



Medium term plan

Subject: Project

Unit: *On the trail of Banksy's rat*

Synopsis	
In this Art-led project, students will study contemporary art and its links with urbanization and economic development. Having started with the question 'how far away are you from a rat?', students will consider why Banksy produces the graffiti he does and investigate sites in London (and other cities worldwide) which Banksy has chosen for his art. This will provide an access point for Geography-based learning about urban development and the role of economic development in London more specifically. Students will make their own artwork based on contemporary art; they will also carry out fieldwork in London and visit sites of contemporary art. The final production is to produce a piece of graffiti or stencil art to be displayed on a wall in the school.	
Key content – knowledge and skills	National Curriculum aims and subject content descriptors
<p>Art: Analyse and evaluate how ideas shown in artwork are conveyed in contemporary works of art, learning about art and artists in context, especially Banksy. Learn how to talk confidently and give opinions about artwork using appropriate vocabulary. Produce creative works of art using a range of materials, including drawings, paintings and graffiti. Experiment with techniques and learn how to manipulate different materials. Analyse and assess work produced.</p> <p>Geography: Knowledge of human geography and urbanization specifically. Developing locational knowledge of urban areas around the world and their economic development. Skills in carrying out fieldwork especially assessing land use.</p>	<p>Art: ADa1; ADa2; ADa3; ADa4 ADsc1; ADsc2; ADsc4; ADsc5</p> <p>Geography: GEa2; GEa3; GEa4; GEa5 GEsc2; GEsc4; GEsc8</p>
Key assessment points	
Week 3: Produce two works of art based on different contemporary artists. Week 5: Written and data analysis of fieldwork. Week 6: Final project exhibition work completed and self/peer-assessment.	
Out of lesson learning	
Trip(s) to see contemporary street art in London (e.g. Whitechapel) and to art galleries like Whitechapel Gallery, Tate Modern and Turner Margate. Parents and students encouraged to visit other art galleries and are given ideas for other street art to visit. Visit to the financial district of London to carry out fieldwork. Possible visits to the school from local artists.	
Resources	
Notably: art resources including paint and canvases, maps of London, video cameras/iPads; methods to record observations, e.g. journals, sketchbooks.	
Christian ethos	
There are opportunities for discussions around Christian views of economic development, community, capitalism and artistic expression.	
British values	
Students should learn about the role of art and social criticism in the development of British democracy and tolerance.	

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Weekly overview

Week	Focus
1	Introduction to contemporary art and Banksy: why is this art produced, how is it produced, and how it relates to elements in geography: population urbanization and economic development. Visit an art gallery to learn more about contemporary art. Case studies of London and other cities that have spawned graffiti (e.g. New York).
2	Begin to produce graffiti work based on Banksy. Analyse other contemporary artists responding to similar themes, e.g. Keith Haring, Shepard Fairey Susan Stockwell, Maureen Brouillette. Learn about population change, settlements, the growth of cities and industry/services associated with cities.
3	Use a wide range of techniques to produce work showing a strong link to the artists studied; begin to take risks and experiment with materials independently. Plan a visit to central/east London to see street art. Learn about how land use has changed in London over time, and other case studies of how cities have developed (e.g. New York and Hong Kong). Plan a visit to London to carry out fieldwork developing competence in the necessary geographical skills.
4	Visit street art in London and produce artistic responses to this. Carry out fieldwork focused on studying land use and economic activity; analyse and communicate this with a range of data and in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
5	Produce a final analysis of the findings from the fieldwork and begin to plan and complete the final piece of contemporary artwork, along with an explanation of how this was chosen and made. Finish the short film/speech/presentation based on the art and geography studied.
6	Complete the visual display and carry out self-evaluation. Visit by an artist.

For assessment see:

<http://www.toothill.notts.sch.uk/html/deptpage.asp?d=art&p=sowy8>