

Malbank School Art & Design Curriculum for Year 9: Day of the Dead



In **year 9** students will embark on a journey of artistic and cultural discovery with an emphasis on the day of the dead celebration. They will use the work of the American artist, David Lozeau as inspiration to showcase their knowledge, LORIC attributes and creative art skills using four distinctive assessment objectives:

AO1: research on a piece of work named: 'Hell hath no fury'

AO2: skills acquisition in composition, painting, pattern, collage, application of colour, cutting and material manipulation, and awareness of three dimensional form.

AO3: drawing skills in context with the ability to deal with facial proportions (shape, size and scale), the ability to observe, interpret and record details and textures, and the ability to observe, interpret and record appropriate tonal shading

AO4: the ability to present a meaningful response to the knowledge, concepts and skills developed throughout this project

LORIC

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Assessment Objective 1: Research

Students will **communicate** their knowledge and understanding of the religious celebration of the day of the dead festival. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge will use their **initiative** to share their knowledge in small groups or the whole class.

Students will **communicate** the knowledge and understanding of the work of artist, David Lozeau and his work, 'Hell hath no fury'. Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.

Students will explore and **communicate** the concepts and beliefs surrounding the significance of the day of the dead festival.

Students will **communicate** the messages behind the artists work, and the focus on celebrating life after death, and remembering loved ones in a positive manner.

Students will organise their research on the day of the dead celebration and the work of David Lozeau and present their findings in their sketchbook and to the class.

Students will show **resilience** by working hard to improve their written work and analysis of artists work, resolving their ideas as they progress. They will take inspiration from the artist in their own final outcome to the project.

Students will use transferable skills to present their research on David Lozeau's 'Hell hath no fury' in their sketchbook. They will **organise** the space within their sketchbook to show a creative response to a set of questions about ideas, techniques and processes.

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Assessment Objective 2: Skills Acquisition

Students will produce a mixed media painting of a decorative skull similar to those used in the cultural celebration.

Students will **communicate and demonstrate** their knowledge and understanding of the techniques and processes used by David Lozeau and in particular the techniques, processes and materials used in his piece of work, 'Hell hath no fury.'

Ongoing discussions and plenaries will highlight those students who have the **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to their experience and understanding of the cultural festival by producing a mixed media painting.

Students will add pattern and floral motifs to their work—demonstrating an understanding of the symbolic and cultural significance of these motifs within the day of the dead festival.



Students will **organise** their materials, techniques and materials to articulate their ideas with skill, appropriate to their intentions.

Skills developed:

- rules of composition
- colour mixing
- painting skills
- cutting and material manipulation skills
- collage skills
- mark-making skills
- drawing skills
- typographical skills
- controlled pattern making

Assessment Objective 3: Observation skills

Students will learn a series of keywords both adjectives and verbs linked to the day of the dead religious celebration using imagery to prompt ideas. Students will **communicate** their knowledge and understanding in the form of annotations in their sketchbooks. Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will be given a choice of skull imagery to work from in producing a drawing:

Drawing principals:

Proportions: **the ability to observe and record appropriate size, shape and scale**

Detail and texture: **the ability to interpret key features and detail and use allocated drawing tools to observe and render effectively**

Line quality: **the ability to control drawing tools to carefully and**

Tonal range: **the ability to observe and interpret tonal range and add tonal shading from light to dark in appropriate areas**



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Assessment Objective 4: Final outcome (resolution)

Students will consolidate their knowledge and understanding of the concepts, techniques and processes used by David Lozeau to create a final outcome which demonstrates how much students have learned throughout this project. Students will **communicate** their knowledge and understanding of all aspects of the assessment objectives 1,2 & 3.

Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to the cultural beliefs and values of the day of the dead festival and **communicate** their understanding of these by producing a mixed media shrine and a 2D decorative skull.



Students will learn from experience after developing foundation skills in assessment Objective 2 and appraise what went well and what requires improving. Students will show **resilience** by working hard to improve their work and resolve their ideas so that they can produce a final outcome to the project.

- rules of composition
- colour mixing
- painting skills
- cutting and material manipulation skills
- collage skills
- mark-making skills
- drawing skills
- awareness and understanding of three dimensional form