



TITLE	Street Art	TIME 15 weeks +	LEVEL GCSE GCE
WEEK	CLASSWORK (learning objectives, teaching activities, learning outcomes)		
1	<p><u>OBSERVE AND LEARN TO COMPREHEND</u> Show examples of graffiti through the ages, identify the impact of shape and colour in communicating a specific message to a target audience; Examples of other artists backgrounds to be shown. Explain how different types of graffiti convey different messages that conventional art cannot portray. <b>L.O. Develop awareness and broaden knowledge of Street Art and history of graffiti.</b> <b>LS: Visual, auditory</b> <b>AfL. Verbal, formative spot questioning during lessons.</b></p>		
2	<p><u>ENVISION AND CRITIQUE TO REFLECT</u> Use information gained from previous lesson and brainstorm to explore own ideas and themes involving graffiti. Focus will be on different font styles, 2D and 3D use of line and the use of background to aid/influence to overall design and mood of students own idea. <b>L.O. Develop awareness of graffiti artists and their expressive use of colour &amp; mark to create mood. Apply learning to own response. Gain and develop understanding of how depth of field is created and used in 2D and 3D artmaking.</b> <b>LS: Visual, kinaesthetic</b> <b>AfL. Self and peer assessment reflecting on drawing tasks.</b></p>		
3-4	<p><u>PRESENT RESEARCH</u> From previous lesson pupils will research graffiti artists based on their own ideas and themes. Work will be presented in a sketch book and annotations will be made. <b>L.O. Develop ability to combine images considering composition and theme.</b> <b>LS: Visual, auditory, kinaesthetic</b> <b>AfL. Self and pair assessment on designs produced.</b></p>		

5-6	<p><b><u>BANKSY AND STENCILS</u></b></p> <p>Pupils will be introduced with the artist Banksy and stencil making. Students will learn about political messages used in graffiti. Students will start with designing a stencil using basic shapes. Water paints will be used at first to create a stencil piece, using a toothbrush. Later lesson spray paint will be used. Demonstrations will be given on how to use spray paints safely.</p> <p><b>L.O. Understand basics of stencil making. Use craft knife safely.</b></p> <p><b>LS: Visual, kinaesthetic, auditory</b></p> <p><b>AfL. Formative feedback given by teacher and peers.</b></p>
7-8	<p><b><u>SAFE USE OF SPRAY PAINTS</u></b></p> <p>Students will be introduced to using spray paints safely. Stencils from previous lessons will be used or new stencils can be designed. Different spray paint techniques will be approached such as making basic shapes, understanding applying pressure to the spray can, creating thin and thick lines, importance of distance, overlapping,...</p> <p>Time for experimentation will be allowed.</p> <p><b>L.O. Gain understanding how to safely use spray paints. Develop ability to use different spray paint techniques and spray paint experimentation to aid personal response.</b></p> <p><b>LS: Visual, kinaesthetic</b></p> <p><b>AfL. Formative feedback given by teacher on progress so far. Peer assessment on background designs prior to selection.</b></p>
9-10	<p><b><u>CREATING IDEAS</u></b></p> <p>Online graffiti creator can be used with the different stages of designing ideas. Students will be reminded on how to draw using perspective in their designs. If needed students will get a recap on how to draw using perspective.</p> <p><b>L.O. Gain an understanding of how ICT processes can be combined in 2/3D work. Use graffiti design programs</b></p> <p><b>LS: Visual, kinaesthetic</b></p> <p><b>AfL. Peer assessment as groups of three select best images and discuss how to include them in diorama.</b></p>
11-15	<p><b><u>CREATING PERSONAL RESPONSE</u></b></p> <p>In this stage of the project students will be given the time to collate all their research and development of ideas into a final personal response to the project. The final piece can be 2D or a 3D sculpture depending on the direction/path the student has chosen to work in. Previous ideas sketches will be crucial in regard of material availability. Depending if this project is unit based, portfolio based or AS-level based the deadline and or duration of this project can be extended.</p> <p><b>L.O. Develop design and personal response skills further. Develop understanding of working to deadline and progressing a project from design to realisation.</b></p> <p><b>LS: Visual, auditory, kinaesthetic</b></p> <p><b>AfL. Summative feedback given by teacher in line with curriculum standards. Self assessment through project evaluation.</b></p>

No	HOMEWORK
1	Collect photographs of local graffiti.
2	EVALUATION: Reflect on the project you have completed this term and fill present your responses to the “Evaluation Sheet” in your sketchbook alongside any appropriate illustrations, diagrams and examples.

## KS4/5: KNOWLEDGE, SKILLS AND UNDERSTANDING

<b>1</b>	<b>EXPLORING AND DEVELOPING IDEAS</b>
	<b>PUPILS SHOULD BE THAUGHT TO:</b>
a	record and analyse first-hand observations, to select from experience and imagination and to explore ideas For different purposes and audiences
b	discuss and question critically, and select from a range of visual and other information for example, exhibitions, interviews with practitioners, CDROMs to help them develop ideas for independent work
c	organise and present this information in different ways, including using a sketchbook
<b>2</b>	<b>USING RESOURCES</b>
	<b>PUPILS SHOULD BE THAUGHT TO:</b>
a	investigate, combine and manipulate materials and images, taking account of purpose and audience
b	apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques
c	experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts
<b>3</b>	<b>RECORD IDEAS</b>
	<b>PUPILS SHOULD BE THAUGHT TO:</b>
a	analyse and evaluate their own and others’ work, express opinions and make reasoned judgements
b	adapt and refine their work and plan and develop this further, in the light of their own and others’ evaluations

<b>4</b>	<b>PERSONAL RESPONSE</b>
	<b>PUPILS SHOULD BE THAUGHT ABOUT:</b>
a	the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences
b	codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design
c	continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world (for example, differences in the roles and functions of art in contemporary life, historical periods in Western Europe, and in different cultures.

**What the unit covers:**

ART	*	LINE	*	TEXTURE	*	PAINTING	*	DIGITAL MEDIA	*	INDIVIDUAL WORK	*
CRAFT		TONE	*	SHAPE	*	COLLAGE	*	SCULPTURE	*	COLLABORATIVE WORK	*
DESIGN	*	COLOUR	*	FORM	*	PRINTMAKING	*	OTHER TECHNIQUES	*	2-D	*
		PATTERN	*	SPACE	*			DRAWING 2D SKILLS	*	3-D	*

**Subject area:**

THE HUMAN FIGURE	*	ENVIRONMENTS	*	FAUNA AND FLORA	*	EVENTS		FANTASTIC AND STRANGE	*	THE ABSTRACT	*
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<p><b>About the Unit:</b>  Students will learn through the study and reflection of work by contemporary and traditional artists who have looked at the theme of Street Art and make their own work based on this theme. Discussions will be held about the legality, popularity and moving street art into galleries.  Emphasis will be put on using perspective, using shading and colour and composition in the students work.  This unit has the extension ability to move into sculpture work based on the students graffiti design.</p>	<p><b>Expectations: At the end of this unit students will:</b>  To be able to use art equipment safely, sensibly and effectively to transcribe existing art and produce individual work from their own compositions  To learn about other artists who have used the same theme both recently and historically  To use mixed media and develop their own ideas  To be able to review their own and others work in a constructive way  Produce a series of developmental work in their sketchbook showing progression of skills and understanding  Make their own diorama</p>
<p><b>Where the unit fits in:</b>  Follows on from KS3 units.</p>	<p><b>Most students will:</b>  Have achieved the above and be able to discuss their progression through the unit, able to identify their areas of strength and weakness.</p> <p><b>Some students will not have made so much progress and will:</b>  Not have completed the programme to the highest standard but will have made progress in understanding how to design and make a piece showing depth of tone.</p> <p><b>Some students will have progressed further and will:</b>  Have completed their work to a high standard combining a sound understanding of theme, composition and technical construction. They will also have grasped new art terminology and be able to make positive contributions to group discussions and assessment.</p>

PRIOR LEARNING	OPPORTUNITIES FOR OUT OF SCHOOL LEARNING:	OPPORTUNITIES FOR FUTURE LEARNING
<p>Students already have awareness of classroom expectations and how to use some equipment. Also developing previous research skills using library and ICT.</p>	<p>Developing awareness of own living environment and contrast of rural and urban.  Students will be expected to find and develop their own starting points from photo's/research online/library Geographic locations in UK and overseas will be discussed as will the way in which artists have used these places.</p>	<p>Developing research skills and communication skills to critique work. Broadening artistic skill set to realise intentions.</p>

RESOURCES	TEACHING STRATEGY	DIFFERENTIATION STRATEGIES
Artists such as Banksy, Ghost,.. Art materials Spray paint Mod-roc	Verbal, Aural, Kinaesthetic teaching styles to be incorporated. Reminders, starters and plenaries.	Have extension tasks in place. Additional support offered to those struggling. Reiteration of instructions and simplified explanations given verbally and written.

<b>Opportunities to Develop ICT Capability:</b> Digital camera operational skills are integral to project Research homework set	<b>Opportunities to Develop Social, Life and Key Skills</b> Developing knowledge of how others interpret words and their environments – listening and respecting others opinions and ideas.
<b>Literacy</b> Will be reading and disseminating information about artists	<b>Numeracy</b> Composition skills developed using balance and order.
<b>General art room health and safety rules need to be followed.</b> Full warnings given on how to protect clothes from paint damage and how to use materials etc safely	