**OVERVIEW**

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| **Purpose of learning Art:** To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers. Our principal aim is to develop the student's knowledge, skills and understanding in art and design. |
| **Aims:** To develop creativity and imagination through a range of activities. To improve the students’ ability to control materials, tools and techniques To increase their critical awareness of the roles and purposes of art and design in different times and culture |
| **Key processes:** (i) Drawing in pencils & other media (ii) Painting (iii) Formal Drawing (iv) Observation Studies (v) Printing |
| **Key Topics:**   |  |  |  |  | | --- | --- | --- | --- | |  | YEAR 7 | YEAR 8 | YEAR 9 | | TERM 1 | 1. Mark making / Elements of Art  2.Watercolour techniques | 1. Observation Drawing/ Contour Drawing & Shading  2.Cubist drawing/colouring | 1. Perspective Drawing/ Observation Contour Drawing.  2.Two point perspective/ Shadow construction | | TERM 2 | 1.Observational study  2.Tonal drawing | 1.Observational study  2.Observational Drawing | 1.Pop art project – idea development  2.Pop art project - colouring | | TERM 3 | 1.  2. | 1.Collage  2.Black and White painting | 1.Watercolour – pencil technique  2.Black and white painting | |
| Attainment targets: I can…   |  |  |  | | --- | --- | --- | | YEAR 7 | YEAR 8 | YEAR 9 | | I can use lines in a variety of ways  I can use geometric and organic shapes  I can create a contour drawing  I can make shapes look 3D  I can use and identify a colour scheme.  I can show texture in my work  I can include shading in my 2D art  I can draw shadows underneath objects  I can show a value change on the objects  I can talk about art using art vocabulary  I can name careers that artists have | I can use lines in a variety of ways  I can use geometric and organic shapes.  I can understand scale, proportion, arrangement.  I can create a contour drawing  I can make shapes look 3D on a flat surface  I can use and identify warm, cool colours  I can use one point perspective in a drawing  I can include shading in my art & use shadows  I can show a value change on the objects I draw.  I can identify different styles in art  I can talk about art using art vocabulary  I can create a center of interest. | I can use elements of design in my art  I can draw from observation & imagination  I can combine real and implied texture  I can use one & two point perspective  I can combine different media & techniques  I can create a center of interest  I can identify different styles in art  I can show the influence of artists  I can show my personal response in my art  I can distinguish between realism & abstraction  I can show the properties of media /medium | |
| Curriculum opportunities: Cross curricular: Proportion, scale, dimensions (Numeracy), Online History of Art research (ICT), Written & verbal analysis of work (Literacy) |
| Assessment: Formative during & after each topic , Summative half termly |
| FORMATIVE: Various AO’s at different stages of production/ teacher assessment/ self-assessment/ discussions about work/ critical analysis/ written or verbal feedback  SUMMATIVE: End of project/ end of half term or term. |
| HEALTH & SAFETY: Common sense Health and Safety must prevail at all times. Supervised use of equipment (cutters, scissors, etc). Paint, glue, fixative sprays used with caution. |

**TERM 2 (Mid-Term 1)**

**YEAR 9 TOPIC: POP ART PROJECT**

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| **LONG TERM PLANNING**  **This is an overview** | **TOPIC/S** | **LEARNING OBJECTIVES AND DESIRED OUTCOMES** | **KEY VOCABULARY** | **LITERACY, NUMERACY OPPORTUNITIES** | **ICT OPPORTUNITIES** | **IDEAS FOR LESSON ACTIVITIES** | **RESOURCES** |
| **TERM2**  **PROJECT 1** | Pop art project | Simplification – based on a photo of their own choice students to prepare an idea drawing for a Still life in the style of Roy Lichtenstein | Zoom in  Simplification  Scale  Proportions  Arrangement  Focal point  Balance  Variety of line | Numeracy: measurements, calculate ratio, scale, geometric shape, volume  Literacy:  Vocabulary (zoom, simplification, focal point, balance) | N/A | Students to plan, calculate ratio, simplify and rearrange a photo to create balance, focal point and enhanced interest in a still life drawing (HB2 pencils) | A4 paper  HB2 pencil  Eraser  Sharpener  Calculator  Ruler  **Chromebook:** create a rough black and white idea sketch of your zoomed in picture in Google keep.  Save idea sketch on your Chromebook and email it to your teacher. |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | Students with higher ability level progress faster and can start new task once their project work is completed | One to one and class discussions regarding outcomes, valuation of the difficulties faced in general and individually and how to overcome them to improve work.  Discussing grade boundaries for art and assessment criteria for the project | | Classwork graded at the end of the different phases of the project, homework graded on regular basis | | Calculate ratio for your work based on the selection you made on your source photo and the requested size of your pencil drawing | |

**YEAR 9 TOPIC: POP ART PROJECT 1.2**

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| **TERM 2**  **PROJECT 1.2** | Pop art project 1.2 | Colouring – observe, generalize and summarise the use of colours in Roy Lichtenstein’s work. Demonstrate understanding by implementing his use of colours into your own work to achieve emphasis, variety and balance | Zoom in  Simplification  Scale  Proportions  Arrangement  Focal point  Balance  Variety  Ben-Day Dots  Complementary colours  Contrast | Numeracy: measurements, scale, geometric shape, volume  Literacy:  Vocabulary (zoom, Simplification, Focal point, Balance, Ben-Day Dots, Contrast,  Cold and warm colours, Complementary colours) | N/A | Once idea development completed (line drawing) students to examine the colours of Lichtenstein’s work and implement his colouring principles in their own work to create balance, focal point and enhanced interest in a still life drawing (HB2 pencils) | A4 paper  HB2 pencil  Colouring pencils  Eraser  Sharpener  Ruler  **Chromebook:** Open a copy of your black and white idea sketch you did for Project 1. Experiment with colours, what colours would you like to use on your own hand drawn design. |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | Students with higher ability level progress faster and can start new task once their project work is completed | One to one and class discussions regarding outcomes, valuation of the difficulties faced in general and individually and how to overcome them to improve work.  Discussing grade boundaries for art and assessment criteria for the project | | Classwork graded at the end of the project, homework graded on regular basis | | Create a colour scheme for your still life | |

**Year 8 TOPIC : OBSERVATIONAL STUDY**

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| **TERM2**  **PROJECT 1** | Observational drawing | Identify and reproduce as accurately as possible the correct scale, proportions of an object taking in consideration arrangement and negative space in a pencil line drawing | Space  3D-2D  Form  Volume  Shape  Arrangement  Negative space  Variety of lines | Numeracy: scale, proportions, geometrical form, volume  Literacy: Vocabulary (volume, arrangement, negative space ) | N/A | By observing the positive and negative space of an object students to draw an accurate copy of it in a line drawing (HB2 pencil) | A4 paper  Pencil  Eraser  Sharpener |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | Students who complete task can go over to next stage, shading | One to one and class discussions regarding outcomes, valuation of the difficulties faced in general and individually and how to overcome them to improve work.  Discussing grade boundaries for art and assessment criteria for different projects | | Classwork graded at the end of the project, homework graded on regular basis | | Practice positive and negative space  **Chromebook:**  Research an image of a still life of glass bottles. Observe and recreate the drawing with the correct proportions. Work should be done in greyscale and emailed to teacher once done. | |

**YEAR 8 TOPIC: OBSERVATIONAL DRAWING 1.2**

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| **TERM2**  **PROJECT 1.2** | Observational drawing | Examine and analyse the light and shadow of your studied object and suggest volume as well as 3D form by applying tone to your line drawing | Space  Form  Volume  Tonal scale  Contrast  Variety of lines  Reflection light  Core shadow Cast shadow Highlight | Numeracy: scale, proportions, geometrical form, volume  Literacy: Vocabulary (volume, reflection light, core shadow, cast shadow, highlight, negative space ) | N/A | By observing the direction of light suggest volume by applying a five steps tonal scale to your line drawing | A4 paper  Pencil  Eraser  Sharpener |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | Students who complete task can go over do a tonal painting of the object | One to one and class discussions regarding outcomes, valuation of the difficulties faced in general and individually and how to overcome them to improve work.  Discussing grade boundaries for art and assessment criteria for different projects | | Classwork graded at the end of the project, homework graded on regular basis | | The elements of light and shadow  **Chromebook:**  Students should set up a small still life of fruits in front of them. Then observe and recreate the still life with the correct proportions using their Chromebook. Work should be done in greyscale and emailed to teacher once done. | |

**YEAR: 7 TOPIC: OBSERVATION DRAWING**

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| **TERM 2**  **PROJECT 1** | Observational drawing | Students to be able to observe and represent the studied object realistically in line and tone  Line drawing  Tonal drawing | Observation  Scale  Arrangement  Proportions  Shape  Form  Volume  Negative space  Variety of line  Tone | Vocabulary (shape, form, outline, tone, volume, scale, arrangement, proportions) | Scanning  Adjusting arrangement in Photoshop | Students are shown an object. They are expected to observe the object, its scale and proportions and draw it as a structured drawing (3D) showing the basic geometrical structure of the object, well arranged on the paper inside a given box | Photo resource  Template  A5 drawing paper  HB2 pencil  Eraser |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | Students with higher ability level get extension task, painting | One to one and class discussions regarding outcomes, valuation of the difficulties faced in general and individually and how to overcome them to improve work.  Discussing grade boundaries for art and assessment criteria for different projects | | Classwork graded at the end of the project, homework graded on regular basis | | Structured observational drawings, line and shade  **Chromebook:**  Students are to use the resources given to them on Edmodo, choose one of the images from a variety of fruits then recreate the image on their Chromebook. Work should be emailed to teacher once done. | |

**YEAR: 7 TOPIC: CONTOUR DRAWING / SHADING**

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| **TERM 2**  **PROJECT 1** | Contour Drawing / Shading | Students will gain a better understanding of how to scale objects and how to replicate it accurately. They will also practise their line work and shading through observational study. | Line  Shape  Space  Form  Contour  Scale  Structure | Lit- Discussion on topic.  Num- Using measurements to draw accurately. | PowerPoint presentation  Students will have the opportunity to do research artists. | Quick introduction on what to expect on presentation.  Show artist’s line work.  Students must accurately replicate various line drawings of an apple cut up into different sections. | Pencil  Paper  Ruler  Eraser  Resource sheets |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | Students who completed their work will move onto working on an extension task. Scaling their work X2. | Students will be assessed on their,  Quality of line work, Scaling,  Understanding of the topic and their engagement in class discussion. Students will also practise self/peer assessments. | | Students will be assessed on their final work during the end of the term. | | Texture Homework:  Students are to research and image of a fruit and create a contour drawing of the object.  **Chromebook:**  Students are to use the resources given to them on Edmodo, choose one of the images from a variety of fruits then draw a contour drawing of that image on their Chromebook. Greyscale only. Work should be emailed to teacher once done. | |

**IG 1 ART & DESIGN DEVELOPMENT OF IDEAS PROJECT – THEMATIC APPROACH**

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| **TERM 2**  **PROJECT 1** | **IDEA**  **DEVELOPMENT**  (3 projects)  **6 WEEKS**  2 weeks per Idea Development artwork | 1. To evaluate initial idea drawings just finished and develop ideas for next project.  2. To brainstorm, discuss and research possible ideas, processes, techniques, artist influence for development.  3. To produce work reflecting personal response.  **OUTCOMES**  1. I can plan my work from simple to complex, realistic to abstract.  2. I can integrate various ideas into one art work.  3. I can reflect, assesses and select ideas for even further development.  4. I can identify objects and other subject matter which has interesting and exciting properties, visual interest and exciting potential for development in a range of media and techniques. | Development of Ideas  Investigation  Explore  Experiment  Influence of the Artist  Simple to complex  Realistic to abstraction. | Brainstorming ideas  Researching Themes | Online research  Developing & manipulating ideas on Photoshop.  Photos – primary source  I | Brainstorming session  Identify objects/subject matter with potential for development and show variations in viewpoints, inside and out if possible.  Single Object studies in range of media and techniques – pencils/paint etc.  Compositional study in mixed media using selected objects, work from known to unknown, realism to abstraction, grayscale to colour, zoom in-zoom out, mirror reflections, combined media, collage, paste coloured paper of various textures and on each, a different media. | Still life objects  Photos  Camera  Photoshop  Mirror  Spot light  Magnifying lens  Textured paper  Drawing & painting materials  **CHROMEBOOK**  Practise editing & manipulation of images on web browser apps:  1. SUMOPAINT  2. SKETCH UP  3. SKETCH PAD  4. GIMP |
|  | **DIFFERENTIATION** | **FORMATIVE ASSESSMENT** | | **SUMMATIVE ASSESSMENT** | | **IDEAS FOR HOMEWORK** | |
|  | - By outcome  - Individual approach, original ideas.  -Complex objects for more abled. Simpler for the more average ability range.  -Use media & techniques with various levels of proficiency | Discussion & Feedback  Verbal evaluation of ideas & thoughts  Step-by-step constructive criticism.  Self - evaluation and reflection. | | Assessment upon completion of 3 idea development tasks using AO’s –  1. Originality & Creativity  2. Using influence of artists but with a personal response.  3. Time management  4. Refinement of techniques  5. Manipulation skills | | 1. Research possible approaches to themes  2. Collect photos/pictures/art works based on your theme.  3. Experiment with contour drawings of interesting sections, zoom in and out.  4. Edit photos on Photoshop using the editing tools discussed & demonstrated in class.  5. Identify abstraction techniques by reading through the art of Picasso, Dali or any of the 21st C artists discussed during lessons.  **CHROMEBOOK**  Use web browser apps from the list provided to manipulate your photos, annotate what editing tools you have used and do an evaluation of your end result. How can you integrate this into your practical work? | |