

Subject	Year	Term
Art and Design	9	2
Topic		
Utopia / Dystopia		
Content (Intent)		
<p>Prior Learning (Topic)</p> <p>Y7 Colour, Y8 Pattern and Print. Pupils have knowledge of colour theory and experience of using 2D media and techniques.</p> <p>Y7 Baseline, Mark Making, Y8 Pattern and Print, Y9 Sense of Self. Pupils have knowledge and experience of composition and layout.</p> <p>Y7 Colour, Baseline, Y8 Pattern and Print, Adornment, Y9 Sense of Self. Pupils have experience of analysing, selecting, and using characteristics of other artists' work.</p> <hr/> <p>This unit encourages pupils to work in a way which will prepare them for the GCSE course, focusing on independent thinking and the process of developing and making a personal outcome. Pupils will develop their practical and evaluative skills through the refining of their use of media and engaging in class discussion and reflection throughout the development of their ideas.</p> <ul style="list-style-type: none"> • Pupils will continue to develop their visual communication skills by developing their use of mind mapping and mood boards. What is a utopia/dystopia, what might it look like, feel like, how would it impact on individuals? • Pupils will learn how to draw in perspective, to enable them to explore viewpoint in their work. • Artist research will be completed to inform pupils' ideas. • Pupils will experiment with materials and processes to create surfaces upon which to work. • Pupils will use their skills and knowledge to develop a personal response to the given theme. 		
Future Learning (Topic)		
Y9 Sense of Place		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<ol style="list-style-type: none"> 1. Pupils will be taught advanced forms of mind mapping and be expected to question ideas on a deeper level. They will use the resource found here to guide them. https://balcarras.fireflycloud.net/resource.aspx?id=4643&officeint=on 2. Staff will instruct pupils in the principles of perspective drawing. Examples of how this can be developed further will be shown and pupils will be given an opportunity to explore this further. Atmospheric perspective will also be taught so that pupils are also able to use colour to explore ambience and depth. 3. Relevant artist will be selected for pupils to use as reference with a view to pupils selecting more personal and relevant 	<p>Pupils will create detailed and informative mind maps/mood boards which explore their ideas clearly and in depth. Consideration will be given to content, styles, techniques, artists as well as contextual references. Well-presented visual and written communication will be used.</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>Pupils will be assessed on their ability to recognise the relevance and characteristics of an artist's</p>	

<p>examples as their designs develop. Early research will assist pupils with initial ideas.</p> <p>4. Staff will teach pupils advanced use of materials and processes to create surfaces on which to work. Pupils will be expected to engage with the practical aspect of lessons and make good use of the time to produce a range of examples that will inform their work as it progresses.</p> <p>5. Pupils will be taught methods for developing their ideas. Work done during the project should be referenced in the design and pupils will be encouraged to review, refine, and develop their work and provide evidence of this process.</p>	<p>work. They will be able to demonstrate how their research has influenced their ideas.</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>The development of ideas is assessed by the breadth and depth of the work presented in their sketchbook. Written annotation clearly outlines the thinking that has gone into the piece.</p>
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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>Reading Reading/discussion Interviews, websites, and blogs relevant to the themes and artists/designers, craftspeople and cultures studied.</p> <p>Reference VLE Art VLE: Year 9: Utopia/Dystopia https://baccarras.fireflycloud.net/art/year-9-art/utopia-dystopia</p> <p>Reference Reading Recommendations Art VLE (Under Construction) https://baccarras.fireflycloud.net/art/reading-recommendations</p>	<p>Vocabulary Lists</p> <p>Utopia Dystopia Landscape Perspective Foreshortening Viewpoint Space Composition Depth Negative Space Positive Space Stylisation Surface Relief Foreground Middle ground Background</p>	<p>Careers Links Reference Art Careers VLE https://baccarras.fireflycloud.net/art/art-careers</p> <p>Concept Artist Game Designer Set Designer Architect Computer Animator Graphic Designer Visual Effects Artist Landscape Architect</p>
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