

Subject	Year	Term
Art and Design	9	3
Topic		
Sense of Place		
Content (Intent)		
<p><b>Prior Learning (Topic)</b>  <b>Y7</b> Colour, <b>Y8</b> Pattern and Print. Pupils have knowledge of colour theory and experience of using 2D media and techniques.  <b>Y9</b> Utopia/Dystopia. Pupils have knowledge and experience of using colour to explore ambiance and depth.  <b>Y7</b> Colour, Baseline, <b>Y8</b> Pattern and Print, Adornment, <b>Y9</b> Sense of Self, <b>Y9</b> Utopia/Dystopia. Pupils have experience of analysing, selecting, and using characteristics of other artists' work.  <b>YR 7</b> Colour, Mark making, <b>Y9</b> Utopia/Dystopia. Pupils have experience of using paint, materials and processes to create surfaces on which to work.</p> <p>This unit follows on from Utopia/Dystopia and encourages pupils to use their prior learning to further explore the theme of landscape. During this topic however pupils will focus on material use and the affect of colour to create a “Sense of Place, exploring mood and atmosphere. Pupils will continue to develop their practical and evaluative skills through the refining of their use of media and engaging in class discussion and reflection.</p> <ul style="list-style-type: none"> <li>• Pupils will identify prior learning to support their experimentation.</li> <li>• Artist research will be completed to inform pupils’ work.</li> <li>• Pupils will experiment with materials and processes to create surfaces upon which to work.</li> <li>• Pupils will use their skills and knowledge to develop a response to the given theme.</li> </ul>		
Future Learning (Topic)		
GCSE Coursework		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<ol style="list-style-type: none"> <li>1. Pupils will engage in discussion about how artists have approached the theme of ‘A sense of place’. They will be taught how colour and material usage is used to create mood and atmosphere within a landscape.</li> <li>2. Relevant artists will be selected for pupils to use as reference as they explore the theme. They will compare and contrast the work of two artists who have used colour and materials in an experimental way. E.g. Kurt Jackson, Anselm Kiefer, Van Gogh or similar.</li> <li>3. Staff will revisit previous techniques to create surface textures and instruct pupils on further techniques with which to manipulate materials. Pupils will be expected to engage independently with the</li> </ol>	<p>Pupils will be able to identify methods used by artists to create a sense of mood and atmosphere in their work. They will be able to use their personal experience to contribute to discussion and identify how this may be used in their work.</p> <p>Pupils will be assessed on their ability to recognise the relevance and characteristics of an artist’s work. They will use relevant subject specific vocabulary to record their observations. They will be able to demonstrate how their research has influenced their work.</p> <p>Pupils will receive feedback and assessment from staff which will be recorded on the project marksheet in their sketchbooks as well as written and verbal feedback.</p>	

<p>practical aspect of lessons to produce their own examples.</p> <p>4. Pupils will be expected to use their knowledge and skills to produce a response to the landscape theme “A Sense of Place”.</p>	<p>Pupils will produce a range of outcomes to directed tasks. They will be able to show how their learning has contributed to their own work through practical responses.</p>
--	---

### How can parents help at home?

Parents/guardians can help pupils by encouraging them to practise the skills taught in class. The Year 9 pages of the Art VLE has many resources to help, including resources used in lessons as well as exemplar work and useful YouTube tutorials.

Parents/guardians can assist with the research of artists and their work by directing pupils towards relevant resources as well as discussing the motivations and characteristics of the artist’s work. Open discussion highlighting differing points of view and taste is important for pupils to be part of. It encourages diversity and teaches them to respect other points of view.

Reviewing and discussing ideas that pupils have is also a good way to encourage them to develop them in more depth. Asking them to explain what the thinking or reason behind a particular choice or decision will help them to focus their attention on the design and whether they have been thorough in their research and experimentation.

### Helpful further reading/discussion

<p><b>Reading</b> <b>Reading/discussion</b> Interviews, websites, and blogs relevant to the themes and artists/designers, craftspeople and cultures studied.</p> <p><b>Reference VLE</b> <b>Art VLE: Year 9: Sense of Self</b> <a href="https://baccarras.fireflycloud.net/art/year-9-art/sense-of-place">https://baccarras.fireflycloud.net/art/year-9-art/sense-of-place</a> (Under Construction)</p> <p><b>Reference Reading</b> Recommendations Art VLE (Under Construction) <a href="https://baccarras.fireflycloud.net/art/reading-recommendations">https://baccarras.fireflycloud.net/art/reading-recommendations</a></p>	<p><b>Vocabulary Lists</b></p> <ul style="list-style-type: none"> <li>Rural</li> <li>Urban landscape</li> <li>Seascape</li> <li>Atmospheric Perspective</li> <li>En plein air</li> <li>Perspective</li> <li>Mixed media</li> <li>Viewpoint</li> <li>Space</li> <li>Composition</li> <li>Depth</li> <li>Natural light</li> <li>Painterly</li> <li>Surface</li> <li>Relief</li> <li>Foreground</li> <li>Middle ground</li> <li>Background</li> </ul>	<p><b>Careers Links</b> <b>Reference Art Careers VLE</b> <a href="https://baccarras.fireflycloud.net/art/art-careers">https://baccarras.fireflycloud.net/art/art-careers</a></p> <ul style="list-style-type: none"> <li>Landscape painter</li> <li>3D Animator</li> <li>Concept Artist</li> <li>Game Designer</li> <li>Set Designer</li> <li>Landscape Architect</li> <li>Computer Animator</li> <li>Graphic Designer</li> <li>Visual Effects Artist</li> <li>Landscape Architect</li> <li>Illustrator</li> </ul>
--	--	---