

**Subject:** Art & Design      **Year** 9      **Ability** All

Term / Date(s)	Project 1 - 10/12 hours	Project 2 8/10 hours
<b>Topic</b>	Food – 2d and 3d	Architecture
<p><b>Topic overview</b></p> <p><b>Pupils will learn...</b></p>	<p>Students will explore how artists, Craftspeople and designers create work based upon the world around them theme of food.</p> <p>Students will learn –</p> <p>How to respond the works of Joel Penkman, Claes Oldenburg, Peter Anton and Sarah Graham through the creation of their own piece.</p> <p>How to experiment with and manipulate materials through various 2d and 3d techniques.</p> <p>Basic one point perspective for the creation of ellipse and block food drawings</p>	<p>Students will explore artists who create work around the theme of architecture, and will be encouraged to investigate their own surroundings, using the world around them as a source of inspiration and expression.</p> <p>Students will learn –</p> <p>How to experimenting with layering of mixed media, to communicate mood, depth and texture of the architectural surface.</p> <p>Further develop perspective looking at one- and two-point perspective drawings of buildings.</p>
<b>Components</b>	<p>Students will learn how to –</p> <ul style="list-style-type: none"> <li>• Explore artists, craftspeople and designers using their work as a basis to develop their own piece of work.</li> <li>• Draw from primary and secondary sources, consolidating their understanding of drawing techniques such as using guidelines and lines of symmetry in order to record their observations effectively.</li> <li>• Explore how pen can be used as a drawing medium in response to Joel Penkman and Sarah Graham</li> <li>• Learn how to use the formal elements to describe their work and the visual texture of foods and packaging's.</li> <li>• How to use different materials to record, such as blending red and green biro, oil pastel, carbon paper, photography, charcoal etc., understanding that recording can be for different purposes and different visual effects, broadening their use of materials.</li> <li>• To focus on the texture of their drawings, experimenting with controlled and expressive mark making in different materials to create line, shape and form to build confidence in their drawing.</li> <li>• To understand how to use perspective in their work, such as ensuring fonts, textures are larger in the foreground</li> <li>• About artists such as Joel Penkman, Claes Oldenburg, Peter Anton and Sarah Graham, using their work to further develop and inform their own outcomes</li> <li>• How to use clay at a deeper level, strengthening their understanding of hand building techniques.</li> <li>• mark making and colour in 3D, also broadening their use of different materials</li> </ul>	<p>Students will learn how to –</p> <ul style="list-style-type: none"> <li>• Confidently explore artists and techniques looking at artists such as John Piper, Ian Murphy, Minty Sainsbury, and Sunga Park, creating their own work as a personal response.</li> <li>• Use artists styles and techniques to explore own primary and secondary source ideas for the theme of architecture, experimenting with media understanding how that artist produced the work.</li> <li>• How to analyse artwork appropriately for next steps of GCSE and present it as annotation, designs and photography, using the appropriate formal elements.</li> <li>• To be able to think critically about art work, using the language of art (formal elements) to develop a more rigorous personal understanding of art and design,</li> <li>• To consolidate their use of materials such as pencil and watercolour, and learn to use pen and inks in collaboration with other materials, experimenting with layering and mixed media, creating tone overlay in response to John Piper and Ian Murphy.</li> <li>• Further consolidate perspective by exploring one- and two-point perspective drawing to create architectural drawings in response to Minty Sainsbury.</li> </ul>

<b>What pupils should already know (prior learning components)</b>	<ul style="list-style-type: none"> <li>• In line with the National Curriculum requirements students will have already looked at artists, experimented with materials, drawn from different sources and produced outcomes (year 7 insects project 2021-22 curriculum)</li> <li>• Students should know how to draw using guidelines and mapping out (insect project in Year 7)</li> <li>• Students should know how to study an artist – in year 7 students will explore how artists used different styles that could make their work recognisable</li> <li>• Students should be able to use different materials, such as pencil, pencil crayon and paint at a confident and independent level.</li> <li>• How to draw from a primary or secondary sources, using different techniques – for example, in Year 7 how to use guidelines, tone and colour and in Year 8 basics of material exploration 2d and 3d.</li> <li>• How to create and invent their own outcomes using the work of other artists to develop their ideas</li> <li>• Students should already have developing knowledge and experience of the formal elements of art.</li> <li>• Be able to record their ideas through written element, expressing ideas clearly using key words.</li> </ul>	<ul style="list-style-type: none"> <li>• In line with the National curriculum requirements students should have explored a range of 3d media and basic tactile exploration and manipulation (source Thornhill J &amp; I long term planning document)</li> <li>• Students should be becoming more independent in using an artist to inspire and build their own ideas.</li> <li>• Students should be becoming more confident and independent in their ability to analyse visual work of others</li> <li>• Students should already know about colour theory and media exploration and application</li> <li>• Students should be able to record their ideas through use of annotation and key subject specific vocabulary.</li> </ul>
<b>Transferrable knowledge (skills)</b>	<ul style="list-style-type: none"> <li>• Colour application and how to use painting medium effectively showing neatness and skill.</li> <li>• How to record observations using different media and techniques</li> <li>• How to develop a wider understanding of the cultural world and the visual world around them</li> <li>• strengthening students’ skills of analysis of own and others work</li> <li>• How to improve dexterity and coordination, through focused drawing and painting techniques.</li> <li>• Improve fine motor skills through modelling and craft work of ceramic construction techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• How to control and embrace dexterity and coordination to refine techniques and skills.</li> <li>• How to record ideas through artist exploration.</li> <li>• A broadening understanding of the visual and wider world around them.</li> <li>• Continued development of visual analysis.</li> <li>• Preparation of skills and techniques in readiness for GSCE.</li> </ul>
<b>Key vocabulary pupil will know and learn</b>	Ellipse, one and two point perspective, ceramic, pinch pot, sculpture, detail, 3D, slab, score, kiln, ceramic, slip, coil, fired, bone dry, design, bisque.	Line, tone, form, shape, colour, texture, space, pattern – the formal elements, one and two point perspective, bleeding, blending, layering, mixed media.
<b>Assessment activities</b>	Continuous ‘live’ formative assessment within the lesson	Continuous ‘live’ formative assessment within the lesson
<b>Resources available</b>	<ul style="list-style-type: none"> <li>• Joel Penkman</li> <li>• Claes Oldenburg</li> <li>• Peter Anton</li> <li>• Sarah Graham</li> </ul>	<ul style="list-style-type: none"> <li>• John Piper</li> <li>• Ian Murphy</li> <li>• Minty Sainsbury</li> <li>• Sunga Park</li> </ul>
<b>Notes</b> Why this topic is important <b>Why this topic is important...</b>	<ul style="list-style-type: none"> <li>• This topic provides opportunities for students to strengthen both their knowledge and skills within the subject in drawing through exploration of various mark making techniques 2d and 3d.</li> <li>• This topic allows students to explore the work of artists in order to inform their own work.</li> <li>• Provide students with the opportunity to independently explore colour mixing understanding learnt in year 7 and 8.</li> <li>• Allow students to strengthen their understanding of a range of art techniques, such as inkwork, layering and perspective drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidates students’ understanding of Art in the wider world beyond education, such as for craft and environmental purposes.</li> <li>• Provides opportunities for students to broaden their range of art techniques, developing both their knowledge and skills within the subject through exploration of a range of 2d materials, techniques and processes.</li> <li>• Provide students with the opportunity to investigate their own surroundings, using artists to develop their own response pieces for architecture.</li> <li>• Allows students to use their learned knowledge of perspective, applying the skill to communicate a personal view point.</li> </ul>