

TRANSITION YEAR UNIT

1. Title of Transition Unit

Art:

1. A Mary Ward School's Compass
2. Niki de Saint Phalle 'Nana' figures

2. Area of Study

Aesthetic Development

3. Overview

1. Students will discuss the new document; "a Mary Ward School's Compass" - and see what it is to be a Loreto student living in the 21st century and how their core values remain the same from Mary Ward's time but see how the demands of the world differ today. Students will each choose a point on the compass and create a visual representation of such; to combine the text with imagery to bring to life the core values of a Loreto student today.

2. Students will create a 3D *nana* feminine figure based on their research on feminist 60s artist Niki de Saint Phalle while working through the design process from brainstorming to completed piece. The piece will incorporate the art and design elements. Materials will include newspaper, mud roc , masking tape and acrylic paint .

4. Related Learning

A Mary Ward School's Compass

Morals, values, mixed media, poster design, free hand rendering of lettering, proportions, enlargement

Niki de Saint Phalle

Feminism, Pattern, colour theory ,identity, female representation , proportion, life drawing, costume design

5. Summary Outline of the Unit

A Mary Ward School's Compass

1. Students will work in groups to take turns reading aloud each of the points of a Mary Ward School's Compass and discussing the meaning and relevance of each.

2. Students will feedback their points of discussion to the whole class on the following 8 points of the Compass: Keeping our focus fixed, Guiding and guarding in the use of media, Cultivating values

needed now, Engaging with the bigger picture, Thinking and acting justly, .Embracing and affirming diversity,.Owning and developing the charisma, Being an agent of change. This sharing of information is vital for all students in order to record specific key words and themes for future reference.

3. Students will choose a point on the compass and having previously extracted keywords from the text they will begin researching related and relevant imagery associated with the words using their iPads.

4. Students will begin brainstorming the main components of their chosen point on the Compass through drawing in attempt to convert the written word into visuals.

5. Students will sketch up three thumbnail posters designs to include the text from their chosen point on the Compass with the accompanying drawings from their initial brainstorm page. Three varied designs are necessary so students have explored all possibilities and can make an informed choice at the end.

6. Having selected their strongest design students will transfer this idea onto an A3 white sheet of paper by scaling up/enlarging.

7. Students must carefully consider the layout and presentation and ensure the imagery does not affect or take away from the clarity of the text as it must be clearly legible.

8. Once student have sketched out all of the components they must make informed choices as to the media that will be most suited to adding colour to their piece (they will have experimented with a range of dry and wet media at the brainstorming stage)

9. Once the poster is complete with colour and the text made bold and legible the students must present their finished outcome to their peers and discuss their choice of title, use of media and the layout of their piece and what they are most pleased of and proud of having completed this piece of work.

Niki de Saint Phalle

1. Students will receive a project brief and discuss the project outcomes.

2. Students will learn about gesture drawing and basic life drawing proportions and draw fast action figures in a variety of poses using different materials eg pencils and chalk

3. Students will view a Powerpoint presentation on the artist Niki de Saint Phalle. They will look at her monumental nana figures which celebrate the female form in the male dominated art world. They will learn about her influence and importance. They will complete a word search on the keywords relating to her work

4. Students will make initial sketches based on the artist's work using different materials and techniques eg colouring pencils, felt tips and oil pastels. They will look at the colour wheel and use complementary colours.
5. Students will draw and cut out different nana silhouettes in different poses and colours, reflecting on their artist research.
6. Students will look at the design element of pattern and motif and use thumbnail sketches to come up with costume ideas for their nana
7. Students will select a nana design/ pose based on their drawings and ipad research
8. Students will form a 3D feminine figure using strips of newspaper and masking tape. They will use their problem solving skills to construct a 3D free standing form
9. Once they are happy with their 3d nana figure, students will cover their sculpture with strips of modroc, carefully applying damp strips to their model..
10. Students will take responsibility of their own artwork and the materials while they construct these figures and make good use of practical time.
11. Students will use a base colour for their finished mod roc figure and learn how to colour mix and paint using acrylic paint
12. Students will use a finer paintbrush to decorate their costume using a range of colours
13. Students will outline their completed costume and touch up any areas that need paint
13. Students will complete self-assessment and self-evaluation worksheets
14. Students will present their *nana* figure to their peers, explaining how they found the design process and what they learnt

6. Breakdown of the Unit (how timetabled)

1 double and 1 single a week for 14 weeks

7. Aims

This transition unit aims to:

- Give students the opportunity to work through the design process, from brainstorming to completion of a finished piece.
- Explore the art and design elements.
- Develop an appreciation of construction and three dimensional processes.
- Increase student's self-esteem while focusing on their positive and unique traits.
- Celebrate femininity, colour, and being a woman!
- To allow students to try lots of different materials
- To enjoy seeing an idea through from initial thumbnail sketch to final finished 3d piece

8. Learning Outcomes

On completion of this unit students should be able to:

- To debate about how females are represented in art history and overall society
- Generate ideas through brainstorming.
- To emulate an artist's style
- To learn about colour and pattern
- Build a 3d feminine figure
- Identify and use art and design elements in an aesthetically pleasing manner.
- Use materials safely and effectively.
- Critically evaluate their work.
- Describe and discuss the design process.

9. Key Skills

How evidenced

Information Processing

Students should select, analyse and evaluate information gathered from their drawings and research and bring this information into the process of designing their chosen piece.

Critical and Creative Thinking

Students will decide what the form of their design will be e.g. the pose of their nana figure and costume design.

Communicating

Final outcome will reflect their own individuality and identity.

Working with others

Students will observe each other's progress and this will influence the design process of their work at developmental stage.

Being Personally Effective

Students will be responsible for total design process from drawings to finished product. Students will adhere to rules when working with mixed materials and be responsible for tidying up in own area ensuring to label their own work in progress.

10. Methodologies

1. Using information technology for research
2. Examples shown- PowerPoints, You tube, teacher examples, handouts
3. Demonstrations on techniques and new materials

11. Assessment Methods

AfL: Students will receive individual verbal feedback from teacher throughout project, as well as ongoing self-assessment.

AoL: Students will receive marks for their prep drawings design sketches, finished piece, student input and application. This grade will be given in school report.

12. Evaluation

Self-evaluation worksheet and presentation of final piece to peers

13. Literacy and Numeracy

Literacy

Key words relating to each of the point of A Mary Ward School's Compass

Key words relating to life drawing- eg gesture, pose, action

Key words relating to sculpture and the 3D process

Class discussions on the representation of the female form

Numeracy

Scale and enlarging from a thumbnail poster design to an A3 page

Proportion measurements when drawing the female form

Measuring of 3D piece

Gaging size of mod roc stripes needed to cover 3d piece

14. Resources

- Pinterest
- Powerpoint Presentations
- Artists' Examples
- Teacher Demonstrations
- Handouts and worksheets
- Classroom Library
- The Internet
- Youtube

APPENDIX 1

Self-Assessment

If asked to award marks for my participation I would award the following
(Out of ten)

1. Teamwork – Did I work well as part of a team? Did I do a fair share of work?

2. Individual work – Did I work well on my own and take responsibility for my own learning?

3. Level of work – Did I put a good effort into this project?

4. Did I show consideration for other students and help them along the way?

5. Did I learn any new skills?

Please describe any skills that you developed

APPENDIX 2

Student's Evaluation of Unit

Title of Unit: _____

Please complete the following sentences

1) The thing I most enjoyed about this transition unit was

2) The most interesting thing I learned was...

3) This will be useful because...

4) The thing I least enjoyed about this transition unit was...

5) The things I found most difficult were...

6) If this transition unit was being taught to another group of students what changes, if any, would you suggest to improve it?

