



AoLE: Expressive Arts	Subject: Art	Year: 9 (term 2)
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Protest art 'What is your message?'	In term 2 the students will further their understanding of culture by researching the relevance of street artists to define the term. The learners will delve into the impact of Banksy on the world of art and how they see culture and showcase their views. From this the learners will have the tools to create their own ideas influenced by Shepard Fairey's iconic techniques by creating their own form of protest art.	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. Confidence in the definition of pop culture to then further develop knowledge to create a piece that showcases. .

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
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. Be aware of the thoughts and feelings behind the work by having the ability to explain why the pieces are impactful to the viewer.</p> <p>Develop ideas and skills from artists such as Banksy and Shepard Fairey 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.</p> <p>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>The ability to evaluate work independently to become aware of main areas of improvement moving to GCSE.</p>



<p>Advancing</p>	<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>I can explore how and why creative work is made by asking questions and developing my own answers</p>	<p>-Identify the mediums used in artist work to then apply this knowledge by reproducing their work to an advanced level.</p> <p>-Reproduce work by choosing an artist such as Banksy or Shepard Fairey to inspire their use of techniques such as the correct ways of using watercolour, markers and paint and how this betters the quality of the artwork when creating a piece of personal work.</p> <p>-The learner will be able to identify the best colour palette to use when creating or reproducing work.</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>-The ability to evaluate work independently to become aware of main areas of improvement moving to GCSE.</p>
<p>Securing</p>	<p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can compare my own creative work by other people and from other places and times.</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 intermediate level.</p> <p>Reproduce work by choosing an artist such as Banksy or Roy Lichenstein to inspire their use of techniques such as the correct ways of using watercolour, markers and paint.</p> <p>-Express opinion on the topics. Apply techniques learnt in this The ability to list words that associate with the topic to a developing level.</p> <p>-Explain ideas and where the influence is coming from by using examples such as artists or topics discussed in lessons.</p> <p>-The ability to evaluate work that needs improving moving to GCSE</p>
<p>Beginning</p>	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can give and accept feedback as both artist and audience.</p> <p>I can apply techniques in my creative work with guidance and direction.</p>	<p>-Identify the mediums used in artist work to then apply this knowledge by reproducing their work to an beginning level.</p> <p>-The ability to list words that associate with the topic to a beginning level.</p> <p>-Explain ideas and where the influence is coming from by using examples such as artists or topics discussed in lessons.</p> <p>The ability to evaluate work and identify parts that need improving moving to</p>



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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Students will explore ideas through studying the work of Banksy and Shepard Fairey by learning how these artists advertised their views compared to Roy Lichtenstein and Andy Warhol. 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. They will have the ability to translate this into their own personal response fed from their interest. The learners can experiment further by introducing colour, this will allow students to develop their skills in mediums such 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 literacy skills by reading various pieces of information on the intentions of artists such as Banksy and Shepard Fairey. The Learners through the scheme of work will have the opportunity to voice their opinion through creating poems or evaluations.</p> <p>Numeracy: The learners will be using numeracy skills by learning about perspective and how to create a compelling and correct piece. Through the</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)	
<p>Formative assessment:</p> <ul style="list-style-type: none"> -Verbal teacher feedback -Questioning -Sketchbook analysis with written feedback on progression steps. -Use of art vocabulary -Peer / self-assessment tasks 	<p>Summative assessment:</p> <ul style="list-style-type: none"> -Drawing from second hand observation -Working in mix media -Unit final piece= Piece of protest art that showcases their message to the world through using words and messages from chosen poem.

Evaluation		
Strengths	Areas for Development	Pupil Voice