

Year 9 - The World Today

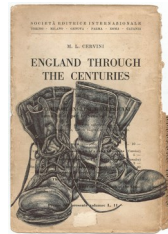
Key knowledge & skills

Gather research on a different topics that relate to 'The World Today' to use and inspire **your own ideas**. Many artists choose to make art-work about **contemporary issues** that are important to them;



Drawing hands – using hands as a way of **communicating our interactions** with the world. How hands can send many **different messages** based on their position and the context

Analyse work of artists whose work is inspired by natural forms, understanding how you can be **inspired** by their processes and



FIGHT FOR JUSTICE Photography; understanding how to take a good photo.

Considering **composition, lighting and staging**. **Editing** your imagery either **digitally or physically** after taking them is also a great way to enhance your work and strengthen the **message** your art is sending.

Using **text/typography** —using text to help **communicate a message** in your work clearly. Consider different **fonts and styles of text** to help strengthen the theme of your piece. Create phrases and sentences that have meaning.



A B C D E F
G H I J K L
M N O P Q
R S T U V W
X Y Z

Designing and creating your own work. Being able to apply the skills from what you have learnt above to **your own, personal piece of work**. Focusing on how you can **express an opinion/send a message** with your art-work, **based on the theme** that you have focused on during the project.

Key terms and techniques

photography Photoshop editing
layering shapes drawing media pencil pen
ink colour collage
typography combining scratchy smooth
scribbles newspaper digital technical visualise
framing create body language
facial expressions location stage physical textiles
mixed media

Key descriptive words

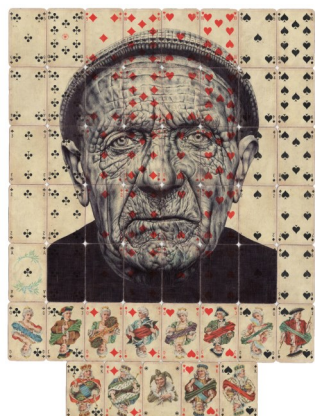
personal conflicting opinion news viewpoint
layered
expressive simple emotional emotive angry
calm
internal external projected subtle dra-
matic historic narrative topical message
typography photography captured physical

Key Artists



Barbara Kruger

Barbara Kruger is a contemporary conceptual artist and photographer from America who was born in New Jersey on 26th January 1945. Most of her works are made using **monochrome photographs** superimposed with **declarative textual captions**. Her words and phrases repeatedly include such pronouns as, your, you, we, I and they. She uses the **colours white and red** for her text that stand out on black and white photos. The images that appear behind the text are



Mark Powell

Mark Powell was born in Yorkshire and attended Huddersfield University. Moving to Brick Lane in East London and being featured on the **culture website Colossal** meant that within a few hours of that feature leading to all his work being sold he could quit and become a full time artist. He draws with **biro** as he says that it is a media that anyone can get hold of or recognise. He works on **different backgrounds for example maps or old envelopes**, and **connects** what he draws onto them with the background, for example an elderly gentleman on a letter from the trenches.



Audrey Flack

Audrey Flack is an internationally acclaimed **painter, sculptor**, and a pioneer of **photorealism**. She produced *Vanitas* works - traditionally still-life paintings featuring religious and moral symbolism - through which she brought iconic photographic images from the past into new **relationships with everyday objects**.

Homework#1

Mood board of images based on chosen themes

To submit please bring it printed to class **OR** submit a digital copy on Class Charts so your teacher can print it off for you.

To collect imagery based on the themes relating to 'The World Today' that you are most interested in. Choose more than one theme so you have room to explore them during the

Homework#2

Photos in the style of Audrey Flack

To submit this homework you will need to upload your photos to class charts.

For your homework you need to take **at least 2 different photos** in the style of Audrey Flack that could be used in your final outcome. Think carefully about what message/theme you are going to try to communicate with your photo shoot. What objects are available to you at home and how can you use these to

Objective taught	Teacher checked	R	A	G
To understand the topic and discuss the relevant issues in the world today				
Complete observational drawings relevant to different topics using primary and secondary sources				
Study artists relevant to the theme, developing skills in talking and writing about artwork and creating work in their style				
Experiment with a range of techniques linked to different artists including photography and collage				
Gather imagery on a theme that is personal to you to inspire a final outcome				
Create art that has meaning using a combination of photography, drawing and collage techniques				

Student evaluation - The World Today

WWW: _____

EBI: _____

Peer evaluation - The World Today

WWW: _____

EBI: _____

Teacher feedback - The World Today

WWW: _____

EBI: _____

Year 9 - Pop Art

Key knowledge & skills

Observational drawing of everyday objects and **POP CULTURE**, focusing carefully on **SHAPE** and **LINE**.

Colour - Think carefully about how you apply colour to your work. Use artists such as **Roy Lichtenstein** and **Andy Warhol** to inspire you.

Composition - think carefully about how you arrange objects/shapes in your work to create a strong layout. Consider **repeti-**



Digital art - learning how to use software to **edit** your work. This can be done by scanning in drawings or drawing using software available to you. **Photoshop** is an excellent tool that can allow you to edit photos as well as drawings with ease.

Analyse work of artists whose work is inspired by natural forms, understanding how you can be **inspired** by their



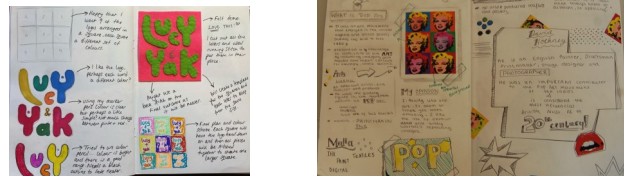
Sewing – Learning hand sewing skills, specifically **running stitch** and **back stitch**.

Applique - using **felt shapes** stitched together to create imagery, much like collage but with fab-

Designing your own work - being able to understand a range of different processes for creating a final outcome and being able to



Work from your own imagery to create a **bold, bright** and **colourful** Pop Art final outcome. Use techniques such as **repetition**, composition, layering and styling (making it cartoon like) to create an original piece of art on modern day/vintage pop culture.



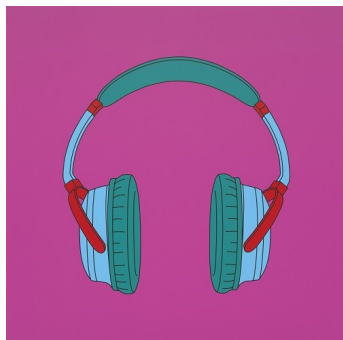
Key terms and techniques

observational drawing shape form line outline
tone scale
collage layering appliqué sew stitches needle
felt text
embroidery fabric pens textiles imagery tech-
niques
digital editing Photoshop image manipulation

Key descriptive words

colourful repeated modern layered popular
culture cartoon stylised simple overlapping
logo
advertising music media
celebrities films bold style funny
graphic product branding commercialism
collaged repetition consumerism

Key Artists



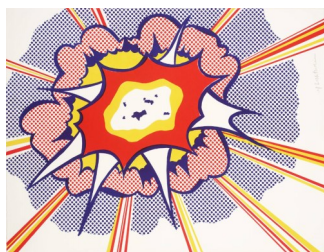
Michael Craig-Martin

Born in Dublin and studied in America, he now lives and works in the UK. He was interested in drawing every day household objects in a very linear and stylised (cartoon like) style. He uses bold outlines and vivid colour schemes that don't match the objects themselves to create bold and bright Pop Art style pieces of artwork. His style has not



Andy Warhol

Andy Warhol was a key part of the Pop Art movement in America. He created many works of art focusing on celebrity, advertisement and popular culture. He used mixed media including printing/screen printing and painting to produce



Roy Lichtenstein

Roy Lichtenstein was an American pop artist His work was Influenced by popular advertising and the comic book style. His artwork was considered to be "disruptive". He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. His work has a comic book style to it, using Ben-Day dots to create sections of colour.



Lucy Sparrow

She is an artist from the UK who works in felt and fabric paints. She has worked with felt from the age of 9 and she gives it being one of those nostalgic materials as one of the reasons she used it in her work. She recreates food and other items available to purchase in supermarkets using felt

Homework#1

Photo inspired by Emily Blincoe

To submit please bring it printed to class OR submit a digital copy on Class Charts so your teacher can print it off for you.

You need to find some every day objects that are easily recognisable and take a photo of them in the style of Emily Blincoe. You will need to arrange them flat on a plain surface (you could use a coloured bed sheet as plain background) and photograph

Homework#2

Images of inspiration on a mood board for final outcomes

To submit please bring it printed to class OR submit a digital copy on Class Charts so your teacher can print it off for you.

You will need to research into images of things that you want to take inspiration from for your final outcome. Remember to not only think about the image/item/thing that you want to create in felt but also consider the STYLE of Pop Art that you want to be influenced by.

Objective taught	Teacher checked	R	A	G
Draw from observation with accuracy. Focusing on the styles commonly seen in Pop Art including linear and stylised drawings.				
Learn how to use a range of media relevant to Pop Art. Using computers to digitally edit as well as more traditional art materials such as paint.				
Understanding the Pop Art movement. Analyse the work of artists and the common themes in their work.				
Learn about how text can be used in Pop Art by creating your own onomatopoeia.				
Understand some basic textiles skills including running stitch and applique.				
Design and create a final outcome out of felt using textiles skills of sewing and				
applique.				

Student evaluation - Pop Art

WWW: _____

 EBI: _____

Peer evaluation - Pop Art

WWW: _____

 EBI: _____

Teacher feedback - Pop Art

WWW: _____

 EBI: _____
