

## UNIT OVERVIEW

### Year 9 Term 1 and Term 2

<b>Year 9 Term 1 and Term 2</b>		<b>Guideline Time: 12 hours</b>	
<b>Unit Title: Keith Haring</b>		<b>VIPS (Very Important Points):</b>	
<b>Assessments:</b>	4 key pieces of Class work and Homework	<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;">  <p>"I was on the subway platform when I saw my first empty black panels. I knew I had to draw on them, so I ran up to buy chalk. I started drawing and it felt incredible!" --Keith Haring</p> </div> <div style="width: 45%; text-align: center;">  <p>© KEITH HARING ©</p> </div> </div> <p>"I don't think art is propaganda... It should be something that liberates the soul, provokes the imagination and encourages people to go further. It celebrates humanity instead of manipulating it."-- Keith Haring</p> <p>Keith Haring is an American pop artist who is regarded as having been a leading figure in the New York Art scene. He rose to prominence in the early 1980s and, as his success grew, brought elements of popular culture into established museums and galleries, although he never abandoned the street-art ethos, his aim being to make art accessible to everyone.</p> <p>Haring used bold and fluid outlines against dense imagery of babies, barking dogs, flying saucers, hearts, Mickey Mouse and other symbols to create his distinctive pop-graffiti style. Active figures and strong lines emphasise kinetic movement and emotional or spiritual energy. His art draws from traditional graffiti techniques, with bright contrasting colours and bold imagery grabbing the eyes and the minds of passers-by. As a result, he attracted a wide audience and assured the staying power of his works, now instantly-recognised around the world.</p>	
<b>Links to prior learning:</b>	In KS3 students will have already studied Pop Art as a theme and will understand the key stylistic content of the Pop Art movement. The formal elements of Art will be revisited. Students will improve their skills and techniques when mastering pencil shade, paint, blending with oil crayon and presentational considerations.		
<b>Link across units:</b>	Throughout the AQA GCSE Fine Art specification students are asked to work in one of the following: drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art. Students must develop and apply the knowledge, understanding and skills in relation to a chosen theme and develop their personal proficiency in handling a range of materials. Student will understand how sources inspire the development of ideas, relevant to Fine Art and how ideas, themes and feelings can inspire personal responses. Keith Haring's work shows how figurative and political themes can be interpreted in a visual language. Students will explore this through, colour, line, form, tone, shape, composition, rhythm, structure and use media / materials, appropriate to students' personal intentions.		
<b>Character/Wider Development:</b>	During this unit students will explore the themes of Pop Art and engage in the style and messages Haring conveyed in his work. These include the use of graffiti as Art, Art in public spaces, mass production and consumerism and his A.I.D.S charitable foundation.		

## OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Activities
Keith Haring  Visual Language  Creativity	<p>The work of Keith Haring.</p> <p>An understanding of the visual language – critical understanding of artist’s work &amp; personal understanding of the artist’s and the student’s own work.</p> <p>A meaningful response to the theme – creativity.</p> <p>Use of appropriate media with attention to detail – proficiency.</p> <p>What is the style, content process and form of the Art work?</p>	<p>I can draw and annotate from the images.</p> <p>I can discuss the characteristic of Haring’s work and my own.</p> <p>I can improve and refine my work as it progresses.</p> <p>I can use media with skill.</p> <p>I can seek support and personalise my work.</p> <p>I can draw from my own imagination and creativity.</p>	<p>Keith Haring Graffiti Figures Positive and Negative space Graphic Design Technique Observation Outline Shading</p>	<p>To encourage students to explore the characteristics of Keith Haring’s style.</p> <p>To give students stamina and perseverance with longer term outcomes and projects.</p> <p>To promote curiosity and wider research into the work of others to aid personal investigation.</p> <p>To allow students to take ownership and organise their own learning.</p> <p>Proficiency with chosen artistic skill and technique.</p>	<p>The important part of this task is to start looking at what has been done before and how you can make your idea unique and interesting. Also that your idea has plenty of scope for development and imagery to work from. If you find it is challenging to source imagery it could be that you need to adapt your idea.</p> <p><b>Techniques and Tips</b>  <b>Pencil pressure</b> - A light touch or a heavy pressure on your pencil can make a big difference. A lighter pencil pressure results in a lighter colour, a heavier hand gives you a darker tone</p> <p><b>Mark making and Layering colours.</b></p> <p>The key to achieving both vibrant colours and realistic shading is thoughtfully layering colours to create the right tone.</p>	<ul style="list-style-type: none"> <li>Construct work based on the work of Keith Haring.</li> <li>This can be second hand images or ideas that you may have seen on websites such as Pinterest and google images, this will help you to get you inspired.</li> <li>Skill - Graphic Design - the art or skill of combining text and pictures in advertisements, magazines, or books</li> <li>Technique – observation, pencil outline, shading, fine pen</li> <li>Record your observations of the graffiti letter font – add your own style</li> <li>Refine outline detail as your work progresses</li> <li>Challenge - Apply media with accuracy</li> <li>Personalise your design and realise a confident outcome.</li> </ul> <p><b>Character:</b> Political messages, cultural stereotypes, gay rights, children’s foundation, class discussion with focused questioning</p>