

# Year 9 Enrichment: Art in the park

<b>Unit Title: Art in the Park</b>		<b>Number of lessons: 3 (3 double lessons)</b>	
<b>Lessons in sequence:</b> Introduction the unit- Creating art for the local community to enjoy Series of art based activities taken place in the local park ( weather permitting) <ul style="list-style-type: none"><li>- Natural Art inspired by Andy Goldsworthy</li><li>- Watercolour pictures of local landmarks from Astley Park</li><li>- Cyanotypes prints of nature found around the park.</li></ul>			
<b>Prior knowledge:</b> (What are we assuming that pupils know from KS2/3? What do pupils need to know before they learn it?)changes result Use of line, use shape Design Colour (studied in Yr 7) Texture – how to create texture (Yr 7) Form (Yr 7) making things look 3D building on visual elements that they learn in Yrs 7 and 8 Work in practical environment Working as part of a team Being a responsible learner in a public place.		<b>Common misconceptions</b>  -Art has to be created in a classroom -Art has to be created using pencils/ Paint/ crayons	
<b>Key substantive knowledge:</b> In this unit we would expect pupils to understand that Art can be created from different mediums and sources found in and around the local park. How to sketch out local landmarks, using the correct pencils and technique. How to apply paint correctly and accurately. How to use the work of other artists to inspire their own pieces How to use natural materials in a creative way to produce pieces of art. How to use natural sources ( Sunlight) to create prints.			
<b>Key disciplinary knowledge:</b> During this unit we would expect pupils to create a series of art pieces, from in and around the park, which will be sent to residents of a local care home for them to enjoy.			
<b>Assessment opportunities:</b> n/a			
<b>Key terms:</b> Nature Light Exposure Cyanotype Gradient Tonal/ Tone Perspective Elements		<b>Cross curricular aspects / Numeracy:</b>  Literacy – learning about key terms	
<b>PLTs:</b> Independent enquirer Team Worker Reflective learner		<b>Christian values:</b> Creativity Endurance	
<b>Hinterland:</b> ( <i>“Hinterland” refers to the supporting details, the examples, anecdotes and experiments that students don’t need to remember accurately, but that furnish the richness of their understanding and contribute to the building of tacit knowledge</i> ) <i>Example of a sculptor</i> <i>Teachers would show examples</i>			

*Take photos of other pupils' work*  
*Non examples not good because*

Lesson Objective:	Lesson Outcomes:	Key strategies (key subject knowledge and pedagogical subject knowledge)	Assessment opportunities
Watercolour sketch of local landmark	Pupils can: <ul style="list-style-type: none"> <li>Identify a key landmark/ Area of interest and use the key skill of perspective to sketch out an outline.</li> <li>Use of the correct pencil to sketch the image.</li> <li>Apply watercolours accurately and correctly to drawing.</li> <li>Add finer details using different medias.</li> </ul>	<i>Key Knowledge/Skill-</i> -Correct use of pencils and grade. -One & Two point perspective -Colour theory- How to mix colours (Tints & Shades)	<b><i>Peer and self-assessment</i></b> <i>-Sharing outcomes with others to gain feedback and praise success.</i>
Natural Art inspired by Andy Goldsworthy	Pupils can- <ul style="list-style-type: none"> <li>Gather resources throughout the park to make a composition in the style of Andy Goldsworthy.</li> <li>Make arrangement in a creative and imaginary way.</li> <li>To consider the illusion of the different styles of art.</li> <li>To work as a team to collaboratively create a piece of art.</li> </ul>	Key knowledge/Skill- -How to interpretate a chosen artists work ( How can they gain inspiration from an artist and apply it to their own practice) -How to create a composition, considering shape and size of their selected materials. -Presentation of their outcomes. -Working as a team to select and arrange their artwork.	<b><i>Peer and self-assessment</i></b> <i>-Sharing outcomes with others to gain feedback and praise success.</i>
Cyanotypes prints of nature	Pupils can- <ul style="list-style-type: none"> <li>Understand the process of Cyanotype and how to use sun as a natural exposure.</li> <li>Select materials which can e used to create a print</li> <li>Create an arrangement to expose the print.</li> </ul>	Key Knowledge/ Skill – -How Cyanotype prints work ( showing examples) -Selecting appropriate materials to use to get an effective print.	<b><i>Peer and self-assessment</i></b> <i>-Sharing outcomes with others to gain feedback and praise success.</i>