



ART Scheme of Learning

Year 9 –Module 2 /Graffiti

Intent – Rationale

The vital role of art and design plays in our school community is to allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> - Yr 8 media projects - Yr 8 research skills - Annotation and responses to artist skills - Sketchbook practice in Year 7 & 8 - Mark Making - Observational Drawing Skills - What is Art project 	<ul style="list-style-type: none"> • Drawing progression through Yr 8 and 9 • Research progression in Yr 8 & 9 modules • Annotation progression in Yr 8 & 9
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Graffiti crosses many subjects – social / contextual / current affairs / news issues and a range of subject matter 	<ul style="list-style-type: none"> • SP 2/3/4 • C 1,4 • Gb4 a, b, c, d,e,f,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Ss will read newspaper articles on Graffiti and Banksy 	<ul style="list-style-type: none"> • N/A

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Know Understand how artists make Graffiti – the history of Graffiti – the specific types of Graffiti.</p> <p>Apply Experiment and explore own ideas using letters and shapes with an image</p> <p>Extend Create their own outcomes through technical developments and control of media Making links to the work of Graffiti artists / practitioners and exploring new techniques/methods.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> Specific Graffiti terms to describe the different styles & Genres of Graffiti 	<ul style="list-style-type: none"> Uploaded work to Teams will include their overview pages of the input on Graffiti and the different styles of letter forms Their designs Their final work

Intent – Concepts

KSHSSA ART DEPT SCHEME OF WORK			
TEACHER: ALL	PROJECT TITLE: GRAFFITI		
FORM: 9	DATE: SEPT -OCT	MODULE: 2	
	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation
	KNOWLEDGE process & context		

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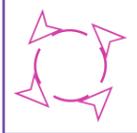


Skills – aims/expectations: INTENT	What creative ideas will be learned, and/or reinforced? What creative problem will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/ processes will be learned?	What selection skills and evaluation will be learned, and/or reinforced?	What critical/contextual knowledge will be learned?
Teaching and learning activities IMPLEMENTATION	How will Ss be able to develop their own creative ideas?	How will Ss experiment and explore these specific skills?	What evaluation method will be used?	In what way will this knowledge be learnt?
Assessment Criteria IMPACT	What does success look like in their practical work?	What evidence will students produce to reflect their making skills?	What evidence will students show to confirm what they have learnt?	What does success look like in their portfolio of work from this project?
1	<p>Research stage Introduction to Graffiti and what it is – using youtube video: https://www.youtube.com/watch?v=4GNoUYZhrT0&list=PLdkfx1ezUKVaHtd3D3GI8mDOqcusj9Lqn&index=3</p> <p>– Ss make sketchnotes and creative notes about Graffiti</p> <p>Use of exemplar / Artist study Using the PPT introduce Ss into the different types of graffiti</p>	<p>https://www.canvasartrocks.com/blogs/posts/70529347-121-amazing-banksy-graffiti-artworks-with-locations</p>	Students will write a para on what Graffiti is from the video and from the input you have given during the lesson	Ss to continue the research into Graffiti and produce an Intro info sheet.- Put file onto TEAMS
2	<p>Retrieval activity</p> <p>Start lesson wit what styles they can remember</p> <p>Ppt banksy intro and then:</p> <p>Exploration & Experimentation phase</p> <p>ntroduce Slide 17 with teacher demo on board on how to develop a letter Slide 18 / 19 to help create their own work.</p> <p>Colour considerations at the moment to be just black and white.</p>	<p>Graffiti powerpoint in folder https://youtu.be/LANBe-FJlKY</p> <p>Background info https://www.youtube.com/watch?v=mpfzp1w1qFs&list=PLdkfx1ezUKVaHtd3D3GI8mDOqcusj9Lqn&index=7&t=0s and https://www.youtube.com/watch?v=oVPEpu3zwNs&list=PLdkfx1ezUKVaHtd3D3GI8mDOqcusj9Lqn&index=5</p>	Ss will create a page which highlights 3 different styles they have chosen with illustrations (incl hwk)	Find out more about the 3 different styles of Graffit you have chosen from Google and
3	<p>Development/Design & planning Ss begin to develop their successful words / phrases into colour – using complementary or analogous or black and white colour combos.</p> <p>T introduces final stage of project slide 21</p>	Previous lessons /homework work	Ss need to have created a page of single letter experiments	Ss develop their words / phrases etc in sketch book.

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4	<p>Final outcome phase/ – Highlighting – the fraternal kiss, the Obama Hope & Banksy artwork float the subject of this module and what Graffiti is. Ss create page of experiments and sketches for their graffiti piece. Ss draw out ideas for the text and image piece and</p>	<p>Background info: https://medium.com/fgd1-the-archive/obama-hope-poster-by-shepard-fairey-1307a8b6c7be</p> <p>&</p> <p>https://www.calvertjournal.com/articles/show/3356/Dmitri-Vrubel-Berlin-Wall-Brezhnev-Honecker-Kiss</p>	Colour sketches	<p>Ss are to choose a social / political Image to make their Graffiti abot. They must come with an image to work from with small amount. of text.</p>
5	T introduces tracing techniques / stencilling techniques and ways in which to work with type and simple image techniques.			Ss will take hwk to dveleop their ideas
6	Ss will conclude their outcome in this Week 6			Ss will conclude their work during hwk and upload completed Graffiti piece to TEAMS

 https://berlinstreetart.com/graffiti-words/	 Yr 8 Typography work Yr 7/8 Colour projects	 Pencil and fine line work Watercolours & stencils	 Politics and current affairs Music and Fashion
 Research using Youtube /Articles on Graffiti	 Note taking & information gathering from range of sources	 Creating own ideas and designs for own tag and current affair image / text Graffiti work	Assessment : Sketches & Ideas Research & Note taking Design work Final Outcome