

# ART

## Year 8: Art or Vandalism?

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
Collective Feedback Verbal Feedback Teacher Assessment x2	Tier 2 words <b>Analyse</b> <b>Interpretation</b> <b>Composition</b> <b>Perspective</b> <b>Expression</b>	<b>Refer to Graffiti Artists/ Urban Artists</b>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## SOL TOPIC: Year 8 - Art or Vandalism?

### Learning Intentions-The Big Questions:

In this assignment students investigate the style of Urban Art, specifically looking at Graffiti. They will understand the different forms of Graffiti and how it plays a major role in tourism and reviving a cities economy.

Students will discuss the pros and cons of Graffiti to our local communities.

They will gain skills in Blockbuster, Bubble and WildStyle drawing techniques.

They will experiment with acrylic and watercolour to create different painting effects.

Students will design and create their own Graffiti artwork in their chosen style.

Students will investigate the artists Daim and Ben Eine.

This project combines working from the imagination/ expression as well as mastering specific skills.

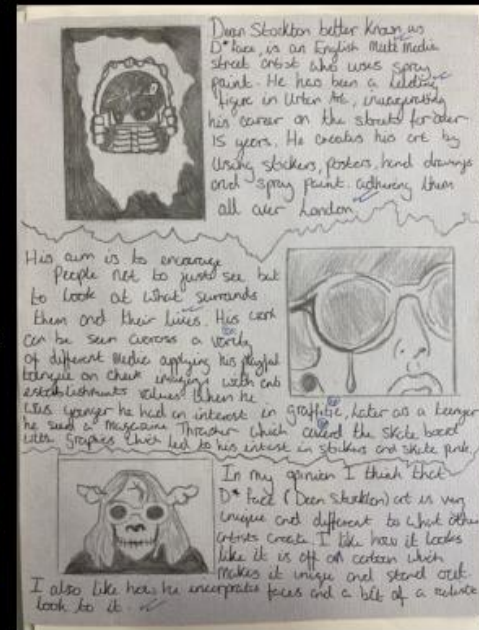
### Prior knowledge:

Most students have seen Graffiti art around the city or in there community.

They are building on there use of colour and painting techniques from Year 7.

### Key Language:

Blockbuster, Heaven, Wildstyle, Bubble, Tag, Throw Up, Stencil, Piece, One point perspective, Three Dimensional, Foreground, Background, Gradual, Blending.



### Cultural Capital:

Students will be able to visit locations in the city where Graffiti has rejuvenated the area and become a tourist attraction.

Students will be made of aware career opportunities within the subject area.

### How you will be assessed:

- 1: Responding to a starting point,
- 2: Developing ideas,
- 3: Experimentation with media,
- 4: Researching an artist,
- 5: Making skills and Creativity.

