

Art KS3 Autumn Year 2: Make My Voice Heard: Messages in Art

In this unit pupils will: Exploring art with a message. Explore different examples of art that have meaning. They will develop an understanding of the use of line, colour, shape or text in creating works of art. They will learn how to add meaning in their art work, e.g. design and create a street art, graffiti tag of their name expressing their personality and emotions through colour or signage showing what they care about and how they feel about it. They will learn to combine different art materials in a piece of art.

All pupils will use their art journals to explore and experiment with ideas and techniques.

Keywords: Meaning, symbols, words, text, typography,
2D art eg. drawing, painting, printing
Texture, line
Words to describe different types of shapes, colours and composition
Vocabulary specific to the materials and techniques used

Exploring and developing ideas

Key elements: Knowledge And understanding of the genre and artwork and choosing where to find inspiration. Begins to use appropriate adjectives to describe the work.

Key elements	B2 4-6	B2 P7-8	B2step1	B2step 2
<p>Subject specific knowledge</p> <p>What do pupils need to know?</p>	<p>To know the medium/s used in graffiti/street art.</p> <p>To know and identify a graffiti tag, street art, from a choice of artworks.</p> <p>To know all primary colours.</p>	<p>To know the materials needed for a piece of graffiti art/street art e.g spray paint, drawing materials.</p> <p>To know the colours found in graffiti art or street art.</p> <p>To know the different types of line used in graffiti art, and street art.</p> <p>To know all secondary colours.</p> <p>To know different moods or theme to a piece of street art/graffiti.</p>	<p>To know features of graffiti tag, street and including descriptions.</p> <p>To know some common materials used to produce graffiti art, street art e.g. in comparison to other kinds of art.</p> <p>To know how to explore ideas through drawing.</p> <p>To know to know bright and / or contrasting colours used in different designs.</p> <p>To know some simple ways to</p>	<p>To know the visual qualities of an artwork/object.</p> <p>To know what graffiti and street art lettering styles look like in terms of boldness and colour.</p> <p>To know how to explore ideas through drawing and sketching.</p> <p>To know and identify materials that can be used in the design e.g. modelling materials, textiles etc.</p>

			describe composition with positional language.	
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	<p><u>To be able</u> to match a picture of street art/graffiti with another picture of street art/graffiti.</p> <p><u>To be able</u> to choose a favourite image from a selection of graffiti art/street art.</p> <p><u>To be able</u> to use appropriate adjectives to describe the work.</p>	<p><u>To be able</u> to select colours and materials with purpose.</p> <p><u>To be able</u> to initiate discussion on their work.</p> <p><u>To be able</u> to gather together materials that match materials used in graffiti art.</p> <p><u>To be able</u> to communicate own ideas through recreating or showing preference for a piece of graffiti art.</p> <p><u>To be able</u> to indicate that artwork has meaning and look at them for clues and information.</p> <p><u>To be able</u> to state objects or letters that can be seen in the artwork.</p> <p><u>To be able</u> to collect pictures related to the theme.</p> <p><u>To be able</u> to draw or paint a picture to illustrate an event or concern.</p>	<p><u>To be able</u> to ask simple questions about the task.</p> <p><u>To be able</u> to answer questions related to their ideas for the task.</p> <p><u>To be able</u> to observe and comment about graffiti art/street art through discussion or short phrases.</p> <p><u>To be able</u> to give examples of obvious differences between two graffiti/street artworks.</p> <p><u>To be able</u> to discuss graffiti as temporary or permanent.</p> <p><u>To be able</u> to collect pictures related to the theme.</p> <p><u>To be able</u> to identify where graffiti/street art can be found in the environment/community.</p> <p><u>To be able</u> to describe the position of specific objects e.g. in a street art mural.</p>	<p><u>To be able</u> to make a selection of images related to the theme that they like or are inspired by.</p> <p><u>To be able</u> to make sketches of ideas e.g. for a graffiti wall or a shop front.</p> <p><u>To be able</u> to compare graffiti and street art lettering with e.g. more plain fonts used elsewhere.</p> <p><u>To be able</u> to communicate about graffiti art/street art using simple key words e.g. makes notes with their sketches or of an artwork about the shapes/lines/colours.</p>

Investigating And Making

Key elements: Choosing materials to make their piece of art. Developing skills in different techniques to make their piece of art.

<u>Subject specific</u>	<u>To know</u> that there are different uses of basic mediums	<u>To know</u> how to use different mediums and tools	<u>To know</u> how to recreate artwork using different drawing mediums	<u>To know</u> how to apply some formal elements into a piece of work e.g.
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<p><u>knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p>such as paint, glue, pens, pencils, stencils.</p> <p><u>To explore</u> how to use different mediums and tools</p> <p><u>To know</u> that different textures and can be created using paint.</p>	<p><u>To know</u> what materials are needed to create the artwork.</p> <p><u>To know</u> and be familiar with a range of materials.</p> <p><u>To know</u> how to create different textures using paint, papers or drawing mediums.</p> <p><u>To know</u> about size in simple practical ways.</p>	<p>(for 2D work) <u>To know</u> basic use of scissors - straight lines.</p> <p><u>To know</u> and understand the process of making from material collection to packing away.</p> <p><u>To know</u> about size and composition in simple practical ways.</p> <p><u>To know</u> how to create different textures using pain, papers or drawing mediums..</p>	<p>colour, pattern.</p> <p><u>To know</u> how to work with a regard for safety.</p> <p><u>To know</u> how to discuss and describe their work and ideas.</p> <p><u>To know</u> how add depth and detail in their work using texture.</p> <p><u>To know</u> how to use drawing medium to produce different line.</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>To be able</u> to use a variety of tools in order to make marks in materials.</p> <p><u>To be able to</u> experiment with different ways of applying paint like spattering, blotting etc. for example on the background of a piece of street art.</p> <p><u>To be able</u> to experiment with line, shape and colour e.g. draw and includes a variety of shapes within lines of scribble.</p> <p><u>To be able</u> to use glue to join materials together e.g. if layering different papers.</p> <p><u>To be able</u> to make a selection of colour or material for piece of work.</p>	<p><u>To be able</u> to colour between lines for e.g. when applying colour to lettering.</p> <p><u>To be able to</u> experiment with different ways of applying paint like spattering, blotting etc. for example on the background of a piece of street art.</p> <p><u>To be able</u> to name colours with some accuracy.</p> <p><u>To be able</u> to select colours, materials and tools with purpose.</p> <p><u>To be able</u> to include different materials in their work.</p> <p>(For 2D making) <u>To be able</u> to cut with scissors with assistance.</p>	<p><u>To be able</u> to use more than one technique within a piece of work.</p> <p><u>To be able</u> to cut a straight line.</p> <p><u>To be able</u> to use a created texture as a background.</p> <p><u>To be able</u> to use the space on the paper.</p>	<p><u>To be able</u> to use more than one technique within a piece of work.</p> <p><u>To be able</u> to produce different types of lines</p> <p><u>To be able</u> to cut simple shapes using scissors</p> <p><u>To be able</u> to explore more complex colour selections such as colour tones e.g. through paint</p> <p><u>To be able</u> to communicate about their work as it progresses.</p> <p><u>To be able</u> to use a pencil to create texture and shading.</p>

	<p><u>To be able</u> to show some care when using materials.</p> <p><u>To be able</u> to mix different paint colours and observe the change.</p>	<p><u>To be able</u> to fit multiple elements, drawings etc. on a page.</p>		<p><u>To be able</u> to attempt to cross hatch, hatch or scumble etc.</p>
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Evaluating and developing: Identify what students have learnt and what went well in their art work.

<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>To know</u> that an artwork belongs to them or their peers.</p> <p><u>To know</u> and identify a preference or enthusiasm for their work or the work of their peers.</p> <p><u>To know</u> the key names of materials and methods to make the art.</p>	<p><u>To know</u> one or two key words that describe the artwork for e.g. the colour, material, shape.</p> <p><u>To know</u> which is and show awareness of the work of their peers.</p>	<p><u>To know</u> the names of materials and methods used in their artwork from a selection.</p> <p><u>To know</u> how to review own work, to identify things they like and dislike about their own work and the work of their peers.</p> <p><u>To know</u> differences between their work and the work of their peers.</p>	<p><u>To know</u> the names of materials and methods used in their art work.</p> <p><u>To know</u> simple similarities and differences in their work with the work they are inspired</p> <p><u>To know</u> how to describe and evaluate using positional language.</p> <p><u>To know</u> the process they need to change to improve their work and what has been successful.</p>
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<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>To be able</u> to identify/match a colour of an artwork.</p> <p><u>To be able</u> to recognise two artworks that appear similar e.g. theirs and their peers or theirs and the graffiti art/street art.</p> <p><u>To be able</u> to look at the work of others.</p> <p><u>To be able</u> to show their art work to peer/adult.</p>	<p><u>To be able</u> to correctly use comparative terms when describing their work and the work of others.</p> <p><u>To be able</u> to communicate in preferred communication about their art work and those of their of peers.</p> <p><u>To be able</u> to point out/choose from a selection key words to communicate how the art was made.</p>	<p><u>To be able</u> to use key words when describing what they did to create their art.</p> <p><u>To be able</u> to review the work of peers and suggests ways they are different and the same.</p> <p><u>To be able</u> to suggests an improvement to their work.</p>	<p><u>To be able</u> to communicate about their art as it develops.</p> <p><u>To be able</u> to recall what they achieved in their work.</p> <p><u>To be able</u> to describe methods used.</p> <p><u>To be able</u> to adapt and improve on their work after discussing with a peer or member of staff.</p> <p><u>To be able</u> to identify how the background as well as the other elements add to the work.</p>
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Suggested flow: Number of weeks for specific parts of the flow (particularly making) may need to be adjusted based on planning

Hook/introduce artist and/or medium.	Skill development in medium. Exploring the different line, shapes, colours and features of the art type.	Skill development in medium. Exploring colours, lines that show different moods.	Skill development in medium. Drawing/ painting/ printing	Plan, design and develop ideas using skills developed so far. Sketches, plans Evaluate design. Implementing changes from evaluation.	Creating and making using designs and ideas and implementing skills.	Evaluate Self-evaluation. Peer evaluation. E.g. What went well? What did you find difficult? How did you solve the problem? What would you do differently next time?	Completing and making implementing changes from evaluation.
Evaluation of different art work.							
Recognising the key features of art work.	Recreating a piece of art work						

Suggested learning activities:

- Look at how art can represent people.
- Look at who we are and what we care about.
- Look at and discuss graffiti tags, identify colours, letters and images are in them and where they are in the environment.
- Look at how colours are associated with different objects, and moods.
- Drawing different types of lines to music to show how different lines for different moods can be used.
- Make different marks/lines.
- Experiment with different line and colour techniques on letters or name outlines.
- Create an extended piece of art - to take place over 2 or 3 lessons after the pupils have developed and explored ideas in their art journals.
- Create a piece of art for a public place in the community.
- Evaluate their work and /or the work of a peer using an art vocabulary.

Some resource ideas:

Graffiti art resources:

<https://www.accessart.org.uk/typography-children/>

<https://www.tate.org.uk/kids/make/paint-draw/graffiti-doodle>

<https://www.youtube.com/watch?v=KSTB0HdBR-Q>

https://theartofeducation.edu/packs/implementing-graffiti-in-the-secondary-art-room/?open_video=c6allvsouo-122266

<https://theartofeducation.edu/2017/08/18/implement-graffiti-inspired-unit-week-one/>

<https://theartofeducation.edu/2017/08/18/implement-graffiti-inspired-unit-week-two/>

<https://static1.squarespace.com/static/58e96dd6b8a79b774a44b559/t/5de982b49b7dad66621b4592/1575584440947/HowToDrawGraffitiStyleWord.pdf>

<https://www.whereartlives.org/curriculum-resources/#hunt>

Extra

<https://www.tate.org.uk/kids/games-quizzes/street-art>

<https://www.tate.org.uk/kids/explore/kids-view/meet-street-artist>

Mark-making resources:

<https://www.tate.org.uk/kids/explore/top-5/top-5-doodles>

<https://www.accessart.org.uk/mark-making-and-sound-part-one/>

<https://www.accessart.org.uk/mark-making-and-sound-part-two/>

Signmaking/printing:

<https://www.accessart.org.uk/shepard-fairey-propaganda-art-screen-printing-teenagers/>