



Big Question

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| AoLE: Expressive Arts | Subject: Art | Year: 9 (Term 1) |
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| Big Question / Aim / Objective / Concept | Vision (Proposed outcome) / Purpose of curriculum | Prior knowledge / Learners previous knowledge |
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| Pop culture | The learners will explore popular culture and its significance to the arts investigating the purpose of this in our modern world by also visiting the past age. This will be done by researching into the attributes that define popular culture through studying artist pieces to further understand their messages and style to then develop their own personal response on their definition of the word. | Prior knowledge of the basic fundamentals of art: line, shape, form, space, texture and colour. Basic level and skill of drawing and painting. Some experience with mixed media and working in 3D. Some knowledge of colour theory would be beneficial. Creative thinking and a willingness to work in an artistic manner. |

What does progression look like in this 'Big Question'

| Progression Indicator | Description of learning (What matters statements) | Student evidence of progression (Blooms) / Knowledge |
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| Excelling | <p>I can explore and describe how artist and creative work communicate mood, feelings and ideas and the impact they have on an audience.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing, presenting and marketing my creative work.</p> <p>I can identify and respond creatively to challenges with resilience and flexibility.</p> | <p>Plan and interpret prior knowledge by creating personal work that shows vast understanding of the topic.</p> <p>Develop ideas and skills from artists such as Roy Lichtenstein and Andy Warhol by experimenting with their techniques to then identify their own personal style and ideas. Through this they have the ability to justify ideas and decisions in annotations.</p> <p>By creating their own personal work the student can use techniques learnt in the term such as ways of using watercolour and paint correctly, to challenge students to work over an image with markers, pastels and fineliners can improve the overall quality of work. The learner will be able to identify the best colour palette to use when creating or reproducing work to know what colours compliment each other.</p> <p>Explain ideas and where the influence is coming from by using examples such as artists or topics discussed in lesson, by questioning and being inquisitive to know what, how, why and who.</p> <p>Evaluate final outcomes highlighting the areas of improvement moving ahead into GCSE.</p> |
| Advancing | <p>I can explore and describe how artist and creative work communicate mood, feelings and ideas and the impact they have on an audience.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p> | <p>Identify the mediums used in artist work to then apply this knowledge by reproducing their work to an advanced level.</p> <p>To then Reproduce work by choosing an artist such as Roy Lichtenstein or Andy Warhol to inspire their use of techniques such as the correct ways of using</p> |



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| | I can explore how and why creative work is made by asking questions and developing my own answers | watercolour, markers and paint and how this better the quality of the artwork when creating a piece of personal work. The learner will be able to identify the best colour palette to use when creating or reproducing work to know what colours compliment each other. Explain ideas and where the influence is coming from by using examples such as artists or topics discussed in lesson, by questioning and being inquisitive to know what, how, why and who. Evaluating work showing the main areas of improvement moving to GCSE. |
| Securing | I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary. I can compare my own creative work by other people and from other places and times. I can draw upon my familiarity with a range of discipline-specific techniques in my creative work. | - Identify the mediums used in artist work to then apply this knowledge by reproducing their work to an intermediate level. To then Reproduce work by choosing an artist such as Roy Lichtenstein or Andy Warhol to inspire their use of techniques such as the correct ways of using watercolour, markers and paint. - Express opinion on the topics of pop culture. Apply techniques learnt in this The ability to list words that associate with the topic to a developing level. - Explain ideas and where the influence is coming from by using examples such as artists or topics discussed in lessons. |
| Beginning | I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies. I can give and accept feedback as both artist and audience. I can apply techniques in my creative work with guidance and direction. | - Identify the mediums used in artist work to then apply this knowledge by reproducing their work to an beginning level. -The ability to list words that associate with the topic to a beginning level. - Explain ideas and where the influence is coming from by using examples such as artists or topics discussed in lessons. |

| Authentic learning experiences (Local / National / International) | Skills (Literacy / Numeracy / DCF) / Cross Curricular links |
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| <p>Students will explore ideas through studying the work of Roy Lichtenstein and Andy Warhol by learning how these artists advertised and glamorised popular culture in their era. This will enable learners to become ethical, informed citizens by looking broadly at acclaimed artists of the world. Through researching this will enable the students to investigate closely and imply the knowledge into their own practice through taking inspiration to then translating this into their own personal response fed from their interest. From this the students will have the knowledge and skills to create a finished piece by progressing from the start of the term where they will be using the grid method to then developing to creating their own response by using the basics fundamentals of art such as line, shape and form. From this the learners can experiment further by introducing colour, this will allow the learners to learn new skills on various techniques as watercolour, paint, markers and collage to execute the desired work that show the vast understanding and influence of the above artists.</p> | <p>Cross curricular= The students will have the ability to use their understanding of music and its link to art and the expressive arts to bring all knowledge learnt to a rich final product which shows their vast understanding of the topic 'Pop culture'</p> <p>Numeracy: The learners will be using numeracy skills by exploring concepts related to size, shape and symmetry from artists such as Andy Warhol and Escher's tessellations. This will allow the learners to explore dimension, distance and position through pattern, rhythm and repetition.</p> <p>DCF - Learners use digital competency to research artist work.</p> |



Assessment (How will we know that students have learnt what we taught them)

Formative assessment:

- Verbal teacher feedback
- Questioning
- Sketchbook analysis with written feedback on progression steps.
- Use of art vocabulary
- Peer / self-assessment tasks

Summative assessment:

- Drawing from second hand observation
- Working in mix media
- Unit final piece= Piece that accumulates all aspects learnt through unit by choosing an era of pop culture by using influences such as colour, shape and composition from research.

Evaluation

Strengths

Areas for Development

Pupil Voice

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