



## ART Scheme of Learning

### Year 7 Module 2 – Levels project

#### 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?
At this point not much is known about students prior learning in Art apart from their work for What is Art	<ul style="list-style-type: none"> <li>What they do here will generate a level standard for Art so this will be a benchmark for what they do in the next projects.</li> </ul>
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>Some links made with writing and verbal responses in class when talking about Art works and the work that they are producing.</li> </ul>	<ul style="list-style-type: none"> <li>SP 2/3/4</li> <li>C 1,4</li> <li>Gb4 a, b, c, d,e,f,i</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?
<ul style="list-style-type: none"> <li>Some research potential is given to hwk activity when researching chosen artists.</li> <li>Class work focusing on expressing feelings / thoughts and comparison statements about 2 artworks</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>



## ART Scheme of Learning

### Year 7 – Module 2

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b>Know</b></p> <p>Ss will be instructed through demonstrations on how to draw from observation using the 4 key skills of Angle / Pressure/Hold/Direction They will gain knowledge on how to look and respond to artists and their work</p> <p><b>Apply</b></p> <p>Student will apply the taught techniques to sketchbook activities – where they will complete a drawing test / an annotation and research activity on a specific artist</p> <p><b>Extend</b></p> <p>Ss will develop their own idea and artwork from the start point interpreting the theme and using materials informed by specific artists and their mark making</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>Observation v imagination / tone / light / shading techniques</li> </ul>	<p>Sketch book hand in – discrete areas of assessment leading to their level grade being generated :</p> <p>Observational skills / Critical skills and experimentation and handling of medias</p>

#### Intent – Concepts

KSHSSA ART DEPT SCHEME OF WORK				
TEACHER: ALL STAFF		PROJECT TITLE: YEAR 7 ENTRY BASELINE ASSESSMENT PROJECT		
FORM: Year 7		DATE: Sept - Nov	MODULE: 2	
	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation	KNOWLEDGE process & context
Skills – aims/expectations:	What creative ideas will be learned, and/or reinforced? What creative problem will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/ processes will be learned?	What selection skills and evaluation will be learned, and/or reinforced?	What critical/contextual knowledge will be learned?

# KESTEVEN AND SLEAFORD HIGH SCHOOL


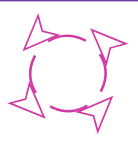

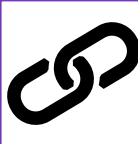





INTENT				
Teaching and learning activities <b>IMPLEMENTATION</b>	How will Ss be able to develop their own creative ideas?	How will Ss experiment and explore these specific skills?	What evaluation method will be used?	In what way will this knowledge be learnt?
Assessment Criteria <b>IMPACT</b>	What does success look like in their practical work?	What evidence will students produce to reflect their making skills?	What evidence will students show to confirm what they have learnt?	What does success look like in their portfolio of work from this project?

	Teacher / Learner Activity	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	<b>Observational stage:</b> A range of observational studies from a source object or objects – Bag of objects: Use of tone and line, texture and drawing skills. T must demonstrate observational drawing techniques – selection, mapping out, shading, grounding. (Ss need to do this as an informal test, with no pressure). (45mins)	<b>Baseline.ppt p1-2</b>  A class set of the same type of single objects – from bag  Sketch books and 2B pencils	Series 3 of sketches from direct observation	Make a drawing of a half eaten chocolate bar or a half eaten fruit
2	<b>Use of exemplar / Artist study:</b> Written annotation & analysis of artists work. Demo on board or modelling of annotation technique. Ss need to be given a sheet of artworks and write down comparisons: T needs to model answers using a different set of images than those provided – Descriptive terms, colour differences, use of line, shape, shadow, whether the work is realistic or abstracted. Using the sheet with the 3 images on Ss are to create 1 watercolour study, 1 colour pencil study, 1 tonal study – of half of the artwork – cut out and stick down the picture and then complete the other half with respective media.	<b>Baseline.ppt p3-9</b>  A4 colour exemplar:  Jim Dine Tools, Craig Martin, Van Gogh/Milroy shoes	Colour work in pencil from artist's work	Create your own response to an artwork by your favourite artist from today's lesson
3	<b>Outcome and Assessment point: Using their shoe:</b> T to demonstrate basic painting skills. Ss should show colour mixing and application skills using brushes and the media.  Ss will sketch out their painting in sketch book A4/A3 and then apply brush marks and colour / mark making to create the painting, dividing the work into several sections to demonstrate media use referring to 3 Different art styles studied in	<b>Baseline.ppt p9-</b>  Block paints and small brushes  Colour pencils  Drawing pencils	Completion of the A5 outcome during the lesson.	Find a toolbox or a sewing box or a cutlery drawer and make a 30 min drawing of overlapping objects in the box
4	<b>Formal standardisation:</b> Group moderation of students work to create accurate levels for the students work. This will need to take place before the baseline data needs to be inputted.			Finish off any outstanding work ready for hand in and assessment



 <p>List keywords: Line, tone, primary/secondary colour, composition, observation, washes, brushstrokes</p>	 <p>Prior learning – Not known – focus of this project</p>	 <p>Practical skills taught &amp; learnt: Basic drawing / colour/critical skills</p>	 <p>Links to other subjects</p>
 <p>Reading &amp; Research evidence</p>	 <p>Written work evidence</p>	 <p>Ideas and creative work produced</p>	<p>Assessment: Observational drawing 25% Artist study &amp; comparison 25% Experimentation of skills 25% Outcome 25%</p>