

**ART & DESIGN SPRING GRAFFITI ART
YEAR 9 CURRICULUM INFORMATION**

'Building knowledge, understanding, memory and performance.'

	SPRING 1	SPRING 2
What will students be learning?	<p>Students will be introduced to the work of Shepard Fairey and understand the impact of Art on politics and how Art is often produced as a response to society.</p> <p>Students will revisit their understanding of how to draw facial features by creating a portrait of their own choosing in the style of Shepard Fairey based on who they choose as a 'Hero.'</p> <p>Students will be revisiting their understanding of colour theory and learning how to use acrylic to create tints, tones and shades of one colour.</p>	<p>Students will know how to use acrylic with growing proficiency focusing using colour mixing to create TINTS, TONES and SHADES in order to paint a portrait in monochrome.</p> <p>Students will learn how to increase their proficiency and control when using a paint brush.</p> <p>Students will learn about how to look after equipment properly when using acrylic (a media new to most) and the difference between acrylic and other paints used previously.</p>
How will students be assessed?	<p>Assessment will also consider their how well they are able to convey meaning and concept through their own work.</p> <p>Students will be assessed on their ability to use tones, tints and shades when mixing acrylic paint and their control and application of this.</p>	<p>Students will be assessed on their ability to apply their understanding of tints, tones and shades, considering their accuracy of their application in order to create a portrait in monochrome that has form.</p> <p>They will also be assessed on their ability to create a mature and sophisticated composition when experimenting with mixed media.</p>
Literacy – What keywords will be taught?	<p><u>Tints</u></p> <p><u>Tones</u></p> <p><u>Shades</u></p> <p><u>Hues</u></p> <p><u>Acrylic</u></p> <p><u>Guerilla Art</u></p> <p><u>Propaganda</u></p>	<p><u>Monochrome</u></p> <p><u>Acrylic</u></p> <p><u>Polymer</u></p> <p><u>Symbolism</u></p> <p><u>Ferrule</u></p>

What employability skills are being developed?	Students are developing their ability to analyse images and inference.	Students are developing their ability to refine their fine motor skills and to evaluate the success and strengths of their own work.
Wider Curriculum Links?	History- contextual references to political and societal issues in America in the 2000's, such as Barack Obama's presidential Campaign.	English- Being able to discuss and infer the meaning and symbolism from artwork.
What useful websites are there for this topic?	Using visual elements in development - Developing ideas - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize Tate Kids	Color Theory for Kids: Key Concepts to Know Create & Learn (create-learn.us)
What wider reading could be done for this topic?	<u>Your Brain on Art: How the Arts Transform Us- Susan Magsamen</u>	<u>Art makes people powerful- Bob and Roberta Smith</u>
What else can students be doing independently to develop their understanding of this topic?	Students are encouraged to practice drawing from observation at home. Students can practise in a variety of media from pencil, biro, colour pencil or crayon.	Students are encouraged to continue to practise colour theory by continuing to mix colours with paint, colour pencil or crayon at home. They can practice and revise their knowledge of colour mixing.