

Unit Overview: Pop Art							
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:
<p>Key Focus for Unit:</p> <p><i>What is the key knowledge being delivered?</i></p> <p><i>What is the intent of this unit?</i></p>							
<p>This unit is an exciting and dynamic introduction to Pop Art/Popular Culture for Year 9. Pop art fuses art and Popular Culture to produce images that have a link to consumerism, celebrity, fashion, music political and international events.</p> <p>The unit has three key aims:</p> <ul style="list-style-type: none"> To introduce students to Pop Art, focusing on enjoying, understanding the visual and contextual language and connection with Popular Culture. To build students skills of articulation and listening, focusing on exploratory talk in group discussions. To provide students with a foundation into skills and techniques in different media via Pop Art and a more graphic style of art. 							
<p>Key Knowledge and Big Ideas:</p> <p><i>What Powerful Knowledge and Big Ideas are explored in this Unit?</i></p> <p><i>How have these progressed from previous learning? What gaps in knowledge have you identified from baselining and how are they being closed?</i></p>							
<p>Big Ideas: A01-AO4</p> <p>(AO1) Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.</p> <p>(AO2) Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>(AO3) Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>(AO4) Present a personal and meaningful response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p> <p>Literary Convention Knowledge:</p> <ul style="list-style-type: none"> Students will be able to discuss key elements of Art: they can describe typical features of art, and make links to the mood. Can listen and respond to information about the work of others. Can ask relevant questions to develop their understanding. Can investigate from given information and resources. <p>Contextual Knowledge:</p> <ul style="list-style-type: none"> Students will be able to describe their understanding of Pop Art, artists work and opinions. Students will do limited research about the work of others and collect relevant information or visuals to support their lessons. Students can describe the visual language in artists work and describe what they see expanding on the basic terms. Students will learn about the context of Pop Art through historical and contemporary examples and links to today's culture. Students can see the features used within the work of others and describe them. Students will start to evaluate how an artwork fits its genre and explain the features used. <p>Knowledge of Skill, Technique and Experimentation in Botanical Drawing:</p> <ul style="list-style-type: none"> Pop art fuses art and popular culture to produce images that have an important role in documenting and identifying the time focusing on these issues. It is important to build on and refine skills acquired in year 8 							

in pencil and refine these, in terms of dexterity, control in varying tone using the side and tip of the pencil through mark-making and shading, learning how to implement this into direct observation and through graphic drawing. Building on students understanding of Art, students will respond to different artists work to create their own responses showing links to their style and articulate/annotate the main features in the art and the mood.

Students build these skills and then apply this learning in their next practical, contextual and personal annotation.

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

This unit aims to build and develop, practical and contextual skills within Art focusing on Pop Art. The Formal Elements of shade/tone and mark-making skills will be a focus, through pencil and pen work.

Students will be assessed on the following criteria:

- Making clear points
- Justifying opinions
- Describing Artists work
- investigate from given information/resources, enabling students to form enquiring ideas.
- Composition
- Proportion
- Tone
- Shade/tone/mark-making explored through observational drawing.

Baseline Assessment: Drawing 1

Students will be assessed on their ability to arrange a still life (drinks can/cans), observe and record in a pencil drawing showing some understanding of composition, line, shape, size and tone.

Students will:

Students will focus on the role of Pop art to produce images around popular culture.

Students will investigate how to draw a drinks can with typography and crushed sides, focusing students to investigate light and dark and shape/form to try and create this 3D structure as realistically as possible.

Students will demonstrate an understanding of tonal drawing and show a range of tones and marks, whilst showing understanding of proportion in addition to form and shape.

Assessment Criteria for observational drawing:

Arrange your drink can/cans to create an interesting composition.

Students will observe and record from given resources.

Students will show some control of the formal elements:

Students will show a use of line with control.

Students will observe and use some tones to adequate effect.

Students will show a good use of proportion and variation in tone.

OUTSTANDING STUDENT: Demonstrate an understanding of tonal drawing and show a range of marks, whilst showing an understanding of form, shape and composition. To create a further study in pen.

Part 2 of Pop Art Drawing assessment

Students will get further opportunity to build on their secondary drawing observation through building on their understanding of artists imagery, in which proportion, tone and mark-making are the key focus.

This study allows for more concentrated focus with the formal elements being linked to artist research.

Students will attempt to reproduce the work of others showing some understanding, focusing on observing with and using line to show shape.

OUTSTANDING STUDENT: Demonstrate an understanding with a confident reproduction of the work of others showing the process, stylistic approach or intention with a successful use line to describe shape and form.

Key Skills Explored

Vocabulary Selected for Drawing

<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> • Making clear points • Justifying opinions • Listening to others • Asking questions • Disagreeing and challenging politely • Observation • Shade/Tone • Line • Shape/Form • Proportion • Composition • Mark-making 	<p>Tier 2</p> <p>Narrative Visual language Contextual Representation Theme Depiction Composition Form Shape Line Texture Blending Space Primary Secondary Mass Culture Comic Book Vietnam War Contemporary/ Modern art</p>	<p>The art curriculum at St Marks Academy should ensure that our students:</p> <ul style="list-style-type: none"> - Are able to think in a creative way as a result of their experiences of the art curriculum. - Can use and apply a range resources, reference material, experiences and information to different artistic contexts - Becoming independent learners, many of whom are high achieving and ambitious young artists. - Have explored and experimented with different ways of drawing. - Can show understanding of both historical and contemporary artistic practice.
<p><u>Links to Careers/Employability</u></p>	<p><u>How does this unit prepare students for the next year?</u></p>	
<p>This project builds on thinking and responding to art and learning the different skills and techniques in drawing, observation and design. These skills will be re-visited during KS3 and beyond. We continue to develop speaking and listening skills which are vital for our students employability. Students will be encouraged to think outside the box and challenge their peers with new ideas and interpretations in connection to Art.</p>	<p>Y9 POP Art: In this Project students are exposed to different media and materials whilst working from direct observation and secondary observation. The skills acquired in year 8 are built on and further explored in year 9 through more focused sustained studies that develop and build a foundation for GCSE, in response to the theme and skill set with design and creativity where observational studies link together to underpin experimental and media investigations.</p>	