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| **TRANSITION YEAR UNIT** |
| **1. Title of Transition Unit** |
| Art: Niki de Saint Phalle ‘Nana’ figures |
| **2. Area of Study**  |
| Aesthetic Development |
| **3. Overview** |
| 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** |
| Feminism, Pattern , colour theory ,identity, female representation , proportion, life drawing, costume design  |
| **5. Summary Outline of the Unit** |
| 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 work4. 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 complimentary colours.5. Students will draw and cut out different nana silhouettes in different poses and colours, reflecting on their artist research and initial life drawing sketches. 6. Students will look at the design element of pattern and motif and use thumbnail sketches to come up with costume ideas for their nana7. Students will select a nana design/ pose based on their drawings and ipad research 8. Students will form a 3d feminine figure using stripes of newspaper and masking tape. They will use their problem solving skills to construct a 3d shape9. Once they are happy with their 3d nana figure, students will cover their sculpture with stripes of modroc, carefully applying damp strips to their work.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 mud roc figure and learn how to paint using acrylic paint 12. Students will use a finer paintbrush to decorate their costume using a range of colours13. Students will outline their completed costume and touch up any areas that need paint13. Students will complete self-assessment and self-evaluation worksheets14. 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 lost of different materials
* To enjoy seeing an idea through from initial thumbnail sketch to final finished 3d piece
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| **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.
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| **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
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| **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. |

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| **12. Evaluation** |
| Self-evaluation worksheet and presentation of final piece to peers |
| **13. Literacy and Numeracy** |
| LiteracyKey words relating to life drawing- eg gesture, pose, actionKey words relating to sculpture and the 3D processClass discussions on the representation of the female formNumeracyProportion measurements when drawing the female formMeasuring of 3D pieceGaging 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
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**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?