

## Subject: ART

<b>Year 7 Overview</b>	
<b>18 lessons on rotation</b>	<b>BUGS &amp; BUTTERFLIES PROJECT – THE ‘ELEMENTS OF ART’</b>
<b>Learning Question</b>	<p><b>‘What are the Elements of Art and how do we use them in our work?’</b></p> <ul style="list-style-type: none"> <li>Identify the Formal Elements of Art &amp; how they contribute to different artistic outcomes</li> <li>Record ideas in different ways in a sketchbook</li> <li>Develop drawing skills using mark-making effects to create texture, tone &amp; surface qualities</li> <li>Explore Sgraffito drawing technique</li> <li>Explore Polyblock printing technique</li> <li>Practise how to create tone &amp; form in a drawing</li> <li>Experiment with watercolour paints using harmonious colour schemes</li> <li>Create mixed media collage bugs</li> <li>Present Artist Research &amp; make links to various artists, craftspeople &amp; designers in their work</li> </ul>
<b>Overview of Key knowledge</b>	
<b>Why</b>	<p>The students arrive into KS3 with varying degrees of art education. This first project secures the foundation blocks using various drawing &amp; other art techniques to enable students to develop in confidence and skill and to be able to communicate effectively using the visual language of the Formal Elements of Art and apply these in their work.</p>
<b>Building and revisiting from KS2</b>	<p>What are the formal elements of Art?                  What is a drawing? What are the rules?                  What is a primary/secondary source?                  Why do we use mark-making effects?                  What is tone/tonal shading?                  How do we use a sketchbook?                  How do we make links with artists?                  What is the colour wheel? How do we use it?                  How do we use a range of different techniques and media to create various outcomes?</p>
<b>Assessment</b>	<p>Recall of key words to retain key knowledge – Recall 5.                  RAP Drawing tasks                  RAP Sgraffito technique drawing                  Students will explore and record their ideas in a sketchbook – self assess, peer assess and reflect thoughts and opinions through oracy &amp; written form                  KAST test end of rotation                  Real time over the shoulder feedback from teacher</p>

<h1>Year 8 Overview</h1>	
<b>Developing Knowledge &amp; skills from prior learning and learning more about line, shape, pattern and colour</b>	
<b>24 lessons on rotation</b>	<b>PORTRAITS PROJECT</b>
<b>Learning Question</b>	<b>'What are portraits and how do we draw them?'</b>
<b>Overview of Key knowledge</b>	<ul style="list-style-type: none"> <li>• Experiment with various drawing techniques – the grid method technique, continuous and wire drawings &amp; overlay drawings</li> <li>• Understand what is a portrait?</li> <li>• Know about the proportions of a face</li> <li>• Draw from both primary &amp; secondary sources</li> <li>• Practise blending techniques with coloured pencils</li> <li>• Identify &amp; use harmonious colour schemes</li> <li>• Make a self-portrait image inspired by an artist</li> <li>• Present Artist Research &amp; make links to various artists, craftspeople &amp; designers in their work</li> </ul>
<b>Why</b>	This second project allows students to expand on their drawing skills further & explore the elements of art line, shape, pattern & colour in more depth. They will explore the broad theme of Portraits and the diverse approach from various artists of different eras and styles and use selected artist to influence their own self-portrait mixed media image.
<b>Building and revisiting From Y7</b>	<p>What are the 6 elements of Art?</p> <p>What do we mean by “weight of line” and mark-making effects?</p> <p>How can we create tone using lines?</p> <p>How do we use the colour wheel?</p> <p>What are harmonious and warm/cool colour schemes?</p> <p>What is an observational drawing?</p> <p>What is a sketch?</p> <p>What is a primary/secondary source?</p> <p>How do we use annotation in a sketchbook?</p> <p>How do we make links with artists?</p> <p>How do we write about artist using more descriptive language and form own reasoned judgements</p>
<b>Assessment</b>	<p>Recall of key words to retain key knowledge – Recall 5.</p> <p>RAP Artist research page</p> <p>RAP self-portrait</p> <p>Students will explore and record their ideas in a sketchbook – self assess, peer assess and reflect thoughts and opinions through oracy &amp; written form</p> <p>KAST test end of rotation</p> <p>Real time over the shoulder feedback from teacher</p>

<h1>Year 9 Overview</h1>	
Pushing the limits / Inspire/Prepare for GCSE	
<b>18 lessons on rotation</b>	<b>EVERYDAY OBJECTS PROJECT</b>
<p><b>Learning Question</b></p> <p><b>Overview of Key knowledge</b></p>	<p><b>What are Everyday Objects and how have different artists approached this theme?</b></p> <ul style="list-style-type: none"> <li>• Develop observational drawing skills</li> <li>• Experiment with grid drawing method to achieve accuracy</li> <li>• Understand what the element Tone is &amp; how it's used in a drawing to create form</li> <li>• Explore Monoprinting technique</li> <li>• Practise colour mixing/colour schemes</li> <li>• Practise various paint techniques &amp; effects</li> <li>• Demonstrate compositional skills</li> <li>• Analyse and evaluate their own work and that of others in order to strengthen the visual impact</li> <li>• Present Artist Research and make links to various artists, craftspeople &amp; designers in their work</li> </ul>
<b>Why</b>	<p>This final project students are introduced to more contemporary artists and explore new materials, skills and techniques and develop their drawing, painting and printing skills further linked to the theme of Everyday Objects. Students can use their own personal possessions to create artwork and explore the diverse approach from various artists on this theme to inspire their own outcomes.</p>
<b>Building and revisiting from Y7 &amp; Y8</b>	<p>What are the 6 elements of Art?                  What is an observational drawing?                  What is a primary/secondary source?                  How do we use the grid method technique?                  How do we show tone and form in our work?                  How do we use the colour wheel to mix and blend colours, describe tones &amp; tints?                  How do we use annotation in a sketchbook?                  How do we make links with artists?                  How do we write about artist using more descriptive, analytical &amp; evaluative language and form own reasoned judgements.                  How do we present a more personal response in our work?</p>
<b>Assessment</b>	<p>Recall of key words to retain key knowledge – Recall 5.                  RAP monoprints                  RAP watercolour &amp; biro composition                  Students will explore and record their ideas in a sketchbook – self assess, peer assess and reflect thoughts and opinions through oracy &amp; written form                  KAST test end of rotation                  Real time over the shoulder from teacher</p>