



**ART Scheme of Learning**

**Year 7... Module 5/Elements of Art**

**Intent – Rationale**

The vital role of art and design plays in our school community is to allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>*This is a fifth, longer project after 4 short modules– What is Art? /Baseline project (still Life) / Colour (Abstract Art), and Natural Forms (drawing and mixed-media)</p> <p>*Practical skills will be built from their experiences from the previous projects – observational drawing &amp; handling of materials.</p> <p>*Critical skills will be built on and extended from their looking and responding to artists in the previous (Baseline, Natural Forms and Colour) projects.</p>	<p>Elements of Art, is the cumulation of learning all the skills &amp; knowledge from the previous projects and should fill the gap of more directed learning due to lockdown .</p> <p>The project should equip the students with the skills, understanding of the elements of art and confidence for work in Y8.</p>
• What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• Perspective – Maths</li> <li>• English – writing responses to artworks &amp; reading for research.</li> </ul>	<ul style="list-style-type: none"> <li>• SP1234</li> <li>• M3</li> <li>• SO3</li> <li>• C1234</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Research</p> <p>Creative writing (writing imaginative responses to artworks)</p>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Proportion</li> <li>• Negative space</li> </ul>



**ART Scheme of Learning**

**Year 7 – Module 5 Elements of Art**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b> Ss will build knowledge in a range of Art skills – exploring and developing ideas, making &amp; creating, experimenting with media, and critical skills                      How the elements of art are the building-blocks for developing ideas and skills                      How practitioners the basic elements of art to visualise form and make Art</p> <p><b><u>Apply</u></b> Ss will apply practical skills learnt in Terms 1, 2, 3 &amp; 4 - line, tone, texture, mark-making, colour-mixing and colour theory.                      Critical-thinking skills applied to learning about practitioners</p> <p><b><u>Extend</u></b> Ss will extend their understanding and use of a range of materials.                      Ss will widen their art vocabulary                      Ss will broaden their understanding and use of the elements of Art</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Line, Tone, Texture, Perspective, Composition, Horizontal, Vertical, Diagonal, blending.</li> <li>• Charcoal, graphite, oil pastel, soft pastel, collage</li> </ul>	<ul style="list-style-type: none"> <li>• Research, responses and annotations</li> <li>• Sketchbook work including observational drawing using a wider range of media</li> <li>• Presentation of work</li> <li>• A3 pieces of work</li> <li>• Final still life piece</li> </ul>

	Teacher / Learner Activity	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
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1	<p>Starter- <b>Demonstration</b>- the 2min clip “The Elements of Art” is used as a re-cap for the art terms they should now be familiar with.  <a href="https://www.youtube.com/watch?v=uVrh3frrC38">https://www.youtube.com/watch?v=uVrh3frrC38</a></p> <p>Students do creative note-taking from the clip, as well as class discussions about when they have used these elements in previous work.</p> <p><b>Demonstration</b>- Students then work through the ‘How to draw in one point perspective’ you tube clip <a href="https://www.youtube.com/watch?v=iFE8X6vqlbA">https://www.youtube.com/watch?v=iFE8X6vqlbA</a></p>	<p><i>Tone, texture, form, colour, shape, space, typography, perspective, line</i></p> <p>Youtube clips</p>	<p>A5 creative note-taking, A5 perspective drawing</p>	<p>Complete any unfinished work from lesson</p>
2	<p><b>Use of exemplar/Demonstration</b>- T shows images of tonal drawings (simple geometric shape) &amp; students analyse how tone is used to show form, how background tone highlights light areas, no outlines are visible and how shadow can describe form. T demonstrates on A3 paper using graphite how to plan out a simple still life of 3 simple objects using negative space and one point perspective, add tone, background tone and shadow. <b>Observational stage</b>-Ss do A5 observational drawing in sketchbook, in pencil. 3 bricks. Homework sheets &amp; explanation.</p>	<p><i>Tone, form, composition, line, negative space, drubbing.</i></p> <p>Images of tonal drawings, bricks &amp; blocks &amp; spheres</p>	<p>A5 tonal drawing in pencil</p>	<p>A4 tonal shading shapes sheet</p>
3	<p><b>Demonstration</b>- T shows how to use graphite &amp; recap on last lessons learning.</p> <p><b>Focus on technique</b>- using the edge of the graphite to plot out &amp; sides for shading.</p> <p><b>Observational stage/focus on technique</b>- Ss do A3 drawing using graphite. Focus on composition &amp; working to the size of the paper, using negative space &amp; perspective, shading techniques and handling. 3 bricks.</p> <p>Homework sheets &amp; explanation</p>	<p><i>Tone, form, composition, line, negative space, drubbing.</i></p> <p>bricks &amp; blocks &amp; spheres, graphite stick, A3 paper</p>	<p>A3 tonal drawing in graphite</p>	<p>A4 tonal shading sheet</p>
4	<p><b>Demonstration</b>- T shows how to use charcoal &amp; chalk &amp; recap on previous lessons learning.</p> <p><b>Focus on technique</b>- how to use chalk &amp; charcoal.</p> <p><b>Observational stage/ focus on technique</b> Ss do A3 drawing using chalk and charcoal. Focus on composition, working to the size of the paper, using negative space &amp; perspective, background &amp; shadows, shading techniques and handling. 3 or 5 bricks.</p>	<p><i>Tone, form, composition, line, negative space, drubbing.</i></p> <p>bricks &amp; blocks &amp; spheres, chalk &amp; charcoal, A3 paper</p>	<p>A3 tonal drawing in chalk &amp; charcoal</p>	<p>A5 tonal drawing of 3 simple geometric shapes.</p>



5	<p><b>Use of exemplar/Demonstration-</b> images of single coloured still life, red, yellow &amp; blue. Re-cap on previous learning (Colour project, terms 3-4). Class discussion about colour blending, hues, shadows. Homework explained. T demonstrates using pencil crayon, primary colours only, Blending colours to show tone, pencil pressure &amp; careful looking at the colour of shadows.</p> <p><b>Observational stage Focus on technique- /</b> Ss collect bricks in red, blue or yellow, place on white paper &amp; do A5 colour study in sketchbooks.20 mins.</p> <p>Re-cap on using paints from previous project (paint should not be watery), how to make shades &amp; which primary colours are used to make secondary colours.</p> <p>Keeping the same bricks, students do A5 painting using block-paints, with minimal plotting out in pencil. 20 mins.</p>	<p><i>Colour – primary, secondary, blending, tints, shades.</i></p> <p>Bricks, blocks, spheres.</p> <p>Pencil crayons, block paints &amp; brushes. White paper to put bricks on. A3 white paper</p>	<p>A5 pencil colour study of single colour bricks.</p> <p>A5 colour study of bricks in paint.</p>	<p>A5 colour study in pencil crayon or paint of 3 simple objects, red, yellow &amp; blue.</p>
6	<p><b>Demonstration-</b> using oil pastels; T shows how to handle the materials, using the edge lightly to plot out, sides to cover areas, starting off lightly &amp; building up. Focus on composition, observation and handling.</p> <p><b>Observational stage/Focus on technique -</b> Ss collect bricks (3 or 5) in red yellow AND blue and place on white paper &amp; begin working. A3. 50 mins.</p>	<p><i>Colour,- primary, secondary, blending, tints, shades.</i></p> <p>Bricks, blocks, spheres.</p> <p>White paper, A3 paper, oil pastels.</p>	<p>A3 oil pastel still life.</p>	<p>A5 colour study in pencil crayon or paint of 3 simple objects, orange, green &amp; purple</p>
7	<p><b>Artist study –Morandi</b> <a href="https://www.tate.org.uk/art/artists/giorgio-morandi-1660">https://www.tate.org.uk/art/artists/giorgio-morandi-1660</a>. Re-cap on what to write about in an artist study, and how to make informed responses.Ss make notes from the website as the T goes through, on subject matter, techniques, materials and composition. Ss also make responses to the artworks. Written in books. Homework explained –</p> <p>A5 colour study of one of the Morandi still-lifes from the website.</p>	<p><i>Colour, composition, brushwork, impasto, painterly</i></p> <p><a href="https://www.tate.org.uk/art/artists/giorgio-morandi-1660">https://www.tate.org.uk/art/artists/giorgio-morandi-1660</a></p>	<p>Information on morandi, and responses and h/w started.</p>	<p>A5 colour study of a Morandi still-life painting.</p>
8	<p><b>Use of exemplar/Demonstration-</b> images of still life paintings of white objects on white backgrounds. Discussion: colour of shadows, showing light &amp; dark tones &amp; subtle use of colour. T demonstrates how to mix tints &amp; shade in an all-white composition, using white emulsion paint, and the ready-mix paints. Background is painted first.</p> <p><b>Observational stage/Focus on technique</b></p> <p>Ss choose a still-life (set out on tables) &amp; begin work –A3, plot out in paint once the background is done.. Focus on composition, handling, colour mixing and detail.</p>	<p><i>Colour, composition, brushwork, painterly, impasto</i></p> <p>A3 paper, white paint, brushes, ready-mix paint.</p> <p>3 still lifes in white objects</p>	<p>A3 still life painting in whites.</p>	<p>Follow up any feedback from previous h/w's and ebi's.</p>

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9	<p><b>Demonstration</b> – T demonstrates how to use oil pastels for mark-making, working from a V.G still life. <b>Artist study</b> – Van Gogh: Ss do an A5 colour study in oil pastel. 30 mins. T goes’ through images of VG still life &amp; students make responses in sketchbook.</p>	<p><i>Colour, composition, brushwork, painterly, mark-making, line</i></p> <p>VG images, oil pastels</p>	<p>A5 colour study of VG still life in oil pastel</p> <p>A5 responses to VG artworks.</p>	Complete classwork
10	<p><b>Demonstration</b>- recap on brushwork &amp; mark-making from previous projects (Natural Forms &amp; Colour). Recap on brushwork (from colour project). T demonstrates how to build up layers, brushwork and mark-making using ready-mix paint. Background is painted first. Plot out in paint.</p> <p><b>Observational stage/Focus on technique</b> - Ss collect paints and paper and choose a still life to work from. A3. 50 mins.</p>	<p><i>Colour, composition, brushwork, painterly, mark-making,</i></p> <p>A3 paper, ready-mix paints, brushes, 3 still lifes, mixed colours and objects.</p>	<p>A3 painting in the style of Van Gogh, still life.</p>	Evaluation of painting done in lesson.
11	<p><b>Development stage</b>- Ss should have 8 observational studies, A5 &amp; A3 in different media. On A3 they do a still life line drawing (differentiation – 3 still lifes from simple to more complex, .4 - .5, .6, .7 - .8). 15 mins to plot out. The A3 paper is the divided into 4 or 6 or 8 rectangles (<b>Demonstration</b>). Ss choose a rectangle in which to continue in pencil, with focus on tone, handling and observation.</p>	<p><i>Line, composition, tone, negative space, perspective.</i></p> <p>3 still lifes, A3 paper, rulers</p>	<p>A3 – composition plotted out &amp; 1 rectangle shaded in pencil (or begun to)</p>	Print out still – life photo for next lesson.
12	<p><b>Creativity &amp; Flow/Experiment &amp; Explore</b>- Ss now begin to complete the other rectangles, choosing different materials for each area.</p>	<p><i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i></p> <p>Oil pastels, paints, charcoal, pencil crayons</p>	<p>A3 mixed media piece</p>	
13	<p>Ss continuing to work on A3 mixed-media still-life pieces</p>	<p><i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i></p> <p>Oil pastels, paints, charcoal, pencil crayons</p>	<p>A3 mixed media piece</p>	
14	<p>Ss continuing to work on A3 mixed-media still-life pieces</p>	<p><i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i></p> <p>Oil pastels, paints, charcoal, pencil crayons</p>	<p>A3 mixed media piece</p>	

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15	Ss continuing to work on A3 mixed-media still-life pieces	<i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i>  Oil pastels, paints, charcoal, pencil crayons	A3 mixed media piece	
16	Ss continuing to work on A3 mixed-media still-life pieces	<i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i>  Oil pastels, paints, charcoal, pencil crayons	A3 mixed media piece	
17	Ss continuing to work on A3 mixed-media still-life pieces	<i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i>  Oil pastels, paints, charcoal, pencil crayons	A3 mixed media piece	
18	Ss conclude work on A3 mixed-media still-life pieces	<i>Tone, colour, space, shape, form, blending, brushwork, mark-making</i>  Oil pastels, paints, charcoal, pencil crayons	A3 mixed media piece	Ensure all bookwork is complete and ready for handing in next lesson.
19	Ss evaluate the project & hand in books for assessment			
Key processes covered:				



## 1 Explore and create

- a. Develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources<sup>[1]</sup><sub>[SEP]</sub>.
- b. Investigate how to express and realise ideas using formal elements and the qualities of a range of media.
- c. Make purposeful images and artefacts, selecting from a range of materials, techniques and processes<sup>[1]</sup><sub>[SEP]</sub>.
- d. Draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure<sup>[1]</sup><sub>[SEP]</sub>.
- e. Explore and develop ideas using sketchbooks, journals and other appropriate strategies.

## 2 Understand and evaluate

Pupils should be able to: <sup>[1]</sup><sub>[SEP]</sub>

- a. Use research and investigative skills appropriate to art, craft and design<sup>[1]</sup><sub>[SEP]</sub>.
- b. Appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts
- c. Reflect on and evaluate their own and others' work, adapting and refining their own images and artefacts at all stages of the creative process<sup>[1]</sup><sub>[SEP]</sub>.
- d. Analyse, select and question critically, making reasoned choices when developing personal work<sup>[1]</sup><sub>[SEP]</sub>.
- e. Develop ideas and intentions when creating images and artefacts<sup>[1]</sup><sub>[SEP]</sub>.
- f. Organise and present their own material and information in appropriate forms.