



ART Scheme of Learning

Year 7 Module 1 /Natural Forms

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 the fourth of 4 modules– What is Art? /Baseline project (still Life) / Colour (Abstract Art), and this, Natural Forms (drawing and mixed-media)</p> <p>*Practical skills will be built from their experiences from the previous projects – observational drawing & handling of materials.</p> <p>*Critical skills will be built on and extended from their looking and responding to artists in the two previous (Baseline and Colour) projects.</p>	<p>*Gives Ss a strong base to make the more independent work in the longer projects in Year 8.</p> <p>*Ss gain knowledge and experience in 4 key areas of Art and Design in this project –Observational</p> <p>*drawing, handling materials, learning new techniques and skills and responding to Artists & Public Art.</p> <p>*This project is the cumulation of an understanding of line, tone, colour, texture, handling a wide range of materials confidently, selecting relevant materials suitable for purposes, responding to artworks using correct vocabulary.</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"> • Biology – natural forms, seeds, cones, pods. Botanical. • English – writing responses to artworks & reading for research. • Maths- symmetry, pattern, tessellation • Science/Geology/Earth Science- composition and structure of rocks & structure of materials • History – British Empire, and knowledge of ancient civilisations through art history. • PSHE – local government – public funding of artworks 	<ul style="list-style-type: none"> • BLM – British Empire & slavery • SP1234 • M3 • SO3 • C1234 • Public Art- controversy, funding and value to communities and wider society.
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"> • Planning compositions using special awareness, tessellation, repetition of shapes • Geometry • Fibonacci • Random variation, sequencing, symmetry, golden proportion



KESTEVEN AND SLEAFORD HIGH SCHOOL

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Year 7 – Module 1 Natural Forms

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p>Ss will build knowledge in a range of Art skills – Exploring and developing ideas, making & creating, experimenting with media, and critical skills</p> <p style="padding-left: 40px;">How practitioners use drawing to explore and develop ideas</p> <p style="padding-left: 40px;">How practitioners the basic elements of art to visualise form and make sculpture</p> <p style="padding-left: 40px;">Real-life practitioners, commissions and the value of public Art</p> <p style="text-align: center;"><u>Apply</u></p> <p>Ss will use practical skills learnt in Terms 1 & 2 - line, tone, texture, mark-making, as well as critical-thinking skills applied to learning about contemporary practitioners</p> <p style="padding-left: 40px;">Ss will have the opportunity to consider and reflect upon Sculpture in their community, applying their wider understanding of society and the value of public art.</p> <p style="text-align: center;"><u>Extend</u></p> <p style="padding-left: 40px;">Ss will extend their understanding and use of a range of materials, to encompass mixed media and relief work.</p> <p style="padding-left: 80px;">Ss will widen their art vocabulary</p> <p style="padding-left: 40px;">Ss will broaden their understanding of public art and its value in society</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">• Elements of Art – line, tone, texture, composition, mark-making, pattern, form.• Tessellation, gridding-up• Sculpture, sculptor, monument• Commission, public Art• Relief work	<ul style="list-style-type: none">• Research, responses and annotations• Sketchbook work including observational drawing using a wider range of media• Presentation of work



Intent – Concepts

Step	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	<p>Introducing the Project and first sketches of forms. Objectives -experiment with different materials & techniques; selecting relevant materials; control & handling of media; using materials alongside observational recording to develop visual language; investigate and develop ideas from imagination and first hand observation. Ss write Natural Forms as their project title.</p> <p>MAKING: Observational Stage ; Ss compare pencils, make marks on paper & discuss the differences. T recommends that students invest in proper drawing pencils & suggests a range of different outlets from which to make purchase. Ss make selection from range of natural forms and do several line drawings using diff techniques eg, no looking, wrong hand etc. T.</p> <p>Demonstration. Using a variety of mark-making techniques Ss start an A5 observation focusing on line.</p>	<p>Keywords: Linear, proportion, tone, pattern, texture, drubbing, analyse, collage, research, composition.</p>	<p>Ss familiarisation of key words in art.</p> <p>Keywords: Linear, proportion, tone, texture, drubbing, analyse, collage, research, composition.</p> <p>Series of drawings in books experimenting with line.</p>	<p>A5 LINEAR observation in pencil of something natural – leaf, flower, houseplant, fruit cut in half, shell, twig with bud or leaves.</p>
2	<p>MAKING: Observational stage & Technique</p> <p>Prepare A5 in sketchbook with colour-wash for homework.</p> <p>Exemplar shown.</p> <p>Ss make observational work from natural forms, using biro on brown paper, biro on brown & white paper. Biro can be blue or black. Exemplar shown.</p> <p>Ss chose from a selection of natural forms and decide on the format of their drawing (landscape or portrait). Ss decide where on the white paper they will apply the brown paper. Consideration given to the shape of the object they are drawing. The brown paper can be used as one piece or several. Focus on the aesthetics of ripped (hand-ripped) or cut (with scissors).</p>	<p>Keywords: Linear, pattern, proportion, tone, texture, drubbing, analyse, collage, composition</p> <p>Selection of natural forms</p> <p>Brown & white paper, any size/shape to be cut (with scissors) or ripped (with hands).</p>	<p>Observation & handling skills. Ss make A4 observational drawing with an element of collage.</p>	<p>A5 linear observation of something natural using biro/pen on A5 colour-wash spaced prepared in class.</p>

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3	<p>MAKING: Observational & Technique/ Exploration & Development: T. Demonstration & Student Activity:</p> <p>Ss to make observational artwork from natural forms, using a variety of media & techniques, ink on wet paper, ink on wet paper with white oil pastel. Ss must wear art shirts for this activity.</p> <ol style="list-style-type: none"> 1- Ss chose from a selection of natural forms and decide on the format of their drawing (landscape or portrait). The linear drawing is done lightly & quickly and needs to be as big as possible. 2- The drawing is taken to the sink & briefly (3 seconds) held under the cold-water tap to ensure a thorough soak Ss must avoid dripping on the floor by placing folded newspaper under the wet paper. Ss take the wet paper to the designated area in the room where pots of Indian ink have been placed. 3- Ss work quickly to draw in ink using the pens, which have also been provided. Ss use the ink & pens to draw over their pencil drawings. Swift action is necessary or the paper will dry. Expected outcome- the ink will act in an unexpected way over which they will have little control. <p>Next task: repeat the process, adding white oil pastel in the areas in their drawings, which are lighter.</p> <p>Expected outcome: Ss have some control over where the ink goes.</p>	<p>Keywords: Linear, proportion, tone, pattern, texture, drubbing, analyse, collage, research, composition. White paper & oil pastels, ink, pens, water, and newspaper.</p>	<p>Control & handling of media. Ss make 2 2 A5 drawings using ink on wet paper & ink on wet paper with white oil pastel</p>	<p>Ss write up the process & evaluate the 2 A5 pieces.</p> <p>WWW & EBI</p>
4	<p>Research: Contextual investigations on P.R-P. Power point presentation on the drawings by Peter Randall Page. Ss make notes on paper, to be used for a creative note taking page for homework. Photocopies of PRP drawings for thumbnail studies.</p>	<p>Keywords: Scale, colour, proportion, inspiration, materials, texture. composition</p>		<p>A4 page of creative note-taking on PRP using notes made in class.</p>
5	<p>Making; Reverse Tone. Ss make an A5 study of a natural form using white pencil on black paper. Ss chose from a selection of natural forms and decide on the format of their drawing (landscape or portrait). Ss plot out the form of the object. Ss focus on tone & use the white pencil to describe the light areas using line only.</p> <p>Expected outcome- Ss gain a wider understanding of how light (tone) describes form.</p>			

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6	<p>Technique. T demonstrates mono printing.</p> <p>Ss work from own drawings in sketchbooks to produce 2 mono prints.</p> <p>1 SS select from own drawings & quickly draw out on printing paper. With name on.</p> <p>2 Printing ink rolled out on table.</p> <p>3 Excess ink blotted off with printing paper, which is then binned.</p> <p>4 Drawing placed drawing-side up.</p> <p>5 Using a sharp pencil/pen Ss go over the line drawing.</p> <p>6 Print is peeled off the table & next sheet, which is clean, is placed over the ink. Ss use heel of hand to 'pick up' the image on the table.</p> <p>All work needs to be named the hung on the drying rack.</p>	<p>Keywords: Linear, pattern, proportion, tone, texture, drubbing, analyse, collage, research, composition Printing inks, black and /or brown, rollers & A4 printing paper.</p>	<p>Experimenting & exploring; developing technical knowledge & skills. 2 mono prints, positive & negative, A4.</p>	<p>Write up mono printing technique in books. WWW EBI</p>
7	<p>Development, design & planning: Exemplar material used to explain next stage of the project. Ss can choose between black or white A2 paper to make their worksheet on Natural Forms, which should also include reference to PRP. Ss can photocopy a piece of work from their sketchbook if there is something that has worked well but should be encouraged to create new pieces of work, reflecting on what makes a good piece of work, and using the WWW & EBI they & T was written. Consideration of layout, where to place the title etc.</p>	<p>Keywords: Layout, presentation, visual, arrangement.</p> <p>A2 black & white paper, A4 paper, brown paper, white pencils, white oil pastels, black ink,</p>	<p>Ss begin to put a worksheet together.</p>	<p>Piece of writing about PRP to go on the worksheet.</p>
8	<p>Creativity & Flow: Ss continue to make pieces to go on the worksheet</p>	<p>Keywords: Layout, presentation, visual, arrangement.</p> <p>A2 black & white paper, A4 paper, brown paper, white pencils, white oil pastels, black ink,</p>	<p>Continuing worksheet</p>	<p>Study of PRP drawing to go on worksheet</p>