

# Landau Learner Curriculum Overview Creativity: Art (Critical and Contextual Studies) Rotation

Subject: Creativity: ART Director of Learning: GM Year: 9

<b>Curriculum organisation</b>	
Students are taught four different rotations in mixed ability for the equivalent of six single lessons per fortnight. Rotations last 10 weeks and cover Art,Values,Computing ,Music / DT(split) .	
<b>What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*</b>	
<b>Art: Can Art change society? How can we affect positive change?</b>	
Through this rotation, students explore how art can influence the way we think and act as a society through a diverse range of artists, working through drafting processes to allow considered responses to two briefs.	
<b>Formal elements:</b> Line, shape, space, composition, colour	
<b>Media &amp; techniques:</b> Caption contest, dada compositions using collage, positive change manifesto poster creation using hand drawn lettering and posca pens which carefully consider composition, iconic portrait creation using collage, monoprinting and motif design.	
<b>Contextual Sources:</b> Dread Scott, David Rathman, Dadaism, Hannah Hoch, Peter Kennard, Bob & Roberta Smith, Sister Corita Kent, Marcus Rashford,Shepherd Fairey, Emory Douglas, Jamie Reid	
<b>Prior Learning: builds on</b> Y8 Term 3 Movement project: using art to raise awareness, Y8 term 4 Fish & sealife: mark-making to create a sense of form.	
<b>National Curriculum coverage:</b> NC Element 4: To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. NC Element 5: About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.NC Element 2: To use a range of techniques and media. NC Element 3: To increase their proficiency in the handling of different materials. NC Element 1: To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	
<b>Curriculum Intent:</b> Our curriculum intent is driven by a strong moral purpose to ensure what we offer builds cultural capital in all projects using a wide variety of both historical and contemporary influences and enabling students to understand the wider context relating to the work of artists designers and craftspeople. Understanding of concepts and the critical role they play in artworks are developed from early on so that students are equipped to create personal projects that exploit opportunities to engage with deep themes. Combining this with practical skills, for example different approaches to recording techniques, enable all learners to find their strengths. Students are empowered to develop work which is highly skilled and imaginative and leads to the creation of aesthetic work, environments and experiences that can be shared with others.	
<b>Equipment needed for sessions:</b>	<b>What can you do to support your child?</b>
Posca Pens will be provided. Pencil, ruler, rubber, sharpener, Ball point pen	Encourage your child to look, photograph, collect, explore and record the world around them. Take your child to art galleries to view works of art first hand. Encourage your child to develop a growth mind-set and accept mistakes as part of the learning process. Encourage your child to talk to you about the artists and cultures they are learning about. Encourage your child to practice their art skills.
<b>How will learning be assessed and progress measured?</b>	<b>Extension and enrichment activities:</b>
Two outcomes are completed during the project: A positive message poster and an iconic portrait.	Gallery visits Opportunities to enter competitions