

Unit 9A Life events

About the unit

In this unit, pupils explore ideas and feelings about an event in their own life as the starting point for image making. They analyse paintings, prints, photographs and digital images, including examples of photojournalism, to learn how visual qualities can be manipulated to evoke strong reactions and to represent ideas, beliefs and values. They make connections between eighteenth- and nineteenth-century paintings and contemporary visual culture.

This unit is expected to take 10–15 hours.

What the unit covers

Art	Craft	Design	2-D	3-D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Print making	Digital media	Sculpture	Textiles	

Where the unit fits in

This unit builds on unit 7A ‘Self-image’ where pupils explore the theme of self and develop knowledge, skills and experience of using two-dimensional media, including collage, print making and digital imaging.

The unit could be linked with creative writing in the English scheme of work or role play in drama. It could be linked with the history scheme of work by selecting images that relate to unit 15 ‘Black peoples of America’, for example, or unit 18 ‘Twentieth-century conflicts’. It could also be linked with citizenship where pupils are taught about the significance of the media in society.

Expectations

At the end of this unit

most pupils will: explore ideas and assess a number of narrative images, including historical paintings and photographic imagery in print and digital form; use this information to develop their ideas, taking account of audience and purpose; manipulate materials and processes and analyse outcomes; interpret visual qualities to create an image that communicates a personal response to a significant experience or event and realise their intentions; analyse and comment on the contexts of their own and others’ work; explain how their understanding of the context affects their views and practice

some pupils will not have made so much progress and will: explore ideas and select visual and other information to help them develop their work, taking account of the purpose; investigate and use the qualities of the media to make an image that records an event, matching visual qualities to their intentions; analyse and comment on ideas, methods and approaches in their own and others’ work; adapt and refine their work to reflect their own view of its purpose and meaning

some pupils will have progressed further and will: assess information and analyse codes and conventions in a range of genres, styles and traditions; select, organise and present information in visual and other forms appropriate to their purpose and audience; extend their understanding of materials and processes; interpret visual qualities to communicate a personal response to an event; show increasing independence in the way they select and develop ideas and meanings and realise their intentions; analyse and comment on the contexts of their own and others’ work; explain how their own ideas, experiences and values affect their views and practice

Prior learning

It is helpful if pupils have:

- developed the habit of using their sketchbooks to collect visual and other information to support their work
- an understanding of the importance of the process of developing their work to the quality of the end product
- used collage, montage and print-making techniques
- used digital images and the internet as part of their art and design work
- learnt how to find, save and manipulate digital images
- discussed the expressive potential of image making
- developed the habit of reflecting on their own and others' work in order to help them adapt and develop their work

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- image, *eg manipulation, composition, close-up, focus, viewpoint, viewer*
- materials and processes, *eg photography, collage, montage, storyboard, cartoon, caricature, narrative, photojournalism*

Speaking and listening – through the activities pupils could:

- follow an argument, demonstration, etc, making notes which are then used in another task

Writing – through the activities pupils could:

- organise content into complete text with the relationship between points/paragraphs clearly signalled (*therefore, nevertheless*)
- structure paragraphs to develop points, by using evidence, additional facts
- write closely argued text where precise links and connections are made within sentences
- use punctuation correctly to clarify and emphasise meaning for a reader (*full stops, commas, brackets, semi-colons, dashes*)

Resources

For practical work, resources include:

- digital camera, scanner
- image-viewing and image-manipulation software
- paint software
- printer
- photocopier
- access to the internet

Examples of art, craft and design:

- photographs from newspapers, magazines and books, cartoons, caricatures, storyboards and comic strips
- historical paintings showing dramatic personal, social or historic events, in particular large-scale paintings from the eighteenth and nineteenth centuries, *eg 'The experiment on a bird in an air pump' (1768) by Wright; 'The raft of the Medusa' (1819) by Gericault; 'The slave ship' (1840) by Turner; David's paintings relating to the French Revolution and Gilray and other English cartoonists' views of this*
- posters, official photographs and film clips relating to both world wars; images by war artists and depictions of war from other times and cultures, *eg Diego Rivera and Mexican muralists; Jacob Lawrence, Toussaint L'Ouverture series on the Haitian slave rebellion*

Future learning

In GCSE and GNVQ Art and Design specifications pupils are expected to:

- become more independent in their research and in developing their ideas
- select appropriate processes, media and techniques in order to arrive at meaningful and individual images and outcomes
- develop knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- evaluate their own and others' work and explain the context in which it was made

Adapting the unit

Pupils could:

- analyse one powerful image in depth, *eg 'The raft of the Medusa' by Gericault*. They could research the context and work with other pupils to recreate the image in three dimensions in the classroom. They could then use this 'installation' as a basis for developing their own interpretations, combining traditional media and new technology
- research the context of one image and create a storyboard that identifies the events leading up to and following on from the image. They could use their storyboard as the basis for a short film or animation in which they recreate the image in its original context or in a contemporary setting. This would build on their learning established in unit 8B 'Animating art'

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Exploring and developing ideas**

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| <ul style="list-style-type: none"> • that the roles and purposes of artists continue and change over time and from place to place | <ul style="list-style-type: none"> • Show examples of nineteenth-century narrative painting that record personal, social and historic events. Ask the pupils to identify, in each case, the event and the way in which the artist has used visual qualities and techniques that impact on the viewer. Also ask them to consider the artist's intentions. • Ask the pupils to follow the discussion, note the main points raised during the discussion, considering their relevance, and to contribute their own ideas. | <ul style="list-style-type: none"> • identify similarities and differences in the roles and functions of art from different times and places • comment on the impact of images, speculating on the intentions of the artist • listen and comment fully on the main points of what they have heard | <ul style="list-style-type: none"> • The focus on nineteenth-century art provides an opportunity for pupils to discuss the changing role of artists, <i>eg artists no longer had specific clients for their work, as in the past; it was the start of the era of art exhibitions and journalistic art criticism; subject matter and feeling became more important.</i> |
| <ul style="list-style-type: none"> • about the visual qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences | <ul style="list-style-type: none"> • Show the pupils images that evoke strong reactions, <i>eg powerful photographic images</i>. Ask them to respond to the visual qualities of these images and to highlight key features, <i>eg close-up views, acute angles, dramatic use of light, gesture, movement, diagonal lines of composition, expression.</i> | <ul style="list-style-type: none"> • analyse examples of images that have narrative and emotive content and comment on the effects | <ul style="list-style-type: none"> • Inventions during the nineteenth century paved the way for photography as a means of mass communication. In earlier times and other cultures, art was a means of passing on shared beliefs of society, religion, etc. |
| <ul style="list-style-type: none"> • to discuss and question critically, and select from a range of visual and other information to help them develop ideas for independent work | <ul style="list-style-type: none"> • Ask the pupils to consider the events that have affected their own lives or those of people they know. Ask them to identify an event that they can explore in their practical work, <i>eg events within their own living memory, personal, social or wider issues such as refugees, ethnic cleansing, famine and natural disasters.</i> • Ask the pupils to develop their ideas. Provide a wide range of photographs and other reference material. Encourage the pupils to find their own materials using a wide range of sources, <i>eg use the internet to find images of photojournalism.</i> • Ask them to select images that they feel communicate ideas in the most effective ways, <i>eg the impact of close-ups, angles that bring the viewer into the image</i>. Ask them to annotate the images with the key features, noting how the image relates to the idea for their work. Ask them to discuss their choices of images. | <ul style="list-style-type: none"> • ask and answer questions about subject matter and how ideas and feelings have been communicated • select images, including photographic and digital images, from a number of sources, including the internet • comment on examples that show how feelings and emotions are shown effectively | <ul style="list-style-type: none"> • Sensitivity will be needed in responding to pupils' ideas. They should understand and appreciate the implications of having an audience for their work, <i>eg the class, school and community.</i> • Pupils could explore pre-selected websites, <i>eg from the photographic archive at the Imperial War Museum (www.iwm.org.uk).</i> • Introduce pupils to copyright issues and establish clear guidelines for fair and appropriate use of images for individual artwork in line with school ICT policy. These should acknowledge the rights of the original photographers or copyright holders. |

Learning objectives

Pupils should learn:

- to record and analyse first-hand observations, to select from experience and imagination and to explore ideas for their purpose

Possible teaching activities

- Organise for the pupils to make drawings of each other in dramatic poses. Ask them to make a succession of quick drawings, eg
 - *to capture the essence of pose and action*
 - *to search out unusual viewpoints*
 - *to record close-ups and acute angles*
 - *to make dramatic use of light, gesture, movement and expression*
 - *to use diagonal lines of composition, etc*
- Ask the pupils to store visual and other reference material in a sketchbook and/or in digital form, eg *photocopy printouts of favourite images to provide multiple copies, scan and save print-based images*. Save and print images at different stages of the development process to show the development of their ideas.

Learning outcomes

Pupils:

- record first-hand observations of figures in dramatic poses
- save and organise images as computer files and as printed paper copies

Points to note

- Use the saved images from pupils' development work as a basis for individual and group discussions about their reasons for selection.
- Discuss the role of photographic journalists and editors, the kinds of decisions they need to take and the reasons for the decisions.

Investigating and making

- to investigate, combine and manipulate materials and images, taking account of purpose and audience
- to apply and extend their experience of a range of materials and processes, refining their control of tools and techniques

- Ask the pupils to use their drawings and the visual information they collected to produce a final image portraying an important event. Ask them to experiment with different compositions and compose their images to communicate the content and to interpret their expressive and emotional meaning.
- Ask the pupils to experiment with a variety of materials, tools and techniques, including digital paint and manipulation software. Pupils could:
 - combine their drawings, photocopies and printouts of digital images to form a composite image
 - explore how images could be combined in a sequence
 - enhance printouts with other media, such as adding drawn, printed, painted or collaged material
 - develop a digital collage or montage using paint software
 - mount images onto card, cutting out significant parts and assembling in a three-dimensional form

- communicate personal events and experiences through the selection and use of visual qualities, materials and processes
- explore a selection of tools and processes, including digital paint and manipulation software, to help communicate the emotional content of an image
- make an individual piece – collage, montage, drawing, painting, print, three-dimensional construction

- Select an easy-to-use photo-and-paint manipulation program. Pupils should already have ICT skills that will enable them to save, print, name, rename and open file images.

Pupils should learn:

Pupils:

Evaluating and developing work

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| <ul style="list-style-type: none"> to analyse and evaluate their own and others' work, express opinions and make reasoned judgements | <ul style="list-style-type: none"> Discuss the outcomes of pupils' work. Ask them to consider how the use of conventional and digital photography and new technology has affected their work. Ask the pupils to evaluate their work. Ask them to use the saved images from their development work and their final pieces as the basis for the evaluation. Ask them to analyse how visual qualities have been used in their own and others' work and how these reflect their intentions. <i>What events have been recorded? What ideas and feelings are represented? Which work has made effective use of dramatic lighting? Movement? Gesture? How might the work make more effective use of these elements? Which work has made effective use of mixing media? Of combining techniques? How might the work make more effective use of media and techniques?</i> | <ul style="list-style-type: none"> describe, interpret and evaluate their own and others' work, expressing informed opinions about both technical and expressive aspects, using subject-specific concepts and terminology | <ul style="list-style-type: none"> Pupils could discuss and evaluate the strengths and weaknesses of using new technologies, eg: <ul style="list-style-type: none"> <i>the differences between conventional and digital working processes and the merits and difficulties of each</i> <i>the different ways the use of a paint program has contributed to the expressive content of images</i> <i>what new technologies mean for the development of skills</i> <i>who owns the work</i> |
| <ul style="list-style-type: none"> to adapt and refine their work and develop it further, in the light of their own and others' evaluations | <ul style="list-style-type: none"> Ask the pupils to use their own and others' evaluations to help them decide on appropriate changes to make to their work. | <ul style="list-style-type: none"> make meaningful changes to their work | <ul style="list-style-type: none"> Pupils could alter printouts of digital images by using more traditional materials and processes, or could change digital works by using digital manipulation. |
| <ul style="list-style-type: none"> to organise and present their work in different ways to express opinions and make reasoned judgements | <ul style="list-style-type: none"> Ask the pupils to work in groups to plan and hold an exhibition of their work. Ask them to consider how their images might be presented in a two- and/or three-dimensional or virtual display. They could build simple structures that offer a number of distinct surfaces on which images and text could be displayed. Ask the pupils to write and publish a 300-word review of the exhibition for the school newsletter or a local newspaper, incorporating one or more of the images from the exhibition. Their writing should show the relationship between ideas and be correctly punctuated with full stops, dashes, brackets, colons. | <ul style="list-style-type: none"> design and hold an exhibition of their work write a coherent, continuous text of at least 300 words link ideas in sentences showing more complex connections use correctly a range of punctuation marks | <ul style="list-style-type: none"> Groups of pupils could: <ul style="list-style-type: none"> develop clear titles and captions write a catalogue for the exhibition, presenting their work in context and giving an account of its development and its relationship to past and contemporary work |