Edward Peake C of E VC Middle School

Medium Term Plan

Subject: ART	Unit: Soda Can inspired by James Rosenquist	Term/Duration: Summer	Year Group 8
Prior Learning: **Combining the elements of Cubism and Pop Art together to create a Rosenquist inspired image. colour theory recap introducing complementary colours**		**Key Vocabulary:** **Cubist** **Pop Art** **Enlarging** **Proportions** **Accuracy** **Colour theory**	

By the end of this unit…

most pupils will be able to:
create basic drawings from observation, using soda can to choose their own sections, setting level of challenge. They will be able to apply the colours in a bold and creative way showing some links to colour theory.

some:

Aspire:

	Learning Objectives	Content	Assessment	Resources /Health and Safety	VALUES LGBTQ
1	**LO: To learn about Pop Art and the styles and techniques used.**	**Hand out Pop Art Worksheets, stick into book (date).** **Introduce by showing this TATE KIDS video below - link also on PPT.** https://www.youtube.com/watch?v=DhEyoDCTSDQ Dicsuss Key points from the video. **BACKGROUND INFORMATION:** Pop art originated in Britain in the 1950s and 1960s, thus being one of the most modern artistic movements.	Video review	• PPT • Pop Art Worksheet • YOUTUBE link to Tates kids POp Art VIDEO.	Reference Warhols sexuality as a Gay Artist. One of the first openly

		Pop Art is a style of art which explores the everyday imagery that is so much a part of contemporary consumer culture. Common sources of imagery include advertisements, consumer product packaging, celebrity photographs, and comic strips. Leading Pop artists include Andy Warhol, Robert Rauschenberg, Roy Lichtenstein, and Richard Hamilton. Show examples of 3 key pop artists, Roy Litchenstein, Andy Warhol and James Rosenquist. Discuss their work (you will need to acquire some brief background knowledge on both). **Students to fill out the Pop Art information section as a class discussion.** **Ask students to identify the two Artists on their sheets and how we know it is them.** NB- Litchensteins comic style, Rosenquist's panels / collage. Students to complete their opinonion, encourage to reflect WHY they do or dont like the work. Give critical feedback as though the artist is learning from them. ***LAC:*** ***Homework:*** **NONE**	Class discussion Written discussion points Similarities & differences. Opinions / comparisons		famous Gay men from that era.

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2	**<u>LO: To learn colour theory and complimentary colours linking to Pop Art</u>**	**Hand out colour wheel, stick into sketchbook.** ● **Go through the 3 Primary colours. Explain this should be knowledge we have obtained from previous years but recap with the students.** **(Definition of Primary colours a group of colours from which all other colours can be obtained by mixing).** ● **Primary colours:** **RED - YELLOW - BLUE (in that order).** ● **Place into the 1st (RED), 3rd (YELLOW) and 5th (BLUE) section of the colour wheel.** ● **SECONDARY COLOURS -** **ORANGE, GREEN, PURPLE.** **Red + Yellow = orange** **Yellow + Blue = Green** **Blue + Red = Purple** **Student to fill in the gaps.** **COMPLIMENTARY COLOURS** **Opposition on the colour wheel, compliment each other and make them POP. Why do you pop artists use complementary colours?**	Questioning What are the three primary colours? What is a primary colour? What can you not to to get a primary colour? What are secondary colours? What colours mix together to make secondary colours? What happens if I mix all 3 primary colours together? = BROWN What happens if I mix all 3 secondary colours together = BROWN.	Colour wheel outlines SEN sheet to support. Felt tip pens PPT	
3	**<u>LO: to learn how to create a Rosenquist inspired piece of work using a viewfinder and enlarging techniques.</u>**	Students will need to create their viewfinders this lesson. please refer to PPT to help. The viewfinders inside squares need to be 5cm$_2$.		A3 PAPER PENCILS RULERS RUBBERS SMALL SCRAP PAPER CUT IN LINES to create view finders	

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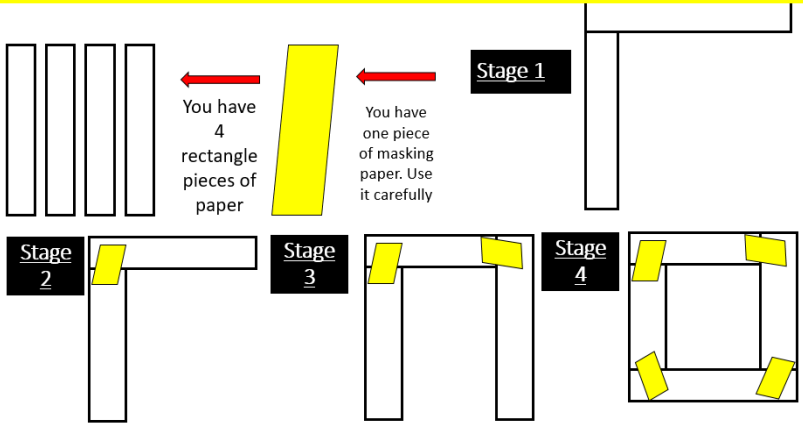
Medium Term Plan

		LO: to learn how to create a Rosenquist inspired piece of work using a viewfinder and enlarging techniques.  Once this is complete students will need their A3 paper to layout their work onto. Name and date on the back. This will be a working document. Go through the TARGETS with the students this will explain the challenges for them in this unit and success criteria. **MOST & SOME = two 15 x 15 cm squares** **ASPIRE = one 15 x 15cm square and one 20x20cm.**	 	MASKING TAPE SODA CANS	

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		Most • 2 x square sections • 2 x rectangles • 1 x size of your choice – remember to change the viewfinder! • All fully coloured. **Some** • 2 x square sections • 3 x rectangles • 2 x size of your choice – remember to change the viewfinder! • All fully coloured. **Aspire** • 3 x square sections (one needs to be 20x20cm) • 6 x rectangles • 2 x size of your choice – remember to change the viewfinder! • All fully coloured. **Expain to students about the process of enlarging, talk about why 20X20cm is a challenge, youre not doubling it youre making it 4xs as big! That's the challenge.** **Draw example, looking at where the lettering and logos line up on the viewfinder. Talk about the enlargement of the drawing.**			

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4-6	**<u>LO: to learn how to create a Rosenquist inspired piece of work using a viewfinder and enlarging techniques.</u>**	**Continued lesson.** **Most** • 2 x square sections • 2 x rectangles • 1 x size of your choice – remember to change the viewfinder! • All fully coloured. **Some** • 2 x square sections • 3 x rectangles • 2 x size of your choice – remember to change the viewfinder! • All fully coloured. **Aspire** • 3 x square sections (one needs to be 20x20cm) • 6 x rectangles • 2 x size of your choice – remember to change the viewfinder! • All fully coloured. **Target setting. Students to set a target linked to their MOST, SOME and ASPIRE targets.** **What ONE thing do they need to focus on today to make progress? Date / green pen on the back of the sheet. REVIEW at the end of the lesson.**		A3 PAPER PENCILS RULERS RUBBERS SMALL SCRAP PAPER CUT IN LINES to create view finders MASKING TAPE SODA CANS	

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7	END OF YEAR 8 OBSERVATION DRAWING TEST.	**Title: Observation Drawing number 2** **This is not a test!** However no talking so you can concentrate We will compare this to our first one and will be used to feedback to Stratton **This is what I will be looking at in your drawings:** **Composition / layout** – Think about filling up the page and how you are positioning the objects. **Tones & Shading** – Are you showing different shades and shadows? **Details** – Have you included details such as patterns and textures? **Form & Shape (3D qualities)** – Have you thought about how it will look 3D and the shapes of the objects **Presentation** – Is it neat? Have you thought about how you are presenting your work 		PENCILS RUBBERS RULER ASSESSMENT GRIDS.	