



AoLE: Expressive Arts	Subject: Art	Year: 9 (term 3)
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Neges heddwch Peace message	To bring all aspects of the year to a final outcome the learners will now have a good understanding of the definition of protest art and its impact on society. To deepen their knowledge this scheme of work will concentrate on the peace message from the Urdd which is in the form of a poem and video, From this the learners in response will create a piece of art inspired by the the message, the piece will showcase their new skills learnt from the year such as stencils, printmaking, collage, etc.	<p>Prior knowledge of the basic fundamentals of art: line, shape, form, space, texture and colour.</p> <p>Understanding of the topic of popular culture and protest art to apply to this project.</p> <p>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.</p>

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><b>Plan</b> and interpret prior knowledge by creating personal work that shows vast understanding of the topic.</p> <p><b>Develop</b> ideas and skills from prior artists studied through the year such as Roy Liechtenstein all the way to Banksy. The students can then bring all their favourite parts of the year to one idea by experimenting with their techniques to then identify their own personal style and ideas. Through this they have the ability to <b>justify</b> 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 <b>reproducing</b> work to know what colours compliment each other. <b>Explain</b> 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><b>Evaluate</b> 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>I can explore how and why creative work is made by asking questions and developing my own answers</p>	<p><b>Identify</b> the mediums used in artist work to then apply this knowledge by reproducing their work to an advanced level.</p> <p>To then <b>Reproduce</b> work by choosing an artist such as Andy Warhol or Banksy to inspire their use of techniques. Understanding now how various mediums better 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 <b>reproducing</b> work to know what colours compliment each other.</p> <p><b>Explain</b> 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><b>Evaluating</b> work showing the main areas of improvement moving to GCSE.</p>
Securing	<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><b>-Identify</b> the mediums used in artist work to then apply this knowledge by reproducing their work to an intermediate level. To then <b>Reproduce</b> work by choosing an artist such as Andy Warhol or Banksy to inspire their use of techniques such as the correct ways of using watercolour, markers and paint.</p> <p><b>-Express</b> opinion on the topics of pop culture in a mature manner and gained the ability to list words that associate with the topic to a developing level.</p> <p><b>-Explain</b> ideas and where the influence is coming from by using examples such as artists or topics discussed in lessons.</p>
Beginning	<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><b>-Identify</b> the mediums used in artist work to then apply this knowledge by reproducing their work to an beginning level.</p> <p><b>-The ability</b> to list words that associate with the topic to a beginning level.</p> <p><b>-Beginning</b> to see advantages of using various mediums to better the quality of work.</p> <p><b>-Explain</b> ideas and where the influence is coming from by using examples such as artists or topics discussed in lessons.</p>



Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Students will now in this project show their understanding of popular culture and protest art by following the Urdd's peace message to create a final piece that showcases their progress in year 9. I believe this will enable learners to become ethical, informed citizens by looking broadly at acclaimed artists of the world introduced to students through the year, to then use their new information to create a personal response. The message is broadcasted in 2 forms, a poem and a video. The students will use their skills to analyse and select words from the message that perfectly compliment their definition of peace and create their response in their chosen medium.</p>	<p><b>Literacy:</b> Analysing poems to create the final piece by associating words.</p> <p><b>Numeracy:</b> 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><b>DCF</b> - Learners use digital competency to research artist work.</p>

Assessment (How will we know that students have learnt what we taught them)	
<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>-Verbal teacher feedback</li> <li>-Questioning</li> <li>-Sketchbook analysis with written feedback on progression steps.</li> <li>-Use of art vocabulary</li> <li>-Peer / self-assessment tasks</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>-Working in mix media</li> <li>-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</li> </ul>

Evaluation		
Strengths	Areas for Development	Pupil Voice