluency:</p> <ul style="list-style-type: none"> • Proportion • Complementary colours • Statement • Stencil • Silhouette

<p>Curricular Links</p>	<p>links to PSHCE/SMSC- Personnel development and Moral development understanding legal and illegal art and choices to be made when making and placing art in public spaces. Consideration of community and others and how they might feel.</p> <p>Spiral Learning: Art developing revisiting and extending block colour and simple line drawing skills taught in year 7 'Getting to know each other' and 8 'Buildings, art and Architecture' linking to wider world visited in year 8 Art SoW. Zip monsters and use of imagination Cross Curricular with 'Art and Drama 'The Thing' in year 8/</p> <p>Computing- Powerpoint and Home learning research, use of ipads to research for Monster ideas and document work</p> <p>Literacy- Reading, Writing, Speaking and Listening, Vocabulary games and exercises</p> <p>Cross Curricular Links to Science materials Health and Safety and Numeracy Geometry Shapes Scale</p> <p>9.1 SoW is directly linked to PSHCE considering what is legal and illegal and consider the affect of graffiti art on the community as a whole.</p>
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Talking points

Talking Points: *Graffiti, spray paint Banksy, Keith Haring, legal and illegal art*

<https://www.youtube.com/watch?v=4GNoUYZhrT0>

https://www.youtube.com/watch?v=mDdqq_6OpyU

<https://www.youtube.com/watch?v=EpkKadXyBUA>

<https://www.youtube.com/watch?v=8QS-H>

Wider talking points to develop cultural capital and depth of language and linking of ideas:

Graffiti in underground subways, abandoned buildings, famous graffiti, graffiti in social media or on the news, Legal and illegal debates in general, current affairs discussions, do Graffiti artist's make money?

Implementation

Improved application of drawing and painting tools, colour and use of line and pattern, starting to experiment with layering, scale and independent design ideas and topic choices. Improved application of specific keywords art terminology and its use

in everyday life and the wider world.

Develop passion, conversation and debate in art and consider political issues and wider concerns which affect others.

1. Develop knowledge of Graffiti Style and drawing and lettering skills
2. Improve colour theory -background and foreground combinations
3. Explore and develop knowledge on legal and illegal graffiti
4. Improve observational drawing
5. Develop Health and safety understanding and design Skills- Stencil and Zip monster

Impact

- Career Links-A graffiti style Design project where pupils develop an understanding of what it might be like to work like a professional artist and practice a specific style or art form over an extended period of time.
- Learn to explore several aspects of the same art style, consider both technical, historical and topical theory.
- Career Links- Preparation for following a body of work for Entry level and or GCSE portfolio's
- Career Links-Developing dedication and passion to an area of study to help develop a study/ work ethic.