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| Year 9 | **Topic:** Graffiti**Period:** Spring 2 (HT4) |
| **Overview of topic:**All students will complete the KS3 Assessment Two over the first two lessons of the half-term.Introduction to the Graffiti project will include discussion and examples of various types of graffiti, the history, culture, morality, criminality, etc. of graffiti. Students will create their own graffiti alphabet design and experiment with graffiti fonts, including learning about font psychology. Students will then use their own font to design a “tag” of their name, which they will then cut into a stencil to be used for spray painting later in the project. Homework Drawing Challenges and peer assessment continue as usual, helping students to keep drawing regularly and thinking about how to improve their artwork. Students also continue to widen their artistic vocabulary through their Art Word of the Week.  |
| **Key** **knowledge:** * Artistic vocabulary, Art Word of the Week
* Graffiti types
* Graffiti culture & history
* Morality / criminality
* Fonts & font psychology
* Banksy

**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| history, culture, morality, crime, alphabet | Graffiti, criminality, design, font psychology, typography, lettering, tag, tagging, add-ons, flourishes |

 | **Key skills:** ***Know how to…**** Typography/lettering
* Tag design
* Sketching/planning
* Defining line work
* 3D effects
* Add-ons
* Colour shading
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| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)**** WLD Drawing Club
* GCSE Art support – lunch and after school
* Art competitions will be promoted
* In person and virtual gallery visits
* Professional advice/guidance from Mr Sharples (as a practising artist)
 | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**‘Reading Warriors’ technique used to support students in accessing texts and communicating their ideas about artwork. Artist analysis – using bibliography information and associated texts to analyse the work of different artists to directly inform their own work. **Wider Reading Opportunities/Links:**Tate – articlesSchool library – art/artist books |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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