

## Medium term plan

### Subject: Project

### Unit: Pop Art v Impressionism

| Synopsis  |   |
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| <p>Students will have the opportunity to study two major art movements, Impressionism (from the 1860s-1890s) and Pop Art (1950-60s) whilst studying the American West and more general development of the US over a similar period. Students will study the art movements and create their own works of art which reflect the styles/genres of the two eras. This project will enable pupils to fully explore the art movements and a range of art techniques whilst understanding some historical influences during these eras. By the end of the project, students will have produced at least one high quality piece of art work to be exhibited and form the centre of a debate: Pop Art v Impressionism - which was most influential and innovative?</p>   |   |
| Key content – knowledge and skills  | National Curriculum aims and subject content descriptors  |
| <p><b>Art:</b> To learn about the history of art, craft and design, including styles and major movements. To evaluate others' work in order to strengthen the visual impact or applications of their work. Pupils will use a range of techniques and media, including creating paintings 'en plein air' like impressionists. They will develop skills in the handling of different materials. After exploring a range of techniques to record observations in sketch books, journals and other media they will develop their own ideas to produce a piece of artwork showing their understanding of one or both of the Pop Art and/ or Impressionist movement. There will be in depth study of a range of artists including:<br/>Impressionist artists: Edouard Manet, Camille Pissaro, Edgar Degas, Alfred Sisley, Claude Monet, Berthe Morisot and Pierre Auguste Renoir.<br/>British pop artists: Richard Hamilton, Peter Blake, Gerald laing, Pauline Boty.<br/>New York pop artists of the early 1960s such as: Andy Warhol, Roy Lichtenstein, James Rosenquist, and Claes Oldenburg.</p> <p><b>History:</b> Students will study the development of the American West, including the way of life of native Americans, the gold rush, westward migration and developments in American culture over the period.</p> <p><b>Drama:</b> Students will take part in a debate at the end of the project. Speaking and performing will be done in groups, using roleplay, and through improvising, rehearsing and performing short drama scenes.</p> | <p><b>Art:</b><br/>ADa1; ADa2; ADa3; ADa4<br/>ADsc1; ADsc2; ADsc3; ADsc4;<br/>ADsc5; ADsc6</p> <p><b>History:</b><br/>Hla2; Hla4; Hla6<br/>Hisc7</p> <p><b>Drama:</b> n/a</p> |
| Key assessment points   |   |
| <p>Week 3: Demonstrate in portfolios a range of techniques and media (in preparation to choose one to use in their own big art piece)</p> <p>Week 4: Students will have developed and reflected upon a creative idea, showing increased proficiency in the execution of their final art piece.</p> <p>Week 5: Complete an essay on the changes in the American West during this period.</p> <p>Week 6: Final piece of work and an essay about the two art movements complete and exhibited. Debate on pop art v impressionism- content of speech demonstrates student knowledge of the historical background to the movement and key art techniques used by the artists.</p>  |   |

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| <b>Out of lesson learning</b>   |
| Possible visits to a variety of galleries including Tate Modern, Tate Britain, National Gallery, Courtauld Gallery, etc. Time to be 'en plein air' in local parks/by the river for painting.  |
| <b>Resources</b>  |
| Gallery websites- Tate is a wealth of information with great resources and video clips. Good range of art resources will be needed and space!   |
| <b>Christian ethos</b>  |
| The study of impressionism should be used to discuss artists' and Christians' sense of awe and wonder at God's creation. The study of pop art will foster discussions of ethics around popular and commercial culture, consumerism and the individual. The treatment of native Americans and the spread of capitalism in North America also provides opportunities for discussions of Christian ethics.   |
| <b>British values</b>   |
| Consider and discuss how British values are portrayed through art, including changing British values to demonstrate changes in democracy and culture over the 19 <sup>th</sup> and 20 <sup>th</sup> centuries. Comparisons between British values and the value systems of native Americans and the treatment of these peoples will also be a focus for discussion. The manner of holding debates and discussions will contribute to fostering tolerance and respect. |

## Weekly overview

| Week | Focus  |
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| 1    | Intro to both art concepts > pop art and impressionism including intro to subject matter and use of techniques for both concepts. Pupils experiment with materials and produce a small scale piece of pop art and impressionist style painting. Skills covered in first week: colour mixing, blending, painting in layers etc. Trip to.....  |
| 2    | Focus on pop art and explore pop artists including Hamilton, Warhol and Lichtenstein. Pupils gear towards GCSE style work through artist research and develop an idea to build up to printing. Pupils create a two layer print (polystyrene/lino printing). Skills covered: colour theory, printing, repeat pattern. Links made to advertising, graphic design and pop art concept.  |
| 3    | Third week focus on U.S history. Study of the American West and Native American culture. Compare with British values and compare artforms between two cultures with links to expressionism. With a brief study of totem poles pupils will produce miniature totem poles exploring commemoration, cultural and religious beliefs expressed through art. Pupils look at artists of the American West and explore how artists may have been inspired by impressionism. Also reflecting on findings from school trip.  |
| 4    | Focus on impressionism. Pupils gain knowledge and understanding on impressionism with links to expressionism studying relevant artists including Van Gogh, Monet etc. Pupils study the six features of impressionism and develop a concept and create a small impressionist style painting. Opportunity to create paintings outside. Skills: painting through observation, painting in layers, colour theory/mixing.   |
| 5    | Recap on the history of the American West and create a timeline of events to elicit knowledge and understanding. Opportunity to watch a historical film/documentary for visual stimulus and help form a deeper understanding. Pupils plan for history assessment and produce an essay on the American West questioning links to impressionism and the changes in the American West during this period. Pupils spend time planning for their final art piece choosing one artform in particular. Intro to lino printing for pupils focusing on pop art. Pupils develop a concept and plan for the final piece as a homework task. |

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| 6 | Final piece created in GCSE style exam conditions. Pupils come in prepared with their plans and spend time in lessons completing their final pieces. Pupils will be assessed on concept behind their work, contextual artistic elements and how well they show development of skills and techniques to show progress made from week 1 and 3. Essay about the two art movements complete debating pop art v impressionism – which was more influential? |
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