



ART Scheme of Learning

Year 7 – Term 2/ Module 3/Natural Forms

Intent – Rationale

The vital role of art and design plays in our school community is to allow curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Line and use of line Observational drawing at primary school Hand to eye co-ordination	<ul style="list-style-type: none"> <li>• Expressive mark making leads into / from Colour project</li> <li>• Response to Randal page and ways to articulate</li> <li>• Selection of media</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• Biology and the seed conservation and management</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SP2 3 &amp; 4</li> <li>• C1 &amp; 4</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Art terms and keywords section</li> <li>• Verbal evaluation &amp; written evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Enlargement / Transformation, Fibonacci sequence, Symmetry</li> </ul>



**ART Scheme of Learning**

**Year 7 – Term 4**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b>                      Ability to draw accurately and expressively from observation from natural forms to analyse and record, to communicate ideas for design purposes;  <b>Use of media:</b> Exploration of card, 3d media – Drawing range  <b>Design and Refine:</b> Ss taught key skill of modifying, refining and reworking preliminary work, to value the creative idea stage. Concluding in a relief work which has a range of media and skills applied to it.  <b>Final outcome:</b> Successful completion of a final outcome or outcomes in a 3d relief.</p> <p><b><u>Apply</u></b>                      Concluding in a relief work which has a range of media and skills applied to it.                      Skills based in gaining understanding of Randall page’s sources, his process. Ss develop their own voice to express their opinions and views on individual works, and that of other students work in class response.                      Ss aim for more specific analysis and response skills to looking and finding out about artists. Use of specific keywords. Skills based in gaining understanding of Randall page’s sources, his process. Ss develop their own voice to express their opinions and views on individual works, and that of other students work in class response.                      Ss aim for more specific analysis and response skills to looking and finding out about artists. Use of specific keywords.                      Individualised learning and one to one instruction throughout the project</p> <p><b><u>Extend</u></b>                      -evaluate and express an opinion about the visual images, artists’ and students’ work being investigated using descriptive and critical language when speaking and writing;                      - provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps;                      -use the specialist language of discourse to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms.                      about the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop several interpretations and designs;                      - how to apply their experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable them to design and make art works;</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Enlargement / Transformation, Fibonacci sequence, Symmetry / Linear / mark making/ composition/form/ 3D/ Angle / pressure/hold/direction/cross hatch / hatch</li> <li>• Observational/experimental mark making / line, tone, space, form, shape, texture</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook Work</li> <li>• Class work</li> <li>• Peer assessment</li> <li>• Final outcomes</li> </ul>



**Intent – Concepts**

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Observational Stage	A5 pencil study of natural forms	Mark making : how has the way we make marks changed over time? Why might a scribble have value? The importance of play and mark making	Ss will draw a natural form using their observational skills. The study will focus on their use of line, handling of materials, tone and composition. The study will be an A5 tonal study with instruction given on how to use the pencil to create a range of tones.
Observational stage	3 studies. Continuous line drawing Biro study • Black ink on wet paper	Further observational studies with annotations. Individual targets will be set as students progress.	Objectives of project explained (experiment with different materials & techniques; selecting relevant materials; control & handling of media; using materials alongside observational recording to develop visual language; investigate and develop ideas first-hand observation. Students to make an observational study of a natural form using 3 different methods. Demonstration given for number 3 with examples of previous work shown for 1 & 2
Observational stage	A5 biro study 3 studies. • White pencil on black paper • White Conte and Charcoal on black paper Oil pastel (Colour) study on black or brown paper	Individual targets will be set as students' progress. Use of variety of papers	Further observational studies of natural forms using a range of different techniques. Demonstration given on how to use: 1. White pencil on black paper 2. White Conte and Charcoal on black paper 3. Oil pastel (Colour) study on black or brown paper. Students will explore these techniques and create A5 studies, to be stuck into sketchbooks and labelled.
Critical skills	A5 biro study of PRP. Information and personal response about the work of PRP	Individual targets will be set as students' progress. Randall- page website notetaking	Students are introduced to the work of Peter Randall-Page with a fact/info sheet shared and images of his work projected. T gives info on his work and techniques with Ss responding to his drawings as if they are seeing his work in an Art Gallery for the first time. Students are to use the hand out to create an A5 biro study of PRP's work, write a personal response as if they were describing the work to someone else who hadn't seen it & lift key information from the sheet to write around the drawing. Students should add key words and use descriptive language when writing responses. All work to be done in sketchbooks
Design and plan	3 design plans ready for lesson 9, to take up to A3. Students should use previous prep work to create their plans.	Individual targets will be set as students' progress.	Students are to create 3 design ideas to take forward as compositional plans for their final A3 Natural Forms piece. They will do this through looking at their photographs, previous drawings and inspirations from the work of Peter Randall-Page. They will trace certain aspects of their previous drawings and photographs, layering and overlapping lines. Once they have the lines in place (the structure of the drawing) they will begin to add colour to their plans/designs, also adding textures, tone and a range of media.
	A3 final piece that combines the imagery and photographs prepared for in previous lessons. They will have a final outcome that explores media, tone and composition.	Individual targets will be set as students' progress.	Students to complete design ideas and take one plan/design forward. Students will enlarge their design up to A3 in light pencil. Once they have their plan carefully drawn up (which can be done using gridding) they are to begin to apply colour, they should be using media explored that they have explored throughout the natural forms project. They will be told to refer back to previous pages in their books to look for good practice.



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