ART & PHOTOGRAPHY

Year Group 7

Half Term 1

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| Number of Hours: 8 | Topic: Still Life |
| 1 | Student’s set up sketchbooks looking at assessment and feedback codes. Homework 1 is set along with class expectations and health and safety rules. Students are introduced to the theme of the Formal Elements in Art through Still Life – question and answer session on this and the beginning of an observational drawing of an object, for example a bottle. |
| 1 | Students conduct a Baseline assessment by drawing a shoe under exam conditions looking at their knowledge of the formal elements and their manipulation from last lesson. Self-assessment at the end of the lesson. Work is assessed by staff and Y7 MTG’s are formulated from this data. |
| 1 | Development of drawing skills – students begin to focus on the manipulation of shape through line drawing and observation. Students are taught techniques around observing an object closely and exploring perspective and accuracy. Their bottle drawings are developed as a result of this. Q&A sessions used to critique group work. Homework check. |
| 1 | Development of Tone – students spend this lesson applying tone to basic shapes and boxes, looking at lighting of shapes (light sources), cross-hatching and the creation of texture and pattern. Students look at how to handle and operate a pencil effectively and are introduced to different grades of pencil and the marks they create/how this can be manipulated to best effect in a drawing. |
| 1 | Development of Tone Continued – students spend this lesson completing their application of tone to basic shapes and boxes, looking at lighting of shapes (light sources), cross-hatching and the creation of texture and pattern. Students refine how to handle and operate a pencil effectively and are introduced to different grades of pencil and the marks they create/how this can be manipulated to best effect in a drawing. |
| 1 | Application of Tone to an object – students spend the lesson retrieving what was previously learned about the application of tone and apply this to their observational drawing of a still life object(s). Students are practicing their observational skill in terms of accurate shapes, they have utilised line in their outline and any textured lines they may choose to add through tone. Peer assessment of how tone has been used. Homework check. Completed tonal drawing is assessed by staff. |
| 1 | Manipulating colour through tone – this lesson student’s will begin to look at how coloured tone can be added to a piece of work. This may be addressed through the use of more experimental media such as oil pastel, watercolour or coloured pencil. A demonstration of these materials will take place with an experimentation sheet completed. This is the same process as GCSE AO2. Students will look at mark making and the subtle use of light or transparency in practical materials to give shape, form and value. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff.  |
| Reasons behind order of topic in this half term |
| Students are beginning to learn the basic techniques of drawing. They will cover all of the formal elements at KS3. In order to begin any drawing successfully students must understand how to explore line (outline and sketching), Shape (the construction of three dimensional shape and building blocks of more complex forms such as squares, circles and triangles) and Tone (adding depth and form to the shapes and outlines described previously). |

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Year Group 7

Half Term 2

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| Number of Hours: 7 | Topic: Still Life |
| 1 | Completion of colour manipulation through tone – students will be looking at the colour wheel and how colour can be changed and adapted through the use of temperature and emotions. Students will touch upon how colour can be used to create a focal point but greater colour theory will be studied more in depth later in the year. This lesson will focus on the completion of mark making techniques and beginning to apply this knowledge to a piece of still life work, for example a coloured painting of a bottle. |
| 1 | Contextual study – Fauvism and the exploratory use of colour and tone – Students will be introduced to the Fauvist art movement and their interest in colour. Students will be introduced to either one specific or a variety of artist interested in the movement. An artist pastiche will be carried out. This lesson will be primarily used for sketching out of the composition and adding sketched areas of tone and general planning. Homework check.  |
| 1 | Contextual study continued – Fauvism and the exploratory use of colour and tone – Students will complete their artists study looking at the Fauvist movement. This lesson will focus on the refinement of pastiche work with a greater focus on using a more practical material such as paint. Students will be learning how to explore the material and the properties of colour in the same way the Fauvists have done. The work will be peer assessed. Pastiche work and understanding of a contextual source is assessed by staff. |
| 1 | Development of a Still Life Final Outcome - Students will be working outside of their sketchbook on appropriate materials such as watercolour paper. This lesson will be used to plan out a final still life composition bringing together their knowledge of contextual sources and exploration of the first initial group of formal elements. A sketched out plan with some subtle shading will be achieved this lesson.  |
| 1 | Development of a Still Life Final Outcome – Final outcomes will progress this lesson through the application of greater, more accurate tone and detail. Students will begin to apply their final practical materials, for example watercolour, and this will be completed next lesson.  |
| 1 | Completion of a Still Life Final Outcome – The final still life outcome of the project will be completed this lesson with a focus on refinement of materials and completion of a full composition. Work will be self-assessed. Final outcome is assessed by staff.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Students are beginning to learn the basic techniques of drawing. They will cover all of the formal elements at KS3. In order to begin any drawing successfully students must understand how to explore line (outline and sketching), Shape (the construction of three dimensional shape and building blocks of more complex forms such as squares, circles and triangles) and Tone (adding depth and form to the shapes and outlines described previously). |

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Year Group 7

Half Term 3

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| Number of Hours: 6 | Topic: Abstract Portraiture |
| 1 | Students will be introduced to the topic of portraiture through a compare and contrast lesson looking specifically at the changing style of abstraction within art history, specifically relating to those applied to portrait artwork. A Q&A session will be held and students will complete both written and verbal tasks around this topic. They will begin to sketch out the basic shapes and forms associated with some of the major facial features in a realistic manner, such as the eyes, nose, mouth and ears.  |
| 1 | Students will be looking at improving their use of form in their drawings developing their knowledge of shape. Basic shapes will be retrieved from their previous learning, such as squares, circles and triangles, and they will be combined together to form more advanced or fluid forms, such as the shape of the nose. Students will complete several observations of each facial feature from different angles such as straight on, three quarter, and in profile. Tone will be added during this lesson to help emphasis and render the shape of the object/forms. Homework check. Self-assessment will occur in class. Facial feature studies will be assessed by staff. |
| 1 | Students will be now take their realistic or representational drawings and look at how they can be abstracted or changed. In order to help student’s do this they will be introduced to the work of a specific abstract portrait artist such as Picasso. This will only be visually for now as students will be completing an artist pastiche later in the project. Students will then re-draw their facial features in an abstract manner looking at the methods of the selected artist. They will put the abstracted features together to form a portrait. They may use themselves or a friends in order to help they think about where/how features may sit together in a portrait. This will be a basic line drawing.  |
| 1 | This lesson student’s will be adding tone, value and rendering to their abstract portrait in order to emphasise key shapes and forms. Students will also begin to explore colour, specifically abstracted or vibrant colours that are not necessarily representational. Again they will have a visual contextual basis for this to occur. Homework check.  |
| 1 | Completion of students abstract portraits. Students will complete their abstracted portrait by filling the composition with colour and refined marks. Students will complete a peer assessment task around the portrait. Students abstracted portraits will be assessed by staff.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will have a basic grasp of the essential sketching/foundation principles in drawing, now they must explore other forms of visual communication through more advanced formal elements such as Colour, Form and Rendering. They will cover all of the formal elements at KS3. Colour can be added to the previous sketches and used in a more academic capacity, for example through colour theory. Student’s not only explore the use and manipulation of colour through different materials (paint/oil pastel) but they learn to understand the effect of colour on the viewer, such as hot and cold colours, emotion in colour and the ‘push and pull’ dynamic between colours. Rendering acts as an addition to the tonal qualities developed in project one. This may be pushed further through the use of techniques such as cross-hatching or pointillism, but general refinement in the application of tone and rendering can give a piece of work a more realistic or accurate account of what the artist was intending. Form builds upon student’s understanding of basic shapes. Instead of using simple shapes to build up a sketch, students begin to observe the more complex form or structure involved in artworks, in this case the human face. All of these elements are put through an abstraction technique and linked to appropriate artists. This is an excellent confidence building unit where more complex formal elements are approached from an abstracted viewpoint, meaning students do not put as much pressure on themselves to achieve a ‘realistic’ style in their work, but are free to explore material qualities fully whilst understanding a little of composition and structure. |

ART & PHOTOGRAPHY

Year Group 7

Half Term 4

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| Number of Hours: 6 | Topic: Abstract Portraiture |
| 1 | Cubist Pastiche – Students will be introduced specifically to the movement of Cubism and relevant artists and work. Students will look at the style and methods of the artist’s portraiture work and discuss some of the meanings behind why work was abstracted, such as to convey an emotional representation rather than a realistic or representational one. They will then begin a pastiche to understand the artists use of colour, form and style more. This will be completed using an appropriate practical material such as watercolour. Today’s lesson will primarily consist of sketching out the pastiche for accuracy. Students will have done this type of exercise once before and will be able to retrieve and build upon their knowledge of pastiche work over the next lesson. |
| 1 | Cubist Pastiche continued – Students will be completing their cubist pastiche this lesson with a focus on colour and using their practical material. Once the pastiche is complete students will conduct peer assessment discussing the main features they have understood about abstraction and its methodology/reasons. Homework check. Artist pastiche will be assessed by staff. |
| 1 | Final Outcome – Students will now begin to make their final mixed media outcome. This will be an abstracted portrait from a selected source determined by the students, such as a self-portrait, a portrait of a family member or friend or of a popular figure in contemporary culture. This lesson will have a focus on the ground from which the portrait will be built. Students may choose to work on a variety of coloured or transparent papers to give depth to their work. They may also choose to build up or out some of their section of the portrait.  |
| 1 | Final Outcome progress continued – students will be looking at draw on the background they produced last lesson and continue to develop their final piece. They will have access to a range of practical materials and contextual sources to help inspire them. Today’s lesson will focus on refinement of key abstracted facial features and general rendering of proportions and intentions. Homework check.  |
| 1 | Final Outcome – Students will complete their final outcome this lesson focussing on finishing touches and refinement of abstracted shapes and forms. More fine detail work may take place in this lesson as students bring their abstracted portraits to a close. self-assessment will be completed by students– completed outcome will be assessed by staff.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will have a basic grasp of the essential sketching/foundation principles in drawing, now they must explore other forms of visual communication through more advanced formal elements such as Colour, Form and Rendering. They will cover all of the formal elements at KS3. Colour can be added to the previous sketches and used in a more academic capacity, for example through colour theory. Student’s not only explore the use and manipulation of colour through different materials (paint/oil pastel) but they learn to understand the effect of colour on the viewer, such as hot and cold colours, emotion in colour and the ‘push and pull’ dynamic between colours. Rendering acts as an addition to the tonal qualities developed in project one. This may be pushed further through the use of techniques such as cross-hatching or pointillism, but general refinement in the application of tone and rendering can give a piece of work a more realistic or accurate account of what the artist was intending. Form builds upon student’s understanding of basic shapes. Instead of using simple shapes to build up a sketch, students begin to observe the more complex form or structure involved in artworks, in this case the human face. All of these elements are put through an abstraction technique and linked to appropriate artists. This is an excellent confidence building unit where more complex formal elements are approached from an abstracted viewpoint, meaning students do not put as much pressure on themselves to achieve a ‘realistic’ style in their work, but are free to explore material qualities fully whilst understanding a little of composition and structure. |

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Year Group 7

Half Term 5

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| Number of Hours: 5 | Topic: Landscapes |
| 1 | Students will be introduced to the idea of perspective, distance and depth in an image, through the manipulation of space, shape, line and composition. Students will have the opportunity to explore drawing work around the ideas of a vanishing point, foreshortening, horizontal and vertical lines and vanishing points as well as introduced to key art historical images relating to landscapes that utilise these key principles. Drawing work will focus mainly around the ideas of proportion and vanishing points.  |
| 1 | Students will complete their perspective drawings by adding suitable tone and colour to refine the image and emphasise its use of depth and distance. Students will conduct peer assessment around their understanding of compositional techniques and perspective. Homework check.  |
| 1 | Experimenting with oil pastel – mark making – students will be experimenting with and manipulating oil pastels, looking and thinking about how they can be used to creature patterns and textures found in the landscape. This may include urban or rural scenes as well as seascapes. Initial marks may focus around the actual manipulation of the material such as blending, sharp marks or lines, pointillism, cross hatching etc.  |
| 1 | Experimenting with oil pastel in relation to landscape marks – This lesson will focus on refining mark making skills into landscape scenes or sketches using the oil pastel. Smaller more representational scenes will be sketched using the manipulation techniques explored in the previous lesson. Students will retrieve, couple it with some contextual references and sketch out oil pastel scenes appropriate to their landscape interests. Oil pastel experimentation will be self-assessed and will also be marked by staff. Homework check. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will now have a grasp of drawing a standalone object(s) and injecting this with character or emotion, now these skills can be put into a wider context by looking at a landscape. The consideration of a wider viewpoint requires accuracy in compositional techniques such as foreshortening and perspective, but also allows students to develop their use of the final formal elements of Pattern/Texture and Space. Space is essential to the reading of an image. If a composition is too busy or to empty it can be aesthetically displeasing to the eye, the use of space to give pockets of detail and information as well as areas to rest the eye is essential to any viewer. Student’s will be able to explore this by adding areas of detail and pattern, building upon their colour work, as well as looking at natural textures and affects found in the landscape such as movement.  |

ART & PHOTOGRAPHY

Year Group 7

Half Term 6

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| Number of Hours: 7 | Topic: Landscapes |
| 1 | Students will be introduced to compositional techniques such as the rule of thirds, the golden ration, and other divisive measures when it comes to setting up interesting perspectives and layouts. They will begin to plan for a piece of pastiche work looking at specific landscape artists. This lesson will focus mainly on the comparison of perspective ideas and a sketch of an artist study. |
| 1 | Students will continue to explore their artist pastiche and will build upon the materials used. Last lesson a comprehensive sketch will have been completed, this lesson will see the development of tone and more refined shapes and lines. Students may choose to add a compositional ground to the work using mixed media if this is appropriate to their studies. Homework check. |
| 1 | Students will complete their artist pastiche by refining their use of texture and pattern work whilst exploring space and compositional values. Oil pastel will add colour to the work and a comparison back to artist’s reasons, methods and inspiration will be held verbally. Work will be peer assessed. Pastiche work will be assessed by staff.  |
| 1 | Final Outcome design and planning sketch – students will be working on a larger scale to produce a final painting in the style of the landscape inspirations they have studied so far. This will be of a local scene of their choosing. This lesson will focus on setting up an interesting composition and ensuring all proportions are correct. This may take the form of a montage of several sites of interest to students. Homework check.  |
| 1 | Final Outcome – development of tone and colour – students will begin adding tone and colour using initially graphite and then working an underpainting up in watercolour. Stronger tones of colour can be added as work progresses. Students may require access to digital media to remind themselves of sites of specific interest to them within their composition.  |
| 1 | Completion of Final Outcome in watercolour – students will refine their mark making and overall composition. Students will ensure that the composition is balanced and that textures are appropriate to their intentions. This work will be self-assessed. Staff will also be assessing this work.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will now have a grasp of drawing a standalone object(s) and injecting this with character or emotion, now these skills can be put into a wider context by looking at a landscape. The consideration of a wider viewpoint requires accuracy in compositional techniques such as foreshortening and perspective, but also allows students to develop their use of the final formal elements of Pattern/Texture and Space. Space is essential to the reading of an image. If a composition is too busy or to empty it can be aesthetically displeasing to the eye, the use of space to give pockets of detail and information as well as areas to rest the eye is essential to any viewer. Student’s will be able to explore this by adding areas of detail and pattern, building upon their colour work, as well as looking at natural textures and affects found in the landscape such as movement.  |

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| Reasons behind order of topics in this Year |
| The topic’s follow a natural flow through the development of the formal elements. Student’s start with the essential elements of line, shape and tone. These are most common place in sketches and developmental work, giving any visual work a good foundation. From this they begin to add detail and character using colour, greater rendering and detail and more advanced forms, often making lines more fluid and accurate through greater observation. Finally, students use a wider viewpoint to ground their work in a context. Space and compositional techniques are explored to give depth to their work whilst the use of pattern and texture allows students to develop their mark making ability. Overall students have had the opportunity to explore and manipulate the key formal elements which make up a successful piece of artwork.  |