

Unit **Printmaking 1**

Unit no. **3** Year **7** Length of unit **12 Lessons**

Title **Celtic Art - Poly block Printing**

Last Updated **October 2019**

**About the unit:**

In this unit, students are introduced to printmaking, exploring 'Celtic Art' as a starting point.

The unit will begin with research and analysis of examples of Celtic Art work, including; jewellery, ceramics, gravestones, knot work and Zoomorphic animals . They will also be introduced to the Work of artists who have been influenced by Celtic Artwork such as Archibald Knox and Charles René Macintosh.

Students will be encouraged to use gathered primary and secondary research to create images through, drawing and painting . They will develop skills and knowledge using traditional materials and processes. Based on development work they will design and produce a "Poly block" Intaglio plate which they will use to produce a series of final prints . They will be expected to consider the formal elements, including colour and pattern and will be encouraged to modify and refine their ideas as the unit progresses.

They will learn about the ideas, methods and approaches used by other artists and designers who have created work using similar methods and consider the commercial applications of the issues, concepts and skills covered.

**What the unit covers, covered areas:**

	Individual work *			Collaborative work *		
Art *	Craft *	Design *	2D *	3D		
Line *	Tone *	Colour *	Pattern *	Texture		
Shape *	Form *	Space	Painting *	Collage		
	Print making *	Sculpture	Textiles	ICT *		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W.....Writing to inform, working on sentence construction and organisation of ideas. Spelling & punctuation. Learning diaries.  
 S&L...understanding of Key Words, asking and answering questions, following instructions, helping peers.  
 R.....research art from different times, places, cultures. Proof read own work.  
 Key Words....poly block printing, composition, viewpoints, images, cropping, overlay, knot work, interlocking, inks, washes, intention, stain glass, incising, adding, modifying, improving, analysing,

**Materials & Equipment**

Photocopy paper, Cartridge paper, Tracing paper, Poly block tiles (A5), Inks, Rollers, Palettes, Pencils, Ball Point Pens, Poster Paint.

**Expectations:**

**At the end of this unit most pupils will:**

Explore ideas and collect visual and other information to help them develop their work; use their knowledge of materials and processes, combining and organising ideas to create and produce art, compare and comment on different approaches used in their own and other people's work to realise their own intentions.

**Some pupils will not have made so much progress:**

Collect information for their work; investigate visual materials and processes and use these to create their own works, comment on similarities and differences between people's work; adapt and improve their work.

**Some pupils will have progressed further and:**

Select visual and other information and use this to develop their work; manipulate materials and processes, combining qualities to create and produce art, analyse and comment on different approaches used in their own and others' work; use the theme 'Cultural Art'. Using scanners and software to create work; have used ICT to develop final pieces further

**Prior Learning:**

**It is helpful if the pupils have:**

Used different techniques and materials to create their own work  
 Used 'Primary and Secondary' sources, investigated their own work  
 The basic skills needed to experiment with photography  
 Explored and discussed works of art.

**Future Learning:**

Students will go on to develop skills in other forms of printmaking such as Collograph, Lino and Dry-point. Those students who have not reached this level will be encouraged to explore these forms of printmaking.

# QEII Art & Design Department **KS3 Scheme of Learning**

## Visual Resources.

For practical work, resources include:  
 A computer, power point - presentations, 'Cultural Art'.  
 Examples of Cultural Art: music, dance etc.  
 Primary and secondary sources, magazines, wildlife magazines etc.  
 Laptop Trolley with Internet access and colour printing.

Design post KS3 will be encouraged to apply an developed in this unit.  
 Students will go on to study art, craft and design

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Exploring and Developing Ideas

Pupils should learn to:

A)  
 Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

B)  
 Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

C)  
 Organise and present this information in different ways, including using a sketchbook.

Presentations and group discussions as to the origins and purpose behind Celtic Art Work, leading into demonstrations of practical skills.  
 To produce a series of drawings and develop designs, working from primary and secondary sources.  
 To develop a photomontage using secondary source information found in magazines, books, and video clips etc.

To look at the work of a selection of various forms of Celtic Art. Discuss/analyse works of art found throughout the United Kingdom and Ireland; The Book of Kells, The Book of Durrow, etc. Discussion based on the use and application of subject matter, content and techniques will help to develop pupil's work.

Reference to techniques, materials and subject matter by these artists and cultures should be evident throughout the assignment. They should present this information in different forms, sketchbooks, drawings, and in their work. This should be developed through homework.

To develop research and investigation skills. To develop an understanding of Primary and Secondary sources.  
 To develop an understanding of Cultural Art, its content and applied drawing skills and techniques.

To observe the various approaches used to create work and to develop an understanding of their techniques. To discuss in depth composition, subject matter and content. To analyse and discuss art works in some depth, and to develop and produce ideas based on these discussions, for personal creativity.

To develop research and investigation skills. To develop an understanding of the importance of sketchbooks. To experiment with a variety of different materials and techniques.

Self and Peer assessment  
 use of Progress [Diaries]  
 Teacher to demonstrate good practice.  
 Formative discussion  
 sketchbook.  
 All practical work with NC Levels.

Holistic assessment  
 discussion.  
 Peer and self assessment  
 Use of Progress [Diaries]

Group Discussion  
 verbal comments  
 good practice.  
 Self Assessment  
 Progress Diaries.

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Investigating and making art,

Show pupils how to extend their ideas about making images using collage and

Pupils will be introduced to the work and techniques of different artists. They will

Formative comments  
 written in sketchbook

## QEII Art & Design Department **KS3 Scheme of Learning**

<p><b>craft and design.</b> Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>mixed - media techniques. Emphasise the importance of 'research and investigation'. Introduce the work of different cultures.</p>	<p>learn how to research and investigate, and apply this information to create personal responses. They will learn how to create works of art through the use of drawing and painting, printmaking and 3D studies in particular ceramics.</p>	<p>Self Assessment Progress Diaries.</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Develop print -making techniques, white line and dark line mono -printing, brush-line printing, and card line mono printing. To introduce pupils to poly block printing, incising and relief work. Application of colour and the use of block printing inks and rollers, etc. Aim: To refine their control of tools and techniques.</p>	<p>Pupils will be introduced to printmaking techniques, and become confident in creating images in this way. They will learn about different artists and designers, different cultures and periods throughout history.</p>	<p>Understanding as formatively. Self Assessment Progress Diaries. Peer formative as group discussion:</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>Pupils will be expected to select different methods and approaches used by artists and designers. They will be expected to respond to techniques, feelings, ideas, and observations and create their own images and artefacts.</p>	<p>Record through first hand observations subject matter and content relevant to 'Celtic Art'. Select and record images from secondary sources, books, magazines, the Internet and CD ROMs etc.</p>	<p>Understanding as formatively. Self Assessment Progress Diaries. Peer formative as group discussion:</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>To continuously assess and evaluate pupil's work throughout the assignment, with the intention of developing 'decision making', the ability to 'express opinions' and 'make value judgements' and to be able to 'assess and evaluate' their work and others. They should learn to adapt, refine and plan their work further.</p>	<p>Describe, interpret and evaluate their own and others' work, expressing informed opinions about both technical and expressive aspects, using subject-specific concepts and terminology. Make meaningful changes to their work.</p>	<p>Understanding as formatively. Self Assessment Progress Diaries. Peer formative as group discussion:</p>
<p>Students will be given time at all stages of the unit to act on formative comments/advice given in order to adapt and refine their work.</p>	<p>Specific individual learning outcomes depending on needs of the individual. These will relate to both practical skills and knowledge and understanding of issues and concepts covered.</p>	<p>Holistic and formati written and verbal. Self assessment th Diary. Students encourag target to work on th</p>

***Any other information.***

The final outcome of this project will be a series of poly block prints. Students will be encouraged to develop a design based on primary and secondary colours and patterns investigated.

An alternate outcome could be to produce a painting of an enlarged section of the Celtic design, considering colour and tone (see example)

Unit **Printmaking 2**

Unit no. **4** Year **8** Length of unit **12 Lessons**

Title **Man Made Objects; Collograph**

Last Updated **October 2019**

**About the unit:**

Developing on from work in **Unit 3**, this unit will allow students to develop existing skills within printmaking. The unit has strong links with the work of artists who have studied Man Made objects, specifically Tony Cragg, Michael Rothenstein and Jim Dine. Students will be given the opportunity to study their work and develop their own final piece in response. Students will develop skills using traditional materials and processes and will be given the opportunity to to combine traditional with new media. This unit will highlight the importance of recording observations in relation to developing a successful body of work. The type of printmaking explored in this project will be Mono-printing and Collograph Printing.

**Expectations:**

**At the end of this unit most pupils will:**

Explore ideas, collect visual and other informatic own work; use knowledge and understanding of traditional and modern, to communicate ideas a including a Collograph Print. This will include cr their own work and that of others.

**Some pupils will not have made so much prog**

Consider an idea, collect visual and other inform their own work; use knowledge and understandi traditional and modern, to communicate an idea print. This will include considering and evaluatin others.

**Some pupils will have progressed further and**

Develop work within ICT learning techniques for i.e. working into print with a variety of media (ink Use of scanners and Graphics software such as

**What the unit covers, covered areas:**

	Individual work *			Collaborative work *		
Art *	Craft	Design *	2D *	3D		
Line *	Tone *	Colour *	Pattern *	Texture *		
Shape *	Form *	Space *	Painting	Collage *		
	Print making *	Sculpture	Textiles *	ICT *		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W..Writing to inform. Identify the main points of what they have heard, been asked to do and learnt. Purpose & audience, sentence construction, vocabulary, spelling & punctuation. Learning diaries.  
S&L..learning conversatons, explanations, asking and answering higher order questions, peer conversations to inform, analyse and advise.  
R..read fact sheets about the artists using the information to answer questions, proof read own work.  
Key words, Collograph Printing, Observational Drawing, mark making, Critical study, frottage, chiascuro, texture, geometric shapes, tone, composition, man made, urban,

**Materials & Equipment**

A2, A3, A4 cartridge paper.  
Water-based block printing inks, rollers and printing press  
Paint brushes  
Computers, scanners, colour printers.  
A4 Card.

**Prior Learning:**

**It is helpful if the pupils have:**

Looked at the work of other artists.  
Used different techniques and materials to creat  
Gained experience in other forms of print makin  
mono-printing.  
Used 'primary' and 'secondary' sources, investig  
Explored and discussed works of art.  
Explored the formal element of Art and Design.

**Future Learning:**

Students will develop more sophisticated drawin  
of media to create a greater sense of depth and

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<p><b>Visual Resources.</b></p> <p>Examples of work by Tony Cragg.          Examples of work by Michael Rothenstein.          Examples of exemplar material showing how to develop a Collograph print.          Power point presentations on all of the above.          Learning Objectives.          Critical Studies Worksheet</p>	<p>They will go onto look at other forms of Printmaking and at GCSE, Dry-Point printing.</p> <p>They will develop a greater knowledge and understanding of other artists and will be encouraged to apply this knowledge to future projects at KS4 and 5.</p>
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Learning Objectives	Teaching Activities	Learning Outcomes	Assessment
<p><b>Exploring and Developing Ideas</b>            Pupils should learn to:</p> <p>A)            Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.</p>	<p>Observational drawings from primary and secondary source material: photographs from scrap yards and derelict industrial sites. Obs. drawings from objects such as science equip. and or various manmade objects.</p> <p>Critical evaluation and assessment of work by other artists.</p>	<p>Development of drawing skills/techniques            Exploration of visual elements, line, tone, etc.            Explore and develop skills in a range of different materials and techniques.            Develop work through sketchbooks and on larger scales.            Develop a greater knowledge and understanding of the purpose and audience of covered artists.</p>	<p>Group assessment discussion.            Formative assessment            Self Assessment            Progress diary.</p>
<p>B)            Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.</p>	<p>View &amp; discuss Power Point Presentations highlighting the work of Rothenstein, Cragg and Dine. Focus on Subject matter, techniques and processes. Objects drawn will have links to work of artists. E.g. Science equipment (Cragg), Tools (Dine), Cogs, etc. (Rothenstein). Develop critical study/s of the work of Cragg, Dine and/or Rothenstein. Students work in groups to verbally evaluate a piece of work and discuss key words. Present to class.</p>	<p>Ask and answer questions using appropriate terminology.            Develop a greater knowledge and understanding of the visual language.            Assess and evaluate own progress, contribute to classroom discussions.            Work collaboratively and individually to assess an artist/s work.</p>	<p>Holistic Assessment            Teacher assessment and class work            Self Assessment through use of Progress diary.</p>
<p>C)            Organise and present this information in different ways, including using a sketchbook.</p>	<p>Written reference to the work of artists, subject matter and techniques. This should be evident throughout their work and will include examples of artist work gathered for homework tasks and/or distributed by the teacher. They should present this information in a range of forms including the use of a sketchbook. Students could be asked to produce a their own Power Point Presentation.</p>	<p>To develop research and investigation skills. To develop a greater understanding of the importance of sketchbooks.            To experiment with a variety of different media and techniques, enhancing pupils understanding of the world of art and artists.            To develop ICT Skills.</p>	<p>Teacher Assessment            Self Assessment            Progress diary.</p>

Learning Objectives	Teaching Activities	Learning Outcomes	Assessment
<p><b>Investigating and making art,</b></p>	<p>Ask students to experiment with drawing techniques including the use of</p>	<p>To build on existing knowledge of materials. To develop skills with new</p>	<p>Holistic Assessment            Teacher assessment</p>

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<p><b>craft and design.</b> Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>pen/cross-hatching. Mono printing, Brush-line Printing, White Line printing. Ask students to develop drawings and paintings working from man-made objects considering line and depth. Ask students to develop a line drawn composition on A4 paper that could/will be developed into a Collograph Print. (Show examples)</p>	<p>materials. To develop ability to apply cross-hatching to build up tone and depth. To develop powers of observation. To develop objective draughtsmanship skills. To understand processes described. Increase awareness of composition. To understand what a Collograph print is and know how to produce one using <u>necessary equipment safely</u>.</p>	<p>and class work S through use of Pr</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Ask students to produce a Black pen drawing of a still life using a cross-hatching technique, considering tone and making links with the work of Cragg. Discuss other forms of printmaking including industrial techniques and develop an insight into the variety of materials and tools available to produce various types of print. How to transfer a design to card - scaling up. How to select and apply a variety of textured materials to the print plate. Use of colour.</p>	<p>To develop existing practical skills with a variety of media. Students will develop a greater knowledge and understanding of the work of artists and craftspeople.</p> <p>To develop ability to make links with the work of artists</p>	<p>Holistic Assessment Teacher assessment and class work S through use of Pr</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>Ask students to develop a Collograph using scrap materials, again working from man-made objects (primary and secondary sources.) Use mixed –media and associated techniques and materials (as listed above) Techniques for further developing a final print - i.e. working into print with a variety of media (inks, oil pastels, crayons, pens,) Use of scanners and Photoshop.</p>	<p>To develop an ability to produce a final idea through sustained investigation. To develop an ability to produce a Collograph print plate. To be able to apply colour and produce a print, considering the visual and tactile qualities of the media. To develop an ability to scan an image onto the computer and manipulate the image using Photoshop, considering the visual elements, audience and purpose.</p>	<p>Holistic Assessment Teacher assessment and class work. Self Assessment Progress diary.</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>Ask students to look at each others work at the end of each lesson. This will form the basis of a group discussion where students will be asked to consider both positive and negative aspects of their work and how they could develop from this in the following lesson. Students will complete a progress diary where they will write down the tasks they have completed and what they have learned. They will also be asked to set targets for improvement.</p>	<p>Developing ability to make reasoned judgements about their own and others work. To be able to articulate these judgements.</p> <p>To gain a greater understanding of the National Curriculum levels as well as a greater understanding of what they need to do in order to advance their own learning.</p>	<p>Holistic and verbal assessment by teacher Teacher assessment and class work S through use of Pr</p>
<p>Assess and evaluate their own work and the work of other students.</p> <p>Demonstrate a range of techniques to enhance and develop work - including Use of ICT (Scanners and Photoshop) to develop work further, considering variations in colour, contrast and use of filters to achieve a variety of results.</p>	<p>To be able to act upon their own and others recommendations to make improvements to their work.</p>	<p>Holistic Assessment Teacher assessment and class work Self Assessment Progress diary. Target setting</p>

## QEII Art & Design Department **KS3 Scheme of Learning**

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### ***Any other information.***

All teaching activities in this scheme are backed up with lesson plans, worksheets and exemplar material (see unit folder) .

Students will be encouraged throughout the unit to take responsibility for their own learning - if/when individuals propose a suitable, achievable outcome for the project they will be encouraged to develop this.

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Unit **Drawing and Painting 2**

Unit no. **6** Year **8** Length of unit **12 Lessons**

Title **Aboriginal Art**

Last Updated **October 2019**

**About the unit:**

Building on Painting and Drawing skills learned in Unit one, this unit acts as an introduction to various forms of Aboriginal Art, relying on a strong element of critical studies. Pupils should develop skills using traditional materials and processes and have the opportunity to combine the traditional with new media. They will learn about ideas, methods and approaches used by other artists who have made images related to the theme Aboriginal Art. They will consider symbols and their meanings, making comparisons with symbols from other cultures. Students will make use of ICT to develop a presentation based on their own research. The main emphasis of this project will be based on Painting and drawing. Students will be taught how to develop a composition comprising of foreground and background elements. They will consider colour, pattern and symbolism. The outcome of this project will be an Aboriginal Style painting.

**Expectations:**

**At the end of this unit most pupils will:**

Explore ideas, collect visual and other inform develop their own work; use knowledge and and processes, traditional & modern, to com a body of work, this will include critically ass own work and that of others.

**Some pupils will not have made so much prog**

Explore ideas and collect visual and other in work; use their knowledge and understandin techniques, traditional & modern, to commur critically evaluating and assessing their own

**Some pupils will have progressed further and**

Explore ideas and collect visual and other in work; use their knowledge and understandin techniques, traditional & modern, to commur critically evaluating and assessing their own

**What the unit covers, covered areas:**

	Individual work *			Collaborative work		
Art *	Craft *	Design *	2D *	3D		
Line *	Tone *	Colour *	Pattern *	Texture		
Shape *	Form *	Space *	Painting *	Collage		
	Print making	Sculpture	Textiles	ICT *		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W...Writing to Analyse, Review and Comment, will consider symbols and their meanings from the aboriginal culture and their own. Spelling and punctuation, paragraphs. Learning diaries. S&L...asking and answering questions, following instructions, explaining tasks. R.....using written homework sheets, research artists, keywords in classroom, visual aids.Proof read own work. Keywords ...foreground, background, complimentary colours, composition, radial pattern, symbols, cultures.

**Materials & Equipment**

A4/A3 Cartridge Paper, tracing paper, light box, pencils, black fine line pens, poster paints, palettes, paint brushes and water pots. Digital cameras, scanners, Computers and Photoshop software,

**Prior Learning:**

**It is helpful if the pupils have:**

Used different techniques and materials to c  
Used 'Primary and Secondary' sources, inve ideas.  
The basic skills needed to experiment with p  
Explored and discussed works of art.

**Future Learning:**

In GCSE Art and Design specifications pupi  
Become more independent in their research

# QEII Art & Design Department **KS3 Scheme of Learning**

## Visual Resources.

Examples of relevant exemplar material  
 Examples of relevant primary and secondary source material  
 Power point presentations on Aboriginal Art and symbolism in Art & Design.

Select appropriate processes, media and text at meaningful and individual images and outcomes

Develop knowledge and understanding of art in contemporary societies and in other times and places

Evaluate their own and others' work and explain how it was made.

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Exploring and Developing Ideas

Pupils should learn to:

A)  
 Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

To select and use a suitable range of pencil crayons to build up colour values that enhance to visual impact of shape, form and space within a composition. Discuss how Aboriginal Artists' representations of animals, trees etc. differs from conventional western methods of representation. Students will be expected to produce 2 drawings - 1. objective study of an animal. 2. Convert drawing into Aboriginal representation.

To use colour - blending in pencil crayon.  
 To make drawings of objects that show a range of approaches

Self assessment progress Diaries.  
 Teacher will assess work in line with N Levels.

B)  
 Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

Research & analyse Aboriginal Art subject matter and techniques Investigate Symbols and their meanings. Analyse and evaluate Aboriginal symbols and their meanings. Discuss links between these and Symbols in other cultures (make use of Power point Presentations). Develop critical studies from examples of art works. Discuss and consider "Dream time" and Storytelling as the inspiration for Aboriginal Art work.

To become familiar with different elements of Aboriginal Art.  
 To further develop drawing skills particularly with regard to critical studies. To identify how these relate to Aboriginal ideas and beliefs about the creation and the 'Dream time'

Holistic assessment understanding through discussions. Verbal assessment during one discussions. Self assessment progress diary. Knowledge and understanding to be assessed through diaries.

C)  
 Organise and present this information in different ways, including using a sketchbook.

Information should be presented in a range of forms including the use of a sketchbook. Students could be asked to produce a their own Power Point Presentation as part of their research and analysis.

To develop research and investigation skills. To develop a greater understanding of the importance of sketchbooks.  
 To experiment with a variety of different media and techniques, enhancing pupils understanding of the world of art and artists.  
 To develop ICT Skills

Written formative made at the end of lesson consider presentation sketchbook. Ongoing verbal feedback will also be carried out

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Investigating and making art,

Students will combine initial studies from a range of primary and secondary

Students will continue develop their ability to apply knowledge and

Formative verbal feedback to individual students

## QEII Art & Design Department **KS3 Scheme of Learning**

<p><b>craft and design.</b> Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>sources with their knowledge and understanding of Aboriginal Art and culture to inspire their own composition. They will be expected to select and combine appropriate images and colours in a way that reflects their knowledge and understanding of issues and concepts covered.</p>	<p>understanding of the unit theme to their own work, taking account of purpose and audience. They will continue to develop practical skills in a range of media.</p>	<p>Individual pieces in accordance with Self assessment the use of progress</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Students will build on drawing and painting skills developed in Unit 1. They will complete a number of studies in a range of media from primary and secondary sources. They will use a combination of poster paints, pencil crayon, black fine line pen and collage to develop a final mixed media piece of work that reflects the project theme.</p>	<p>Students will continue to develop more sophisticated drawing and painting skills on range of scales. They will continue to extend their experience of a wider range of materials, including collage.</p>	<p>Formative verbal to individual students Individual pieces in accordance with Self assessment the use of progress</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>Students will be expected to make creative decisions to develop their initial studies into a final piece. They will be expected to experiment with different ideas and select individual components, developing them into a final creative piece of Art work.</p>	<p>Students will continue to develop an ability to work more independently making informed decisions with regards to methods, approaches and ideas. They will continue to develop skills in an ever wider range of media.</p>	<p>Formative verbal to individual students them to develop a Individual pieces in accordance with Self assessment the use of progress</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>Students will be encouraged to become involved in group discussions about the strengths and weaknesses in their work. They will be shown how to overcome any areas that require further development; this will apply to both practical skills and knowledge and understanding of issues and concepts covered.</p>	<p>Students will continue to develop both confidence and ability to discuss their own and others work. To make informed judgements and greater understanding of how to improve.</p>	<p>Formative assessment verbally and comment sketchbooks. Peer assessment throughout the unit</p>
<p>Students will be given formative comments and advice on how to improve their work. They will be given time to do this. Some students will be given the opportunity to develop their compositions using ICT. They will scan individual elements of their design onto the computer and use Photoshop to experiment with colour and composition.</p>	<p>Students will continue to develop a greater understanding of how to adapt and refine their work in light of discussions with others - both teachers and peers.</p>	<p>Personal SMART targets assessed at the end  All work will be assessed unit and marked in levels.</p>

*Any other information.*

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Unit **Ceramics 1**

Unit no. **1** Year **7** Length of unit **12 Lessons**

Title **Ceramic Figures.**

Last Updated **October 2019**

**About the unit:**

In this unit students will be introduced to Art and Design at KS3. . Students will be introduced to National Curriculum Levels and will take part in peer/self-assessment exercises. They will be introduced to Progress diaries and be expected to keep a record of their own learning.

This is an introductory unit to working with clay. Pupils will use the techniques of coil building and pinch pots to create figures and decorate with applied and incised techniques.

Students look briefly at the figure through the ages: Cycladic, Greek, Mayan, Mexican, Renaissance to present day.

This unit focuses on the proportions of the figure and surface decoration not muscle structure or likeness. The details will take the form of what the figures are wearing, carrying and any pattern that might be appropriate. All work will be influenced by both primary and secondary

The pupils will start with observational drawings of the human figure. Looking at the proportions of the torso to the legs and arms, and at clothing details and accessories. They will develop designs for their final figure and develop them through primary and secondary research.

They will experiment with a variety of clay techniques including handling clay, applying and incising detail, using joining slip and manipulation i.e. twisting, tearing, rolling etc.

They will build a basic coil shape for the body. The head will be a small pinch pot.

They will transfer their new found techniques to their design to create different effects. The work will be fired to Bisque and they will decorate with poster paints and varnish.

**Expectations:**

**At the end of this unit most pupils will:**

have completed a series of observational drawing develop a design for a figure. They will have developed at the work of others and use it to inform their own shape for the body and a pinch pot for the head. figure using applied and incised techniques. Finished fired piece.

**Some pupils will not have made so much progress:**

have completed a series of observational drawing design for a clay figure. Will have made a coil shape for the body and a pinch pot. have decorated their figure using applied and incised painting and varnishing the fired piece.

**Some pupils will have progressed further and:**

complete all of the above and start to use model particular attention to the qualities of the clay. They will focus on building mass and drawing with the clay.

**What the unit covers, covered areas:**

	Individual work *			Collaborative work		
Art *	Craft *	Design *	2D *	3D *		
Line *	Tone	Colour *	Pattern *	Texture *		
Shape *	Form *	Space	Painting *	Collage		
	Print making	Sculpture *	Textiles	ICT		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W...'Write to Describe' working on sentence construction and the use of descriptive language. Spelling and punctuation. Learning diaries.

S&L.....understanding of Key Words, asking and answering questions, following instructions, helping peers.

R.....research into artists, quoting sources accurately. Proof read own work.

Key Words...observational drawing, primary and secondary research, critical study, pinch pot, coils, applied and incised detail, joining slip, scale, proportion, kiln.

**Materials & Equipment**

clay coils, wooden boards, carrier bags, joining slip, clay tools, aprons, sponges for clearing up, water-colour blocks, shoe polish, wet and dry sand paper, polishing cloths,

**Prior Learning:**

**It is helpful if the pupils have:**

Have understood the practice of observational drawing  
Have experienced developing an idea and used choices they make.  
Have some understanding of primary and secondary research

**Future Learning:**

To refine the techniques learnt and begin to apply own ideas.

# QEII Art & Design Department **KS3 Scheme of Learning**

## Visual Resources.

An introductory slide show, examples of coil and pinch pots, examples of the figures they will make, pictures/ posters of various artists work and examples of developing an idea, examples of the techniques of applied and incised design and manipulation of clay.

To consider the tactile qualities inherent in the technique of slab building to match their intentions.

To be introduced to the technique of slab building

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Exploring and Developing Ideas

Pupils should learn to:

A)  
Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

B)  
Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

C)  
Organise and present this information in different ways, including using a sketchbook.

Drawing the human figure, paying attention to proportion and clothing detail.  
Note patterns, creases in clothes, details such as pockets, zips, buttons etc. and photograph were appropriate.  
Use a variety of mediums to make the marks, pencil, charcoal, pen, ink etc.  
Draw front, back and sides as the clay figure will be seen from all angles.

They will look at a wide range of artists, cultures and styles to understand the diversity in the 3D treatment of the human figure. There will be discussion opportunities to increase their ability to articulate critically an appreciation of the work looked at. They will then be asked to demonstrate through drawings and notes their understanding of the work, and by developing and refining their design show how the work of others can influence the choices they make.

To organise this work into their sketch books to show the journey they have taken so far.  
To organise larger scale work into design sheets, annotating for reference and using drawings to make the connections between research, ideas, development and final outcome.

To understand the basic proportions of the human figure and how to get them on paper.  
To create pattern and texture from clothing details.  
To use the natural qualities of a variety of mediums to make different marks and create different effects Understand that 3D work is viewed from all sides and as much attention needs to be paid to the front as the back.

To note the differences between cultural representations of the human figure.  
To demonstrate this knowledge verbally and pictorially.  
To know the techniques used by different artists.  
To use this knowledge to influence their own ideas and design.  
To continue to research primary and secondary sources throughout the project.

To be able to experiment in a range of medium and scale to express ideas, think visually and show understanding of others work.  
Then to organise this work in such a way as to be clear to others.

Teacher Formative with NC levels.  
Self assessment teacher/pupil conversation at progress diary at Peer assessment conversation at the end of the project.

Teacher holistic assessment with NC levels in the final discussion.  
Self assessment teacher/pupil conversation at progress diary entries at the end of the project.  
Peer assessment conversation at the end of the project.

Teacher assessment levels.  
Self assessment teacher/pupil conversation at progress diary entries at back of Peer assessment conversation at the end of the project.

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Investigating and making art,

To have experience of handling clay correctly. To practice building with coils

To become familiar with the techniques of handling clay, applying and incising

Teacher assessment levels.

## QEII Art & Design Department **KS3 Scheme of Learning**

### **craft and design.**

Pupils should learn to:

A)

Investigate, combine and manipulate materials and images, taking account of purpose and audience.

B)

Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.

C)

Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.

and creating a pinch pot. To be aware of the difficulties of these techniques and note them in their sketch books for future reference.

To create test 'tiles' whilst using a variety of clay techniques including handling clay, applying and incising detail, using joining slip and manipulation i.e. twisting, tearing, rolling etc.

To critically analyse the success of their handling of the clay, both verbally and by notes in their sketch books.

To practice refining their skills and continue to draw in their sketch book recording pictorially what they are making and annotating ways to improve or develop.

To use a variety of clay tools for incising and applying clay.

To experiment with the techniques, developing practices of their own. Analyse the effects they want and conduct an investigation to try and find a way of creating them, making test pieces as time allows.

detail, using joining slip and manipulation i.e. twisting, tearing, rolling etc.

To use this familiarity and understanding of the properties of clay to choose the best technique to create the effects they want.

To extend their knowledge of the properties of clay, and their own ability to manipulate it to their own ends.

To practice and develop their skills. To learn how different tools work, what can be achieved with them and which are the best for the job.

To demonstrate an awareness as to intent and purpose in their choice of techniques.

To experiment with the clay and select the most successful to use.

Self assessment teacher/pupil con entries at back of Peer assessment conversation at th

Teacher assessr levels.

Self assessment teacher/pupil con entries at back of Peer assessment conversation at th

Teacher assessr levels.

Self assessment teacher/pupil con entries at back of Peer assessment conversation at th

### **Learning Objectives**

### **Teaching Activities**

### **Learning Outcomes**

### **Assessmer**

#### **Evaluate and develop work.**

Pupils should learn to:

A)

Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)

Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

In light of all so far achieved and considered, analyse their own work. Through drawings, annotations and conversations consider the success of the processes used, ideas explored and final outcome. Look at the work of others and explain how effectively they were influenced by them. In what way did others achieve what they could/could not, and explain why?

To come up with ways to improve and further develop their own work with reference to their evaluation and the work of others.

To critically assess and evaluate their own work in light of experience and knowledge, both pictorially and through opinion.

To plan through annotations, drawings and conversations further developments and improvements for their own work.

Teacher assessr levels.

Self assessment teacher/pupil con entries at back of Peer assessment conversation at th

Teacher assessr levels.

Self assessment teacher/pupil con entries at back of Peer assessment conversation at th

***Any other information.***

Artists relevant to the unit.

Cycladic figures, terracotta figures from Pakistan, Bronze Age gods from Cyprus, early African, early Mexican, Marino Marini, Graciela Olio, Sally McDonnell, Michaelangelo, Ruth Dupre, Sancai figure T'ang Dynasty, Akio Takamori, Claire Curneen, Chartres Cathedral .



Unit **Drawing and Painting 1**

Unit no. **2** Year **7** Length of unit **12 Lessons**

Title **Colour & Form: The Path to Abstraction**

Last Updated **October 2019**

**About the unit:**

Students will address the formal elements of Art, Craft and Design including; colour, tone, texture, line, shape and form whilst being given the opportunity to work in a variety of media. They will consider methods of gathering primary and secondary source material and different approaches to researching the work of Artists, Designers and Craftspeople. They will be encouraged to apply their learning to a creative practical piece of work in 2 dimensions.

**Expectations:**

**At the end of this unit most pupils will:**

Explore and understand the formal elements of Art and gathered information to be developed into final to the work of artists and have researched examples comment on the work of other artists and be able to r and the the work of others and will have explored a v

**Some pupils will not have made so much prog**

Explore and develop a limited understanding the form Have explored ideas and developed them into a final the work of artists. Have explored a variety of media

**Some pupils will have progressed further and**

Explored fully the formal elements of Art and design. ideas and gathered information which they will develc understanding of the work of several different Artists, producing contextual studies making connections bet studied and their own. explored a wide range of med work that reflects a high level of skill.

**What the unit covers, covered areas:**

Individual work			Collaborative work		
Art *	Craft *	Design *	2D *	3D	
Line *	Tone *	Colour *	Pattern *	Texture *	
Shape *	Form *	Space *	Painting *	Collage	
	Print making	Sculpture	Textiles	ICT *	

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W... Writing to Analyse, Review and Comment. Use 1st person, give personal views but supported with evidence. Spelling and punctuation. Learning diaries.  
 S&L...Asking & answering questions, discussion with peers, explaining Keywords.  
 R...research into artists, following written instructions, homework sheets, proof read own work.  
 Keywords...Primary, Secondary, Complimentary Colours. Line, Tone, Shade, Shape, Form, Pattern, and Texture. Observational, Imaginative, and Abstract Drawings.

**Materials & Equipment**

Basic drawing materials, pencils, HB-2B, pencil crayons, a compass, a ruler, eraser and pencil sharpener. Water colours/poster paints, Paint brushes and water pots, Charcoal, Sketchbooks, Folders, progress diaries,

**Prior Learning:**

**It is helpful if the pupils have:**

Any previous experience of Art work - either kno personal experience in any of the media being a ICT, etc.

**Future Learning:**

This unit is specifically designed to offer the pup their future learning across KS3, KS4 and beyor

# QEII Art & Design Department **KS3 Scheme of Learning**

## Visual Resources.

Colour Wheel information, Lesson plans and previously produced relative visual aids, Levelled Exemplar Material, Examples of Artists Work.

all skills covered. As students experience partic have begin to develop confidence within that me work more independently and creatively in the fu

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Exploring and Developing Ideas

Pupils should learn to:

A)  
Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

B)  
Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

C)  
Organise and present this information in different ways, including using a sketchbook.

Observational and imaginative drawings from a range of primary and secondary source materials. Including objects, images from the internet, photographs and images from magazines. Exercises relating to the formal elements, including; Colour, Tone, Line and Texture.  
Chiariscuro exercise from a primary source to consider tonal values.

Group discussions to establish existing student knowledge. Lesson starters will include the Artist name game. Students will look at the work of a variety of artists who have considered the formal elements of Art, Craft and Design in their practice. Artists such as Wassily Kandinsky and Piet Mondrian. Students will research Relevant artists for homework and in lesson time using laptops and the Internet. Develop and consider importance of critical studies.

Students will be introduced to the concept of working in a sketchbook and will be encouraged to realise the value of this for developing ideas and taking "creative journeys". Most of the work for this unit will be completed within the sketchbook, however some work will take place on A3/4 cartridge paper. All homework's will be completed in sketchbooks.

Pupils will learn how colours relate to each other and how they can use them for different effects. They will understand the different styles and types of drawings that they have produced and how to recognise those styles in Artist produced images. They will have a developing understanding of the process of developing an idea from a variety of images, objects and artefacts and will be developing an understanding of the formal elements of Art and Design.

To increase student knowledge and understanding of the work of Artists, designers and craftspeople. To observe various approaches used to create work and to develop an understanding of the techniques studied. Ability to discuss composition, subject matter and content. To analyse and discuss art works in some depth, to develop and produce ideas based on discussions. To establish understanding of various methods of gathering primary/secondary research.

To recognise and organise appropriately related pieces of work.  
To develop research and investigation skills. To develop an understanding of the importance of sketchbooks. To experiment with a variety of different materials and techniques.

Each of the lessons student to a different subject and once pupils, can be assessed attainment assessment tasks set. Students specifically on the different processes. Students will use record tasks and assessment through and highlighting c

Knowledge and Understanding assessed through questioning and discussion. To be assessed Form to make connections and that of other. use of exemplar r own and others w

The overall presentation be assessed as v to organise their v body of work. Sketchbooks will assessment and will be made at the Individual targets set.

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Investigating and making art,

Through the use of Power point presentations, students will be

Students will develop a general understanding of processes and

Students understand through question

## QEII Art & Design Department **KS3 Scheme of Learning**

<p><b>craft and design.</b> Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>introduced to a range of different concepts, skills and techniques. They will study the colour wheel and colour theory in general, covering primary, secondary, tertiary colours, complementary colours and colours in harmony. They will complete tasks that consider tone, line and texture and composition. Some of</p>	<p>techniques covered. They will have a developing understanding of the Formal Elements of Art, Craft and Design and of the work of different artists. They will begin to understand how this knowledge and understanding can be applied to their own creative work. They will also be developing a basic understanding of different research techniques.</p>	<p>All practical tasks assessed.</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Students will produce a creative piece of work applying knowledge skills and understanding developed through the completion of previous tasks. They will use a variety of different media (drawing, painting and shading with pencil crayon). This will be directly linked to the work of the artist/s studied (Kandinsky). Homework tasks include observational/objective drawing exercises, considering all of the formal elements of Art &amp; Design</p>	<p>Students will develop new and existing practical skills in a variety of different media. They will further develop and understanding and ability to produce work that is both successful and creative. They will learn the importance of observation in relation to objective drawing from primary and secondary source material</p>	<p>Students will be encouraged to share their own progress with peers through group work. Examples of good practice will be encouraged within the group. Pupils will be encouraged to exhibit and share any progress encountered.</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>Pupils will be expected to experiment with the media and techniques introduced in this unit to produce a creative piece of work based on the work of Kandinsky. Demonstrations will be given on methods of developing a final piece; use of a ruler and compass, water-colour paint, layering and blending using pencil crayon.</p>	<p>To develop individual confidence levels, encouraging students to consider and develop practical skills in a wide range of techniques, materials and processes. To develop the ability to select the appropriate media/equipment/methods for a specific task.</p>	<p>Verbal Formative assessment carried out on an individual basis to increase the student's progress and ability.</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>Students will be expected to respond to verbal question and answer sessions within each study area. They will be asked to evaluate their own work. Students will write a written evaluation on specific techniques they study being encouraged to use key words to describe different processes and making reference to the work of any Artists studied. They will be asked to talk about the work to demonstrate an appropriate level of understanding.</p>	<p>Describe, interpret and evaluate their own and others' work, expressing informed opinions about both technical and expressive aspects, using subject-specific concepts and terminology. Improved self-confidence in own ability to make informed judgements in relation to their own work.</p>	<p>Pupils evaluations will be used to determine the relative effectiveness of Teaching Activities Outcomes. From this a list of outcomes will be set.</p>
<p>Through verbal formative assessment students will be encouraged to recognise how they could alter or modify a piece of work, based on their own or others' opinion's. They will also be encouraged to develop a piece of work in a variety of different media to suit intentions.</p>	<p>To develop an understanding that a truly creative piece of work needs to develop and evolve and that mistakes are a necessary part of the creative process. They will begin to develop an ability to select the appropriate media</p>	<p>The pupil's final piece of work will be assessed against the teaching activities throughout the unit development across processes and methods. An end of unit level of the 3 assessment criteria will be fed into an overall assessment. Pupils will also be awarded (A) Students will be recorded against level descriptors. An individual SMAF</p>

*Any other information.*

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Unit **Printmaking 3**  
 Title **Natural Forms.**

Unit no. **8** Year **9** Length of unit **24 Lessons**  
 Last Updated **October 2019**

**About the unit:**

Developing on from units **3** and **5**, pupils will study 'Natural Forms' to produce a multistage lino print. Their previous understanding of the print process will be considered and built upon

**They will explore and develop** their ideas through relevant visual primary and secondary research, developing their designs from a combination of digital photographs and images they have taken and found from other sources. They will also be expected to produce observational drawings analyse primary and secondary source material.

**They will investigate and make** their print through various stages of development relating to their ideas and the research generated. They will have researched the work of others, understanding the connections with their own work and how these methods are applied in industry - wallpaper and fabric printing etc. They will understand the nature of a 'design' and have developed an appropriate design through the use of appropriate media (including possible use of ICT) from their source material.

**They will evaluate and develop their work** and designs as they progress through the unit. Between each stage of the printing process they will have to evaluate their overall design and decide how much of the Lino will be removed at each stage to generate a multilayer print.

\*This project could be developed and extended further by using ITC resources, scanning their work in to an image editing program (Photoshop). Manipulating the colours on their design, they could go on to produce a repeated image relating to wallpaper and William Morris - Art's and Crafts/ Art Deco.

**Expectations:**

**At the end of this unit most pupils will:**

Have completed the unit successfully producing  
 They will have understood the process involved  
 communicate the whole process. to others, through  
**sheet'.**

**Some pupils will not have made so much progress:**

Have produced a design from their own research  
 Have produced a single layer print from their design  
 Be able to recognise the connections between their work  
 William Morris.

**Some pupils will have progressed further and:**

Have understood the qualities of the design needed to produce  
 layers. They will go on to produce a three layer repeated  
 Some will have the opportunity to transfer their design to  
 processes giving them a comprehensive understanding of  
 techniques involved in printing. Others will have to open  
 completed images/designs in to digital images to be used in  
 manipulation programs.

**What the unit covers, covered areas:**

Individual work			Collaborative work		
Art *	Craft *	Design *	2D *	3D	
Line *	Tone *	Colour *	Pattern *	Texture	
Shape *	Form	Space *	Painting	Collage	
	Print making *	Sculpture	Textiles *	ICT *	

**Literacy:**

Through the activities in this unit students will build on their  
 Written, Speaking & Listening and Reading skills.

W...Writing to Inform. They will be able to describe the whole process using the appropriate names of and terms for the equipment and process. Audience, paragraphs, spelling & punctuation. Learning diaries.

S&L... ask questions to gain clarification and further information and answer questions using relevant evidence and reasons.

R..follow written instruction sheets, use keyword glossaries, research artists. Proof read own work.

Key words include; Natural Forms, Primary and Secondary Research, Design, Lino, Lino Cutters, Printing plate, Carving, Printing Inks, Rollers, Repeated image, Layers, Wall paper. ITC - Filters

**Materials & Equipment**

Basic drawing materials, pencil, pencil crayons, view finders, primary and secondary sources. computers as a research and design tool\*. Artist information and Visual Aids, Pupils sketchbooks, A4 and A2 paper (various colours). Lino tiles, Lino Cutters, Safety Cutting Blocks, Printing pallets, Rollers, appropriate Coloured Inks (three colours/tones) and appropriate drying facilities. Screen Printing resources if required for extension exercises.

**Prior Learning:**

**It is helpful if the pupils have:**

The ability to use the internet as a research tool  
 image editing program such as Photoshop Elements  
 an awareness of composition will also be of use  
 able to work from a range of different sources.

**Future Learning:**

This project links in to several different areas of study. More opportunity (time permitting) to explore development of the them a comprehensive understanding of the different types

# QEII Art & Design Department **KS3 Scheme of Learning**

## Visual Resources.

Primary source examples of Natural forms - Plants, Leaves, Fruit, Veg., Sea Weed, Shells, etc. Secondary source examples of Natural Forms - images researched off internet or out of books etc. Examples of works by the Artists: William Morris, Richard English and Georgia O'Keefe. Examples of Fabric Designs based on Natural Forms.

school environment. If the teacher has experience with text down in to a screen print. The process of which links direc we have looked at throughout the unit. Pupils will also be e program such as Photoshop where they will be able to use image further. I

Should the teacher decide there is sufficient time available exercises could be extended to the whole class.

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Exploring and Developing Ideas

Pupils should learn to:

A)  
Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

B)  
Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

C)  
Organise and present this information in different ways, including using a sketchbook.

Students will be encouraged to gather relevant images from primary and secondary sources. They will also be expected to bring in an example of a 'Natural Form' - a fruit/vegetable/shell etc. Students will begin by developing observational studies relating to their researched and found Natural Forms. These initial studies will be developed in to their designs for their prints. They will also develop a series of drawings and paintings of plants.

Students will be introduced to specific examples of work combining natural forms in designs, repeated on Fabric or on Wall paper. The work of the Artists William Morris, Georgia O'Keefe and Richard English will also be looked at with connections being made between their work and the work being produced in class. Students will also investigate commercial production methods and products such as Wallpaper designs and African block prints on fabric.

Students will work on a variety of scales. Initial drawings will be completed on A3 paper. Homework's, research and development of ideas will be presented in sketchbooks and on A4 paper. Final prints will be presented on A2 Cartridge Paper.

Students will learn to adapt their observational drawing skills to enable them to work from both two dimensional and three dimensional sources. They will learn how to adapt a study from a 3D source in to an image for a design.

Students will be able to see a direct link between their work and that of the Artists identified. They will also see clear examples of Natural Form based images and designs being used in a commercial context on Fabrics and Wallpapers. They will develop an understanding of commercial processes. Although working on paper with water based inks, the teacher will explain to the pupils that the process that creates those images commercially is very similar.

The pupils will understand the generic structure of a good, quality project. They should understand that no matter what the subject matter and no matter what technique is being explored, each of the stages covered in this unit will need to be covered in others in the future for the project to have continuity and depth.

The pupils ability different sources Throughout the u several images a final design for th formative assess will assist develop knowledge and u Exemplar materia

Pupils will be asses ability to recognise between their work being studied. The view their own piec such as on a piece into a wallpaper de understanding the ( of their designs. Ar during this process accordance to the l be encouraged to s

The continuity of th as the project progr should expect to se clearly from the res students, moving th composition/design piece. The pupils v annotate their work explaining any choi

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

**Investigating and making art, craft and design.**

The teacher will show the pupils different examples of Natural Form based fabric

Pupils will have a comprehensive understanding of the purpose of a

Through an initial q session, pupils will

## QEII Art & Design Department **KS3 Scheme of Learning**

<p>Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>and Wall paper design. The teacher will explain how the designs being generated might be used in each of those contexts taking account of purpose and audience. As the project moves forward the teacher will give a demonstration explaining how the designs we are using could be modified for a commercial screen print process to be transferred on to either fabric or wallpaper etc.</p>	<p>design. Through the use of visual aids the pupils will understand the intrinsic links between a design produced for a Lino tile and a design produced for a screen print.</p>	<p>comprehension of t and those commerc looking at at this po</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Pupils will produce several different sketches/drawings from their primary and secondary research, moving their images forward - reviewing and modifying them as their work progresses.</p> <p>The teacher will give demonstrations at every stage of this unit so that the pupils have a clear understanding of what they are expected to do and how they go about addressing the tasks.</p>	<p>The pupils will learn the importance of refining their work before they commit any image/design to a final outcome. By the end of the unit they will realise that the first image they produce is not necessarily going to be the one they use for their final piece. The purpose of the exercise is to encourage them to evaluate their work and not be afraid to work in to their sketches to make them as good as they feel they can be before they go on to use them in final piece.</p>	<p>Pupils will be asses review and modify t will take in to accou come from the initia final design. The de assessed in relatio Curriculum levels a come of the piece.</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>The teacher will explain the purpose of each of the stages of development the pupils are asked to work through. The pupils will be encouraged and expected to write notes explaining how their ideas/images/designs are developing and what they feel/think about what they are doing. Importantly they should try to explain how it relates to what or who they have been looking at.</p>	<p>Through this process pupils will begin to take more responsibility for their own work the development of their ideas. They will learn how to communicate their intentions clearly so that they can explain how successful they feel they have been throughout the whole unit.</p>	<p>When marking the i in to account the pu work and the mark the teacher (and pu been.</p>

### Learning Objectives

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

### Teaching Activities

Throughout the unit , students will be encouraged to make notes regarding their intentions and discuss their ideas with each other and the teacher. They will be asked to take account of purpose and will be encouraged to listen to others and make decisions about their work in light of comments made.

Opportunities will be given for students to act on comments made in order to improve final outcomes. Students will consider successes and areas for future development. They will negotiate and set themselves a SMART target for future development.

### Learning Outcomes

Developing understanding of the importance of continued self and peer analysis and evaluation as a tool to improve and develop work.

To appreciate the value of constructive evaluation as a means of developing understanding, ability and confidence to make decisions.

Identification of areas for future development.

### Assessment

The teacher will give formative feedback. How the pupils communicate their ideas with each other. Any positive impact assessed at the end. The teacher will mark the work in line with NC guidelines. Students will communicate their work and be assessed and then given formative feedback.

Students will be assessed on their work at the end of the unit. Students will also be assessed on their work at the end of the unit. Students will have met previous learning objectives.

*Any other information.*

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Unit **Ceramics 3**

Unit no. **9** Year **9** Length of unit **12 Lessons**

Title **Slab Building - Architecture**

Last Updated **October 2019**

**About the unit:**

This unit builds on skills developed in units 1 and 5. Introduces the techniques of slab building and impressing . The students will work in groups and study a variety architectural forms to become familiar with shape, form, structure and scale. They will look at artists for whom architectural elements are a source of inspiration and who have used buildings as a starting point for their work. They will also study artists who use slab building techniques and the variety of forms that can be achieved. By using a combination of first hand research into shape, form and pattern associated with architectural detail, and inspiration gained from the work of others, they will produce a variety of designs for a slab built structure/building. They will work in groups to develop a design and a series of templates to help them produce a final piece. Previous learned ceramic techniques including; incising and applied design will be revised as will the handling of clay, pinching, rolling, twisting, tearing etc. The students will use drawing as a tool to explore ideas and create 2 dimensional plans to work from. The final piece will be decorated using coloured slip and polished.

**Expectations:**

**At the end of this unit most pupils will:**

Develop a series of 2-dimensional designs from secondary research and development work. Th a sculpture out of clay and decorated using a ra and modifying their work as it progresses. They sculpture of their design. They will have researc techniques, and sought inspiration from primary ..

**Some pupils will not have made so much prog**

Developed at least 1 design from a secondary sc Develop a ceramic solution that links in some wa They will have researched technique, and sough secondary sources ,as well as from the work of c

**Some pupils will have progressed further and**

Develop a series of challenging 2-dimensional d and secondary research and development work. out of clay and decorated using a range of techn their work as it progresses. They will create a ca design. They will have researched and develop techniques, and sought inspiration from primary others. Used printing techniques to further exper

**What the unit covers, covered areas:**

	Individual work *			Collaborative work *		
Art *	Craft *	Design *	2D *	3D *		
Line *	Tone *	Colour *	Pattern	Texture		
Shape *	Form *	Space *	Painting *	Collage		
	Print making *	Sculpture *	Textiles	ICT		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W..Writing to Describe. They will describe the work of artists they research. Descriptive language, adjectives, similes and metaphors. Complex sentence construction. Spelling and punctuation. Learning diaries. S&L... ask questions to gain clarification and further information and answer questions using relevant evidence/reasons. R..research of artists, following written instructions. Proof read own work. incised, applied, impress, Layering, slab, primary and secondary research,

**Materials & Equipment**

Clay, slip, objects for creating texture, clay tools, newspaper, plastic bags, boards, card,

**Prior Learning:**

**It is helpful if the pupils have:**

Created art works using clay and ceramic coil bu use of joining slips, water-colour and boot polish applying clay. Experience of research into ideas and artists to i process. Compared and commented on ideas of their own Used their knowledge of clay and the processes communicate their ideas.

**Future Learning:**

Manipulate the techniques learnt, in an imaginat develop further ideas.

# QEII Art & Design Department **KS3 Scheme of Learning**

## Visual Resources.

An introductory slide show, examples of slab work, examples of the buildings they are expected to make, pictures/ posters of various artists work in relation to the scheme of work, examples of incised and applied design and manipulation of clay.

To refine the techniques learnt to produce a piece of quality of application.

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Exploring and Developing Ideas

Pupils should learn to:

A)

Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

Complete detailed and exploratory drawings of buildings. Concentrating on shape, form, structure and scale. Students to photograph relevant primary and secondary source material with an emphasis on details and surface texture. Bring images of architectural details in their local environment.

Learn to record observations in different ways - photographs, rubbings and impressions and use the information gathered to further develop their ideas and inform the decisions they make. To continue to develop an understanding of how to select primary and secondary research to develop their ideas.

Practical work as levels. Self assessment teacher/pupil conferences at back of Peer assessment conversation through

B)

Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

They will look at a wide range of artists for whom architectural form is a source of inspiration and who have used this as a starting point in their work. They will also look at artists who use slab building techniques and the variety of forms that can be achieved. Students will then be asked to demonstrate through drawings, notes and discussion, their understanding of the work studied.

To develop and refine their ideas to show how the work of others can influence and inform their own work. To continue with new primary and secondary research as their ideas develop. To understand the different techniques used by the artists and to demonstrate this knowledge verbally, pictorially and practically.

Holistic assessment one-to-one discussions. Written work assessment current NC levels. Self-assessment Progress diaries.

C)

Organise and present this information in different ways, including using a sketchbook.

To let the sketch books reflect the journey their work has taken. To use design work to explain through drawings and annotations the process undertaken. To let all the work show the connections between research, ideas, development and final outcome. The majority of the work undertaken throughout this unit will be evident in the final piece.

To be able to experiment in a range of medium and scale to express ideas, think visually and show understanding of others work. Organise this work in such a way as to be clear to others.

Teacher assessment levels. Overall unit mark comments and Student unit will consider

## Learning Objectives

## Teaching Activities

## Learning Outcomes

## Assessment

### Investigating and making art,

To have experience of handling clay correctly. To practice slab building and

To become familiar with the technique of slab building.

Teacher assessment levels.

## QEII Art & Design Department **KS3 Scheme of Learning**

<p><b>craft and design.</b> Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>then use this knowledge in their work. To appreciate the subtleties of impressing and choose the right textures for their work. To work collaboratively to develop a final piece</p>	<p>To become more sophisticated at the application of joining slip.</p>	<p>Self assessment teacher/pupil con entries at back of Peer assessment conversation thro</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>To first create their design in card to work through proportions and develop a template. To critically analyse the success of their handling of the clay, both verbally and by notes in their sketch books. To practice refining their skills and continue to draw in their sketch book recording pictorially what they are making and annotating ways to improve or develop.</p>	<p>To extend their knowledge of the properties of clay, and their own ability to manipulate it to their own ends. To further practice and develop their skills in line with National curriculum learning objectives.</p>	<p>Holistic assessme comments to enc and improvement Self assessment progress diaries.</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>To experiment with the techniques, developing practices of their own. Analyse the effects they want and conduct an investigation to try and find a way of creating them, making test pieces as time allows.</p>	<p>To demonstrate an awareness as to intent and purpose in their choice of techniques. To experiment with the clay and select the most successful to use.</p>	<p>Teacher assessr levels. Self assessment teacher/pupil con entries at back of Peer assessment conversation thro</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>Ongoing verbal Analysis and evaluation of their own work. Drawings, annotations and conversations within group and with teacher to consider the success of the processes used, ideas explored and final outcome. Look at the work of others and explain how effectively they were influenced by them and where they drew inspiration from.</p>	<p>To critically assess and evaluate their own work in the light of experience and knowledge, both pictorially and through opinion.</p>	<p>Holistic assessme formative comme of exemplar mate Formative comm sketchbook.</p>
<p>To develop ways in which to improve and further develop their own work with reference to their evaluation and the work of other artists, designers and craftspeople. Time must be given to allow students to act upon any formative comments/evaluations.</p>	<p>To plan through annotations, drawings and conversations, further developments and improvements in their own work. To learn from mistakes made and rectify individual problems faced</p>	<p>Individual SMAR progress diary. Formative comm Overall level in lir</p>

*Any other information.*

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Unit **Ceramics 2**

Unit no. **5** Year **8** Length of unit **12 Lessons**

Title **Ceramic Masks**

Last Updated **October 2019**

**About the unit:**

This unit builds on knowledge and skills developed in unit 2 and introduces students to the impact different cultures had on western art.

They will look at African art in particular and its influence on artists such as Picasso and Modigliani, as well as Mayan art and its influence on Henry Moore. They will then create a mask in clay to show how their research into other cultures and artists can directly influence their own work.

By beginning with the study of the human face, taking photographs and drawing portraits, they will then scan these images into photo shop and digitally alter them. Noting the effects different distortions make to proportion, shape and form.

Students will use drawing as a tool to explore the work of others as well as to develop 2D images of their own design and plans.

Whilst developing their design of a mask, they will create ceramic tiles reviewing and building upon clay techniques such as impressing, incising and application.

Letting these experiments inform their design, they will then make their own hump moulds to create the mask form.

Finally finishing it with paint and boot polish.

**Expectations:**

**At the end of this unit most pupils will:**

Have studied African and Mayan art. Looked at the reproduced Picasso's 'Weeping Woman'. Used Photoshop to alter those images. Created 3 different influence of artists looked at, developing the best into showing the use of applied, incised, carved and impressed hump mould. Created a final mask in clay. Coloured it

**Some pupils will not have made so much progress:**

Have studied African and Mayan art. Looked at the reproduced Picasso's 'Weeping Woman'. Used Photoshop to alter those images. Created 3 different influence of artists looked at, developing the best into

**Some pupils will have progressed further and:**

Have studied African and Mayan art. Looked at the reproduced Picasso's 'Weeping Woman'. Used Photoshop to alter those images. Created 3 different influence of artists looked at, developing the best into showing the use of applied, incised, carved and impressed hump mould. Created a final mask in clay. Coloured it

**What the unit covers, covered areas:**

	Individual work *			Collaborative work		
Art *	Craft *	Design *	2D *	3D *		
Line *	Tone *	Colour *	Pattern *	Texture *		
Shape *	Form *	Space	Painting *	Collage *		
	Print making	Sculpture *	Textiles	ICT *		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W..Writing to Describe. They will describe the effects the distortions of faces make on the personality of the drawing. Spelling & punctuation, adjectives, similes, metaphors. Learning diaries.

S&L... learning conversations, explanations, asking and answering higher order questions, peer conversations to inform, analyse and advise.

R....research of artists, following written instruction sheets, proof read own work.

Key Words.... incising, applied, impressing, joining slip, African, Mayan, cubism, decorative, representational, pattern, texture, convention, Western, influence, perspective.

**Materials & Equipment**

A4 and A3 cartridge paper, Sketch books, Exemplar material on African masks and creation of texture in clay.

Clay, materials to impress with, clay tools, plastic bags and newspaper, boot polish, brushes, water-colours.

**Prior Learning:**

**It is helpful if the pupils have:**

Used their sketch books to record and develop concepts. Discussed and compared different styles and work reflecting on their own and others work to help their own work.

**Future Learning:**

To develop greater technical control of materials and their awareness of conventions used in different

**Visual Resources.**

Slide show of African masks and how they evolve. A4 sheets covering the link between African work and that of Picasso and Modigliani.

**Learning Objectives**

**Teaching Activities**

**Learning Outcomes**

**Assessment**

**Exploring and Developing Ideas**

Pupils should learn to:

A)  
Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

B)  
Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

C)  
Organise and present this information in different ways, including using a sketchbook.

Provide opportunities for pupils to research different cultural art, and in particular African art. To record this in a variety of ways, e.g. drawing in a variety of mediums: pencil, charcoal, pen, water-colour, photographs/photocopies of artists work, notes on pattern, form and intention.  
Encourage them to be selective and to record information that reflects their own views about what is significant and the intent behind a piece of work.

Explain to the pupils they are going to design a mask and then make it in clay. Discuss the purpose of the mask, e.g. to reveal the wearers power, to induce fear, a death mask or projection of beauty.

Ask the pupils to prepare a small scale presentation of their research work, e.g. sketch books, photography, 3D explorations into clay.  
Discuss their ideas about masks and what they are hoping to achieve and how they have been influenced by their research.

Record and collect visual and other information relevant to the purpose. Weigh evidence and reasons, and reach conclusions, when developing ideas.

Identify main features inherent in African design.

Present their research in appropriate form.

Ask pupils to explain their research into different cultures such as an impact on western art? most influenced? show power, aggression?

The purpose of the mask decided by the artist.

Organise a formal presentation of pupils' individual work.

**Learning Objectives**

**Teaching Activities**

**Learning Outcomes**

**Assessment**

**Investigating and making art, craft and design.**

Discuss the idea of developing pupils' individual research into a resolved 3D work.

Decide which ideas they will develop into a final piece.

Prompt the pupils to will incorporate their ideas in notation in sketches.

## QEII Art & Design Department **KS3 Scheme of Learning**

<p>Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>Discuss the range of material they could incorporate into their design.</p>		
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Demonstrate the use of materials and processes. Ask pupils to experiment with creating tiles by</p> <ul style="list-style-type: none"> <li>- rolling out clay tiles</li> <li>-building up the surface of the clay by adding cut out, torn, twisted or plaited shapes of clay</li> <li>-adding surface textures by incising or impressing into the clay</li> <li>-embedding objects into the clay</li> </ul>	<p>Continue to design, plan and carryout a task.</p>	<p>Encourage them shape and propor and the most app it out.</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>Explore with the pupils ways of treating the surface of the tiles to enhance the impact. Discuss the most appropriate elements of their tiles for use in their final piece and put it all together in a clay mask.</p>	<p>Produce a final larger than life size work.</p>	<p>Discuss how the research through</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>Ask students to look at each others work at the end of each lesson. They will be asked to set targets for improvement. This will be the basis for a group discussion where students will be asked to consider both the positive and negative aspects of their work, and how they could develop from this in the following lesson.</p>	<p>Developing ability to make reasoned judgements about their own and others work. To be able to articulate these judgements. To gain a greater understanding of the National Curriculum levels as well as a greater understanding of what they need to do in order to advance their own learning.</p>	<p>Holistic and verbal by teacher. Teacher assessment Self assessment</p>
<p>Assess and evaluate their own work and that of other students. Demonstrate a range of techniques to enhance and develop work, including use of ITC (scanners and photo shop) to develop work further.</p>	<p>To be able to act upon their own and others recommendations to make improvements to their work.</p>	<p>Holistic and verbal teacher. Teacher assessment Self assessment Target setting.</p>

***Any other information.***

Students will be encouraged to take their own responsibility for their work, seeking independent research and ideas.



Unit **Drawing and Painting 3**

Unit no. **7** Year **9** Length of unit **12 Lessons**

Title **Exploring Mark Making.**

Last Updated **October 2019**

**About the unit:**

This unit will develop the students ability to use drawing and painting as a means of articulating form, as a tool for thinking, as a feeder for ideas and to encourage the ability to explore and nurture ideas through drawing. It will incorporate many traditional methods of working such as observation of natural forms, use of measurement, geometry, proportion and light. Students will experiment with a variety of techniques and materials including pencil, ink, water colour and poster paint, pen, white chalk, willow and compressed charcoal.

The subject matter will be observed, recalled, imagined, felt or constructed.

They will be introduced to the concepts of chiaroscuro and negative space.

They will look at the impact these concepts had on a variety of artists, and then produce their own work to illustrate this knowledge.

They will consider compositional elements of shape, form, balance and light.

**Expectations:**

**At the end of this unit most pupils will:**

Have produced a range of A4 and A3 observational drawing water colour, charcoal and ink. They will have researched a range of artists such as Picasso, Giacometti, Durer, and Mondrian. Completed making compositions and then selected one of the techniques studied to produce a final piece of work A2. The subject matter whilst remaining will be varied.

**Some pupils will not have made so much progress:**

Have produced a range of A4 and A3 observational drawing pencil, pen and water colour, charcoal and ink. They have produced studies of the drawings of artists such as Picasso and Mondrian. Completed some exploratory mark making then selected one of the techniques studied to produce a final piece of work A2.

**Some pupils will have progressed further and:**

Have produced a range of A4 and A3 observational drawing water colour, charcoal and ink. They will have researched a range of artists such as Picasso, Giacometti, Durer, and Mondrian. Completed making compositions and then selected one of the techniques studied to produce a final piece of work A2. The subject matter whilst remaining will be varied. Will draw their final studies in space with wire.

**What the unit covers, covered areas:**

	Individual work *			Collaborative work		
Art *	Craft	Design *	2D *	3D		
Line *	Tone *	Colour	Pattern *	Texture *		
Shape *	Form *	Space *	Painting *	Collage *		
	Print making	Sculpture	Textiles	ICT		

**Literacy:**

Through the activities in this unit students will build on their Written, Speaking & Listening and Reading skills.

W..Writing to Analyse,Review & Comment. Presenting opinions supporting with evidence, focus on strengths and weakness and draw a conclusion. Paragraph construction, spelling & punctuation. Learning diaries.

S&L...answer questions using relevant evidence/reasons.

R..homework sheets for critical analysis both written and visual. Proof read own work.

Keywords..Objective drawing, recalled drawing, recounted drawing, imagined drawing.Chiaroscuro, negative space, composition.

**Materials & Equipment**

Pens, ink, pencils, charcoal, water-colour, willow, reeds, paper towels, brushes, brown paper, cartridge paper, newspaper, A3 and A4 cartridge paper, computers, scanners, progress diaries.

**Prior Learning:**

**It is helpful if the pupils have:**

Used a variety of materials to draw with.  
Looked at the work of other artists.  
Gained experience in drawing techniques.  
Have scanned images into Photoshop.  
Used primary and secondary sources, investigated  
Explored and discussed works of art.  
Explored the formal element of Art and Design.

**Future Learning:**

Students will develop more sophisticated drawing of media to create a greater sense of depth and

**Visual Resources.**

Slide show of artists to look at.  
 Critical studies worksheet.  
 Examples of exemplar material showing how to develop a composition with a range of tone, shape, texture and marks.

They will develop a greater knowledge and understand artists and will be encouraged to apply this knowledge in future projects at KS4 and KS5.

**Learning Objectives**

**Teaching Activities**

**Learning Outcomes**

**Assessment**

**Exploring and Developing Ideas**

Pupils should learn to:

A)  
 Record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences.

B)  
 Discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work.

C)  
 Organise and present this information in different ways, including using a sketchbook.

Show pupils examples of a range of artists using a variety of mark making techniques in their drawings. Discuss the effects achieved and ask pupils to suggest where the inspiration for the work might have come from. Ask them to discuss how and why the styles changed.

Show pupils examples of a range of artists using a variety of mark making techniques in their drawings. Ask the pupils to develop their own ideas for composition that stem from their research. Show how visual analysis can be annotated to make a record of ideas and decisions.

Ask pupils to organise and present their ideas in response to the tasks set. Ask them to show how their studies and explorations could be developed in their final piece. Ask how the style they have developed could be used in other forms of drawing. Ask them to document how their work has developed and the decisions they took to inform and extend their ideas.

Develop ideas for composition based on research. Select and combine line, tone and image to create a final composition. Record a range of relevant visual and other information and explain how their ideas have developed. Record and analysis the characteristics of a number of different styles. Listen actively, demonstrating understanding and using subject terminology.

Develop ideas for composition based on research. Record a range of relevant visual and other information and explain how their ideas have developed. Make visual and annotated notes about their findings, to be used as reference in later work.

To present these ideas in their sketch books as well as orally to the class.

Group assessment discussion.  
 Formative assessment  
 Self assessment diary.

Holistic assessment  
 Teacher assessment  
 class work.  
 Self assessment

Teacher assessment  
 Self assessment

**Learning Objectives**

**Teaching Activities**

**Learning Outcomes**

**Assessment**

**Investigating and making art,**

Show pupils how to extend their ideas about composition and mark making.

Manipulate materials and techniques to compose images and express ideas

Self assessment  
 Holistic assessment

## QEII Art & Design Department **KS3 Scheme of Learning**

<p><b>craft and design.</b> Pupils should learn to:</p> <p>A) Investigate, combine and manipulate materials and images, taking account of purpose and audience.</p>	<p>Ask them to make photocopies of their work and then show them ways of cutting up and reorganising this material, possibly combining it with other material such as photographs and text.</p>	<p>about one of the following: the observed image, the recalled image, the recounted image, the imagined image.</p>	<p>Teacher assessm class work.</p>
<p>B) Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques.</p>	<p>Ask the pupils to develop a different idea from their sketchbooks using different materials and techniques. They could do this by using different marks and textures e.g. bold, angular, vigourous, soft, smooth. Ask the pupils to describe the feeling this has created and add text to further emphasis this mood.</p>	<p>Apply their experience of materials and techniques, using tone, line and texture to create a composition. Develop skills in a ever widening range of media.</p>	<p>Self assessment Holistic assessme Teacher assessm class work.</p>
<p>C) Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.</p>	<p>Ask pupils to explore a number of ways of arranging organic forms into interesting compositions , e.g. ordered, overlapping, compressed. Ask them to consider the relative importance, position and size of the organic forms. Ask them to make thumbnail sketches of the compositions. Ask the pupils to think about how they would like to represent the organic forms chosen e. g. showing light coming from one source, emphasising fragmented, overlapping shapes with multiple view points.</p>	<p>Explore alternative ideas and select one to develop. To greater understand concepts and issues surrounding composition.</p>	<p>Self assessment Holistic assessme Teacher assessm class work.</p>

### Learning Objectives

### Teaching Activities

### Learning Outcomes

### Assessment

#### **Evaluate and develop work.**

Pupils should learn to:

A)  
Analyse and evaluate their own and others' work, express opinions and make reasoned judgements.

B)  
Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

<p>Ask pupils to select and record interesting features of different artists' work in their sketchbooks. Ask them to analysis the techniques and effects, and to annotate their visual information with their thoughts and feelings about the work.</p>	<p>Analysis ideas, methods and approaches in others work.</p>	<p>Holistic and verbal teacher. Teacher assessm class work. Self assessment Target setting.</p>
<p>Identify with the pupils the parts of their composition that need refining and adapting and ask them to decide how these could be reworked to make improvements.</p>	<p>Explain the process of their work using subject terminology and concepts. Check the progress of their work against initial intentions and identify parts that need adapting. Develop their work further, making considered changes.</p>	<p>Holistic and verbal Teacher assessme class work. Self assessment th Target setting.</p>

***Any other information.***

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Artists to look at, Picasso, Leonardo. Giacometti,