

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
2 to 3 lessons	Name plates 'FOOD'	<p>To create a name plate for the front of the students sketchbook linked to 'food' a personal response.</p> <p>Sense of pride and presentation.</p> <p>Understanding of good composition and placement.</p> <p>Initial assessment of students drawing, planning and creative with the theme Food.</p> <p>Students use the developing skills needed to create an artwork.</p>	<ul style="list-style-type: none"> • Developing basic planning and drawing skills • Pencil drawing • Colour and colour blending. • How to plan letter forms. • Composition 	Initial assessment of students' ability.

<p>Term 1 and Term 2 Spring (1)</p>	<p>Art Skill Set Part Four <u>COLOUR and MARK MAKING (Drawing)</u></p> <p>Food</p>	<p>Building upon basic skills, knowledge and understanding of drawing and painting.</p> <p>To create a variety of food compositions using pencil, pen and paint.</p>	<ul style="list-style-type: none"> • Colour blending to create different colours, tints and tones. • Developing drawing skills. How to break-down an image. • Drawing using the grid method • How to create form, mark making, texture using a pen. • How to use acrylic paint to mix and apply colour, tone, form and texture. 	<p>Basic skills building on prior learning in year 7, moving through KS3.</p> <p>Building upon basic skills, knowledge and understanding of drawing and painting.</p> <p>This unit is about giving all students the basic skills needed to create an artwork.</p> <p>Building confidence in the use of shading and mark making and developing direct observational drawing skills.</p> <p>Developing colour theory using blending techniques both pencil and paint.</p> <p>Building confidence in drawing skills and the use of a variety of materials and techniques.</p>
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<p>Term 2 Spring (2) and Term 3 Summer (1)</p>	<p>Art Skill Set Part Five FORM/3D</p> <p>Gargoyles and Grotesques</p>	<p>Research and investigation into history of Gargoyles and Grotesques and Architectural forms.</p>	<ul style="list-style-type: none"> • Developing drawing skills to design a 3D object. • Developing basic construction skills using clay to creates a pinch pot Gargoyles /Grotesques. • Development of a final piece that shows development of skills/ideas. 	<p>This unit is about giving all students the ability to create a personal & <i>informed</i> piece linked to the theme of Gargoyles and Grotesques.</p> <p>Developing the use of mixed media & 3D materials.</p> <p>Developing skills in creativity and independence Compositional skills.</p> <p>Students need to have confidence in creating a composition linking to a theme.</p> <p>Having the confidence to be creative and understanding what works and what doesn't.</p>
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<p>Y8 – Term 3 Summer (2)</p>	<p>Art Skill Set Part Five CREATIVITY & CONCEPT</p> <p>Jon Burgerman</p> <p>Emotion Monsters</p>	<p>The creative development process used in art, linked to the assessment objectives.</p> <p>Understanding of careers pathways.</p> <p>The development of practical skills, Creativity, Problem-solving, Organisation and Planning.</p> <ul style="list-style-type: none"> • Different jobs within the art industry. • How to Research an artist and developing the skills to analyse an artwork 	<p>Applying skills from skill set one to develop</p> <ul style="list-style-type: none"> • Drawing skills • Mark making • Experimenting with colour • Colour theory and combinations. • Use of mixed media and pen techniques. • Developing a final piece combining the skills learnt and inspired by the work of Jon Burgerman. 	<p>This unit is about giving all students investigation skills required to understand an artist’s work and inspiration. How and where creativity can come from.</p> <p>Using the development process and the 4 Assessment Objectives, building upon any prior knowledge of other artists and designers.</p> <p>Re-enforcing the concept of the assessment objectives.</p> <p>Starting to develop further skills in researching and analysis.</p> <p>Building on drawing skills. Building understanding of colour.</p> <p>Building confidence in working on a larger scale.</p> <p>Mental Health and wellbeing and how we can use art to improve it.</p>
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