

“Me, Myself & I”

[Art, Year 7, unit 1 of 2]

| What previous learning am I building on? | What am I learning that is new? |
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| Basic knowledge of colour, pattern, mark making, tone & line drawings. Making simple independent decisions. | <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - Understand key terminology including the formal elements - To experience using the creative process & link their work to the art movement Expressionism. - Know -Different cultures which increases their cultural capital, learning about other artists: Van Gogh, Hannah Hoch & Naum Gabo. - Be able to create-Tone, mark making/pattern, line, use of materials including, pencils, colouring pencils, fine liner, oil pastels, paint & collage. - Understand the process of selection & composition. Being enabled to gradually work more independently. - Developing literacy skills by introducing them to new art & design vocabulary through the analysis of artists & annotations their sketchbooks. - Develop numeracy skills by measuring & scaling up drawings. - Self & peer assessment to establish a supportive learning environment. |
| Learning Journey – lesson title and main activities | |
| <p>1 Name Label-Students design a name label for their books. They learn how to measure out & plan the letters & apply patterns. Building skills in measuring, planning, typography, pattern & mark making.</p> | |
| <p>2 Tone-Students will learn about the different values in tone & complete a tonal scale & use a range of different tones on different forms. Building skills in tone & blending.</p> | |
| <p>3 Mark Making - Students will complete 2 x mark making circles with a wide range of different mark making & then create their own marks & patterns. Building skills in mark making & pattern.</p> | |
| <p>4 Line - Students will learn about using line to create a portrait looking at the work of David Hockney & Egon Sheile. They will then learn about continuous line drawings. Building skills in different types of line.</p> | |
| <p>5 Expressionism - students will learn about the art movement looking at the work of Van Gogh & Edvard Munch. They will complete a homework on Van Gogh. Building skills in analysing & understanding why artists made their work & how. Developing skill accuracy & proportion.</p> | |
| <p>6 Colour Theory – Students build on what they already know about colour & learn about colour theory. Student will use paint to complete a colour wheel. Building skills in paint.</p> | |
| <p>7 Composition-Students will create an identity collage influenced by Hannah Hoch. Students will create a final piece influenced by Naum Gabo. They will learn about selection & composition & work independently to create an original outcome demonstrating the skills & processes they have learnt. Building on all the different skills so far & developing them.</p> | |
| How will I be assessed at the end of this unit? | |
| <p>The students will be assessed using their final piece, the A3 Naum Gabo inspired portrait. Demonstrating a range of different skills they have learnt & developed. Using a range of different materials. Measuring and marking out.</p> | |

| How will my literacy skills be developed? | What homework will I be set? | How can I learn more/stretch myself? | Where can I go for more help? |
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| <p>You will learn key words & their meaning. You will be set retrieval quizzes on satchel One.</p> <p>You will learn to use key words when analysing artist's work and your own.</p> | <p>Van Gogh artist study, including researching facts, analysing his work & producing your own response.</p> <p>Hannah Hoch identity collage, understanding why an artist made their work, producing your own collage on your identity.</p> <p>Key words & retrieval quizzes.</p> | <p>Practise what you have learnt in school & develop your skills.</p> <p>Read art & graphic novels.</p> <p>Invest in some art materials & experiment with them.</p> <p>Draw personal objects from life, things that interest you.</p> | <p>Speak to your art teacher.</p> <p>Speak to Tomric the Technician.</p> |

“Still Life into Cubism”

[Art, Year7, unit 2 of 2]

| What previous learning am I building on? | What am I learning that is new? | | |
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| Line, tone, blending, mark making, pattern, collage, composition, accuracy & proportion. Also analysing artworks | By the end of this unit, I will: <ul style="list-style-type: none"> - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills] | | |
| Learning Journey – lesson title and main activities | | | |
| <p>1 Intro to Still Life-Students will learn about the different styles of Still Life in different art movements. Retrieval literacy exercise, checking & consolidating learning from Unit 1. values in tone & complete a tonal scale & use a range of different tones on different forms. Building skills in tone & blending.</p> | | | |
| <p>2 Line-Students build on what they learnt in Unit 1 to develop their skills further. Students do a primary source drawing from a still life set up of white objects. Building skills in line & observation.</p> | | | |
| <p>3 Tone & mark making-Students build on what they learnt in Unit 1 to develop their skills further. Students do a primary source drawing from a still life set up of white objects. Building skills in tone & blending, mark making & observation.</p> | | | |
| <p>4 Cubism- students will learn about the art movement Cubism at the work of Juan Gris, Picasso & Braque. Building skills in analysing & understanding why artists made their work & how. Developing skills in observation, accuracy & proportion.</p> | | | |
| <p>5 Pop Art Cubism- students will learn about how Pop artist Roy Lichtenstein interpreted Cubism. They will compare & contrast a Cubist painting by Picasso from 1912 to one by Lichtenstein’s from 1975. Building skills in analysing, comparing, contrasting & understanding why artists made their work & how. Developing skills in accuracy & proportion, colour, mark making & pattern.</p> | | | |
| <p>6 Analytical Cubism, drawing & collage-Students learn that Analytical Cubism is created by flat forms often using collage. Students do a secondary source drawing & analyse their work. They then create a collage in this style. Building on skills of observation, accuracy, proportion, composition, layering & cutting.</p> | | | |
| How will I be assessed at the end of this unit? | | | |
| The students will be assessed using their final piece, an A3 Cubist style constructed head. Demonstrating a range of different skills they have learnt & developed. Using a range of different materials. Measuring and marking out. | | | |
| How will my literacy skills be developed? | What homework will I be set? | How can I learn more/stretch myself? | Where can I go for more help? |
| You will learn key words & their meaning. You will be set retrieval quizzes on satchel One. You will learn to use key words when analysing artist’s work and your own. | Key words & retrieval quizzes. | Practise what you have learnt in school & develop your skills. Read art & graphic novels. Invest in some art materials & experiment with them. Draw personal objects from life, things that interest you. | Speak to your art teacher. Speak to Tomric the Technician. |

