

KS2	At KS2 students will have studied recording different objects and the environment using different media. -Project Content 'Shared View.' will support the study of the art in KS3 by building upon the skills learn in KS2 -Skills, such as, using different media to record images from different cultures and times. Selecting and evaluating work of other artists and craftspeople. These will be revisited and built upon at KS3.
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Prior Learning (Knowledge): Students in KS2 will have used a variety of different media to design images on different topics, they will have used a sketchbook to collect information, using different methods of construction, and developed a habit of reflecting on theirs and others work.In KS3 we will be able to expand these skills by focusing in this chapter on how to explore ideas and visual and other information in developing work, manipulating materials and processes to communicate ideas and meanings in an individual design.

Future Learning (Knowledge): topic 'Whats in a Building ' learning about the formal elements of drawing and how it relates to our environment. To look at how plans are drawn and used by architects.leaening to use their imagination to design a house they would dream of owning. Building upon the different skills learnt in this project and using towards a series of work for GCSE .

HT1					
What's in a Building' Looking at architectural drawing, plans, architects..					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
Drawing techniques	To recognise different codes and conventions and how these are used to represent ideas, beliefs and values in architecture. 	To recall ideas and feelings about buildings they know. Discuss what the topic is all about. Discuss how buildings differ in style and materials used. Drawing test: Draw an image of your house.- Look at different types of buildings from different towns in the locality, can you recognise these buildings, where are they situated what are their purpose. Discuss as a group on the whiteboard. Discuss different types of uses for buildings in their town. Look at signage, discuss what its is, where do they find it on buildings? List these uses in their sketchbooks, record and identify architectural details of how space is used. Look at new plans for house building, identify symbols used to depict doors windows and openings on the plans . Doors and windows are elements found on every floor plan, and stairs are almost as common. Doors appear as gaps in a wall, often with an arc showing the way the door should swing. Windows are similar, appearing as narrow boxes in walls. Stairs are depicted most often as a series of rectangles. Draw a plan of your house; more than one floor if they can.	Creative Architectural plans of houses and recording images Physical: Use of appropriate tools used. Reflective: Type of house they dream of living in. Reasoning Remembering own home features Mindful: Where people live	Discuss different buildings in their locality. Draw an image of their house from the outside, do they know if its a terraced, semi or detached? Write down at the end of the lesson as many uses of a building that they can, in the form of a spider graph.	Cultural Capital/ Enrichment. Appreciating the different variety of architectural, and culture features found in our locality. Opportunities to complete formal plan drawing, sculptures, digital photography, painting and signage. Visits to Carlise museum, castle and Whitehaven to sketch or record on camera. Visit by a local artist. Discussing their own work completed at the end of term. Assessing work taught this term by students.
Drawing plans using line/form and shape.	To understand how buildings are constructed and built, looking at materials used and what architects do. To use their imagination to design a house.	Draw a plan of your house floor by floor. Look at buildings by different architects, throughout history. Describe one in detail writing down what features you can see.(In two's) Draw two different features from a building in the pictures given. Different types of buildings, by famous artchitects from different times and places. Gaudi, Christopher Wren, Lloyd Wright, temples, roman buildings, timber framed houses etc. Record facts of each architect in sketchbooks. in sketchbooks. Visit by a builder? Look at the exterior of six house types, choose the one you like the best. Discuss. Draw the house you would like to live in, by drawing a plan of each floor.	Creative: Draw plans Physical: Reflective:Different types of desgns of houses Reasoning:Choice of house designs Mindful:	Test How do plans depict doors windows etc.	CEAIG. Linking curriculum to art in this topic involves architects and what they do, note offices in towns, where are plans founs, estate agents etc, Signage and its different forms in towns and cities, where is it found? Looking how buildings are built visit by a builder maybe?
Observational techniques	Recall ideas and feelings about buildings they know. Identify and record architectural details of how space is used.	Recall:-Identify the different features of a building. To look at structure power-point.of buildings found in this country what do they represent. Copy, trace and draw images of parts of buildings. identify images shown of buildings or structures around the world, examples:- Pyramids , Great Wall of China, Sydney Opera House.etc. Use colour or pencil. Drawn plan of your bedroom using correct symbols to represent doors etc.	Creative: Be able to copy or trace. Use of colour and shading techniques. Physical: Reflective:Appreciate artistic qualities of famous buildings around the world Reasoning: Mindful:	Identify the different features of a building.	Cross Curricular. Maths: measuring and drawing house plans to scale. History:buildings and their uses from different times in history.
Analysing proportion in drawing.	Record and analyse first hand observations..	Visit to record images, photographic evidence of shops within Whitehaven, and different local buidings architectural features. Examples :-Candlestick chimney, plus the Beacon, looking at images around the harbour. Homework:- Find or draw images of shop signs or pub signs found in the town. If weather permits sketch in sketchbook, or record using digital camera. OR Visit to Carlisle castle and Museum, uses of their resources, trails to attempt, sketching outside Carlisle castle if weather permits, or local visit	Creative:Sketch or take photos of relevant images of buildings and signage. Physical:Visit to Carlisle or Whitehaven. Reflective: Reasoning: Mindful:How to behave in public	Recap on how to behave on the mini bus and in public. Heath and safty rules.	

Multi-media techniques in design.	Apply and extend their experience of materials and processes, refining their control of tools and techniques. How to design a collage Record and design a collage in the style of Geoffrey Lockley, using a town of your choice .	Look at how collages can be made using a collection of printed, drawn and painted designs. Look at the artist 'Whitehaven Harbour by artist Geoffrey Lockey, can they recognise the buildings he portrayed in this art work? Using your images and drawings, produce a collage based on your visit last week, using A3 paper. Split up paper into areas . Paste photographs from last week and images into your sketchbook labeling shops and sculptures noting where they were found . Make your own collage, in the style of Geoffrey Lockley using a town of your choice, use printed images to help you. Plan your work carefully, remembering to layout ideas before sticking .	Creative: Designing a collage from printed images, selecting images. Physical: Reflective: What buildings will you choose to use. Reasoning: Remember to use a layout before glueing. Mindful:	Recording and discussion on what they saw, on their visit to Carlisle or Whitehaven. in sketchbooks.	
Mixing paints to produce different colours.	Painting looking at the colour circle How to use a grid method to copy a photo.	Colour circle. Exercise. Discuss:- Colour circles have been developed where the apparent difference between neighboring colours is the same all round the circle. Colours that are opposite to each other in some circles are described as being complementary. Even spacing and complementary relationships are seen as significant in theories of colour harmony. Record in sketchbooks, Paint three areas on the colour wheel check painting skills. Using photographs of shops taken, divide paper up and photographs on 1/4s and then again, deonstration needed. Draw out lightly in pencil	Creative: Understand how colour circles work. Physical: Painting activity. Reflective Reasoning: Mindful:	Test on where colours go on a colour circle.	
Using Grid work in design	Drawn shop design in pencil adding detail in each area recap last weeks work. Colour mixing. Method of painting.	Recap how to copy a photo using a grid. Divide into 1/4's then deivide each area again as you copy. Do not divide into 1/8's first of you will get confused. Complete pencil outline of shop , mix paint, testing on spare paper as you go. Try to mix colours exactly adding black or white to find different tints and shades Start at the top of the page and work down.	Creative: Be able to use a grid to copy a photo and enlarge if needed. Physical: Use tints and tones when painting. Reflective: Reasoning: How to draw an image correctly. Mindful:		

Challenge:

Design your ideal home using techniques and knowlegde from lessons. How many rooms? Shade and tone doors in your plan.

Vocab:

Evidence, plans, method, annontation, experimenting, texure, pattern, design, recording, architectural, culture, image.

Prior Learning (Knowledge). Building upon simple concepts of items that receed into the distance and look smaller.

Future Learning (Knowledge): To expand upon this topic of 'Buildings' using a one point perspective, and even a two perspective when designing a landscape, such as a townscape.

HT2					
Whats in Building' How artists' protrayed buildings within their work .					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
Drawing skills enhanced using different methods.	To understand what perspective means. One point perspective . To understand how images recede and go smaller in the distance. Street scene with detail added.	Discuss Perspective- what it means. Explain what it means. Look at the example given of a street scene using one vanishing point. Demonstration of what a vanishing point is. Draw a street in perspective using a ruler, step by step directions, examples on paper to see individually. Templates given out to use if needed. Powerpoint on whiteboard about the artist Paul Horton. Look at the features he adds to his streets. Can you add similar features to your own design. Colour. shading techniques based on perspective., how colour fades into the distance. Add extra features, demonstration. Evaluation Self assessment in sketchbooks.	Creative: Drawing in perspective. Physical: .How to use a ruler. Reflective: Evaluation of work. Reasoning: Mindful:	In two's show each other how to draw using perspective describe what a vanishing point is.	Please see first half term.
Using a technique to create illusion of depth in drawing.	One point perspective, and Two point perspective.	Interior room using one point perspective. Draw a bedroom, watch demonstration of how to draw, Step by step instructions given to follow with diagrams. Add a bed wardrobe and rug adding a picture and doorframe . Watch a video on the whiteboard. Practise drawing skills using a ruler and add detail. discuss what they have learnt and look at other images showing perspective using one page in sketchbooks to show what one point perspective means. Research two point perspective try to construct a scene using this technique.	Creative: Physical: Reflective: Reasoning: Mindful:	Test about perspective Peer assessment of two perspective drawings.	
Use of colour using different methods/tools.	Researching and understanding how local areas attracted painters to this area. L.S.Lowry and Percy Kelly. How to write using Calligraphy, alphabets given.	Look at Lowry and Percy Kelly's art, they painted scenes from this locality . Discuss areas recognised, ie Allonby, Cleator Moor etc. Complete a double page spread about each of these two artists in sketchbooks, annotate their work, describing style of working, colours and techniques used to produce their designs. Look at Trumpet Terrace a row of terrace houses painted in different colours. Find an image of this scene . Calligraphy used in Percy Kelly's work is a visual art related to writing. It is the design and execution of lettering with a pen, ink brush, or other writing instrument. Practice this style of writing, using wide nib pens.	Creative: Work in sketchbooks Physical: Writing using Calligraphy in the style of percy Kelly Reflective: Reasoning: Mindful:	Give 4 local areas or scenes that these artists used in their art work. abcdefghijklmnopqrstuvwxyz ABCDEFGHIJK	

Create 3D model.	Card modelling techniques, carft knife saftey issues use of mat to cut on.	Models made out of card, images on whiteboard. Success criteria discussed. Main :- Give out templates to help their designs. Make a basic house design. Using their imagination to design a building of their choice using card,(give out facades of different house styles that they could adapt and use if needed) make as realistic as possible. ICT images could be used for bricks , windows, or doors. 2D printed image of a building. Using polystyrene tile. Evaluation :- Group peer evaluation of models, success criteria	Creative: Making a model out of card. Physical: Use of scissors. Reflective: Have you made the design as realisticaas possible. Reasoning: Mindful:	Self Assessment, what went right and how could they improve areas of their model.	
Viewpoint investigation.	Idenifying the work of an artist that uses simplified shapes within his art work. To use appropriate tools and remember health and safety rules when making a clay slab tile to experiment with mark making	Look at the art work of Paul Horton, describe work seen on the whiteboard, discuss colours used. Simplified shapes such as houses and streets . Draw a simple street scene in your sketchbook copy different images taken from paul Horton's art. Design a clay slab add texture using as many different lines and designs as you can mark initials on the back. Annotate what you think of Paul Hortons work. 	Creative: designing a street scene in the style of the artist Paul Horton. Physical: Making a slab clay tile, to experiment with mark making. Reflective: Debate on best images used in art work. Reasoning: Mindful:	Class discussion on this artist's work, good and bad points.	
Clay techniques using slabs.	To make a 3D model using a slab technique to construct a street of houses in clay.	Discussion on how they construct this design. Draw method into sketchbooks. Watch teacher demonstration on how to make slabs using measuring sticks and rolling pin to get an even surface . There are a range of techniques used to apply texture to clay to create a decorative surface, these include impressing, piercing, rouletting , incising, stamping, making marks made on the wheel and burnishing. Make three slabs, one as a base and on to design the houses onto. Using a selection of tools add decoration to the clay surface.	Creative: Make a 3D model. Physical: Preparing clay, and rolling out slabs. Reflective: Discussion on how to join clay, and make it stand up. Reasoning: Success criteria Mindful:	Name 3 things that add decoration to clay	
Annotation of work.	Methods of adding colour to the surface of clay.	Completion of 3D model, discuss methods of adding colour to clay , oxide rubbing in to show texture, glazes, colour wash. Watch video on whiteboard. Add these ideas to your sketchbook. If the clay is airdried colour using acrylic paint then varnish to complete. Take photos of work at different stages to add to sketchbooks with notes under each one. Individual talk, or in small group abut the work you have completed this term. Assessment of terms work by students.	Creative: Adding colour to model Physical: Take digital images. Reflective: Reasoning: Mindful:	Teacher assessment and reviw and of the topic covered this term.	

Challenge:
 What does perspective mean ?

Vocab:
viewpoint, investigation, assessment, Perspective, images, recede, enhanced, artists, acrylic, varnish,glazes, decoration,impressing, piercing, rouletting,

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Future Learning (Knowledge): To use all the skills taught in this project, building upon them for art GCSE.

HT3					
Shared View: Environmental issues					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
Spider graph drawing techniques.	Environmental issues. To discuss and question critically and select from a range of secondary sources, information to develop ideas. To consider how to present ideas visually using simplified shapes. (abstraction)	Environmental issues. Testing knowledge. Draw a spider graph showing global and local issues. Discuss :-Environmental issues, look at images on the white board can they recognise the topics. Work in small groups to discuss local then world wide issues. Local ones could focus on litter, flooding, food banks, poverty and drugs. Global issues could focus on war, global warming, drought, pollution, disease and famine . Rate both issues in the order of importance to themselves, using sheet given. Use of a sketchbook to record ideas based on environmental issues, drecord images to represent these issues whether local or global. Design ideas for a poster in sketchbooks about stopping littering in your town. Research on litter posters discuss what makes a good layout. Plan a layout for your poster in pencil label where images will go and lettering needed . Peer assessment on layouts discuss success criteria.	Creative: Designing posters Layouts posters. Materials used and skill developed.. Physical: Reflective: Success criteria - what makes a good layout. Reasoning: Discussion on environmental issues, which is of more importance to them and why, class talk, Mindful:	Quizz on environmental issues.	Enrichment/ Capital Culture. Looking at environmental problems around the world, and in the locality. Discuss the importance of these topics., and how posters can advertise these issues.
Drawing using different shades/tone/shape/form.	Select and collate relevant images for a detailed drawing of a poster on litter. Use ICT for images used or could be lettering styles.	Discuss in groups what littering means to each person, write down a list of rubbish that you might find on the streets of your local town. Explore different lettering styles for poster, and different types of rubbish. Draw three different examples of lettering styles in sketchbook. 1 point perspective making 3D lettering styles practice shading so the colour fades into the distance. Research the artist Paul Rousso who uses sweet wrappers in his large scale 3D artwork. Use sketchbooks to record this artist. Research two artists and choose one to evaluate their work . Artists :- Roy Lichtenstein, Lalla Essaydi, Wang Guangyi, Barbara Kruger and Mark Bradford all used text with images to convey the message and tell their artistic stories.	Creative: Draw sweet wrappers or crisp packets enlarges. Physical: Research artist Reflective: Evaluate artists work Reasoning: Mindful:	Peer assessment on drawings of sweet wrappers. Verbal discussion on the artists work completed in sketchbooks, which do they like best giving reasons.	CEAIG. Look at job opportunities to volunteer in different areas of a local town.

using different materials to create advert.	Understand colour wheel and how to mix tints and tones. Layout techniques. How to paint a large 2D image. How to enlarge an object using a simple grid method	Design a poster for the classroom wall, based on rubbish. Drawn image of a wrapper on A2 sugar paper Look at a range of poster designs, discuss layouts and colours used. Draw ideas for a layout based on a litter poster. Practise designs in sketchbooks and lettering styles. Use layout techniques to position letters onto paper ready to paint design Discuss tones and tints, practise painring exercise. To enlarge your image photocopy onto A4 paper and draw into quarters. On the A2 sugar paper divide the same into quarters, copy each segment in turn lightly in pencil. Add shapes and lines lightly ready to start painting. Construction of 3D classroom wall display in the style of Paul Rousso.	Creative: Paint empty sweet wrappers and crisp packets. Physical: Enarge design on a photo-copier Reflective: Reasoning: Mindful:	Images of classroom display Evaluate in sketchbooks.	Cross-Curricular; History, looking at war images to use in posters, Geography where are thse places that are in crisis. Layout for posters English/ Graphics . Food images children going hungry.
Mix paint colours to create tones and different shades.	Understand colour wheel and how to mix tints and tones.	Continue with painting wrappers on A2 paper Paint background on wrapper first then the lettering. Make a large classroom display working as a group. Design an individual collage poster using a range of mixed media to complete a final piece of work on environmental issues. Complete painting taking your time to produce a good quality piece of work, use photos to record each stage of working for sketchbooks. Record each lesson work completed with self evaluation.	Creative: Physical: Reflective: Reasoning: Mindful:	Peer assessment of wrappers so afr.	
Design experimenting using different techniques.	Collage techniques , using a selection of mixed media:-Paper, ICT images, drawn and painted designs added. Layout detials. Heading styles.	Choose one environmental topic and design an individual poster. Decide on the best type of layout Learn about different layouts and lettering techniques . Look at how posters are constructed and newspapers. are manufactured. Use headings to help readers find key sections. ...tips Balance the placement of text and graphics, use white space creatively to define flow of information. Don't fight "reader gravity" that pulls eye from top to bottom, left to right. Good column formatting makes posters easier to read in a crowd. Draw ideas for a layout based on a litter poster. Practise designs in sketchbooks and lettering styles. Use layout techniques to position letters onto paper ready to paint design. Design an individual collage poster using a range of mixed media to complete a final piece of work on an environmental issue. Using a selection of ICT secondary source images , lettering and photographed images relating to choice of environment issue .	Creative: Design a poster Physical: Reflective: Select ideas and images to use. Reasoning: Mindful:	What makes a good poster write down ten ideas.	
Drawing techniques enhanced with pattern.	Drawing and pencil grades Paper sizes What are natural objects and manmade ones. Where are patterns found ? Texture sheet Abstract pattern designs.	How to position an object on any sized paper. Learn about A4, a5 to A1 paper sizes etc. and pencil grades and their uses. Be able to shade using a variety of different tones, using correct graded pencils to achieve a good result. Recognise where patterns are found, in manmade and natural objects. Identify different objects by touch and smell only. Draw examples simplifying any pattern found within them. Make a texture pattern on a4 paper. To be able to enlarge and simplify patterns found to make their own designs. Complete the design using coloured pencils and felts. Use these designs to collate for a small display.	Creative: How to use paper to draw an object Physical: Reflective: Reasoning: Where are patterns found within your home Mindful:	Test make an abstract pattern out of these imges of item found iat home.	
Drawing patterns using paint/ pens/ pencils / line/tone/shade/form/text ure.		To look at patterns within different cultures, show examples of secondary source materials explaining where they are found. Aboriginal line depicting lettering styles. Complete examples in sketchbooks	Creative: Physical: Reflective: Reasoning: Mindful:		

Challenge:

Develop a Poster on environmental imformation only using media resources.

Vocab:

Abstract,environmental, information, ideas, critically, spider graph, simplified shapes, designer, form,shape,tone,shade, Roy Lichtenstein, movement,

Prior Learning (Knowledge)

Building upon pattern and different cultures in KS2, individual research in KS3.

Future Learning (Knowledge):

Build upo n these skills , giving ideas to cover in depth at GCSE.

HT4					
Shared View. Pattern work in different cultures					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
Develop pattern design.	Identify subject matter, materials and techniques used in Aboriginal art	Aboriginal art. Show the students examples of aboriginal art on the whiteboard. Ask them to work in two's to find out the answers the questions on the sheets given. Draw examples of parts of the work seen, using a double page in their sketchbooks. Use the patterns as background shapes for the design. research using the internet and websites given to find more information about aboriginal art. Differentiated sheets given to find certain facts about this culture. Use designs to decorate the cardboard tubes (didgeridoo) showing cylindrical forms in the style of Aboriginal art. Make a display sheets about Aboriginal art on an A2 sheet of sugar paper.	Creative: Examples of Aboriginal drawn.3D Didgeridoo pattern designpainted. Physical: Reflective: Reasoning: Deciding on what images to add to a design sheet. Mindful:	Quiz on Aboriginal Culture,	Please see first half term

Research using media.	Research one culture in depth looking at where patterns are found. Look at masks, textiles and buildings.	Look at different patterns found in different cultures around the world. Can they give examples of patterns found in Egypt, Mexico, Africa, India found on buildings, textiles, masks etc. Research one culture in detail and make a double page spread in their sketchbooks. Labeling information and images found. Critically evaluate work found using two paragraphs. Design a heading of the country. Draw a large example of a mask from that country, on A2 sugar paper, adding tone and texture using a variety of media.	Creative Research one culture in detail, select information for sketchbook, drawn images. Mask design. Physical: Reflective:Select ideas for recording. Reasoning: Mindful:		
Observation work in design techniques.	To select an appropriate view to draw an object from. Select and use appropriate techniques and materials when drawing texture and form.	Complete mask designs using a variety of media to decorate the mask and background. Extension work Look at a range of skulls. Discuss how to attempt to draw them. Recap skills on how to draw an object, use of paper etc. Draw on black sugar paper, using white chalk. Look at form and texture, how the light catches certain areas. Peer assessment. Differentiated peer assessment sheets. Look at Damian Hurst skull designs, see GCSE example of a painted skull. Relate to Day of the Dead Festival in Mexico.	Creative:Draw skulls, using tone and texture. Physical: Reflective:Look at how light is reflected on different objects. Reasoning: Mindful:	Write down in steps, how to draw an object.	
Pattern work enhanced using different styles.	Select and experiment with a range of visual and other information. Should be able to record and analyse first hand observations.	Discuss how abstract shapes are used in pattern work. Look two artists that have used abstract images to produce pattern or art work. Escher's art work is a good example of how simple outlines can form an intricate interlocking pattern. Trace drawing of skulls made and make simplified abstract skull images, reduce on the photocopier to scale them down Use these in any way you like to make a pattern on an A3 piece of paper. Design your own pattern using a limited colour palette. Evaluate your work in sketchbook.	Creative:Abstract work on skulls Physical:Tracing or drawing images. Reflective:Design own pattern Reasoning: Mindful:	Questions and answers, based on painting techniques. What does a limited colour palette mean etc.	
Understanding installation Art through research.	Select and use appropriate techniques for identifying purposes. Put together information from different sources towards developing a piece of work	Find information and pictures about artists that use recycled materials in their art work. Use examples of artists given to you. Write about the different types of recycled materials you could use to produce an art installation. Look at the three different types of installation art. Major characteristics of installation art are:- Mixed media. Contemporary artists usually create art installations in mixed media. ... Sensory experience. This point follows from the previous one. ... Conceptual use of space. ... Site-specificity. ... Temporality. Design using sketches two ideas for an art installation labelling materials you could use in sketchbooks.	Creative:Designing ideas for an installation Physical: Reflective: Reasoning:Record list of recycled materials. Mindful:	Write a short paragraph describing what installation art is.	
Colour theory.	Installation art. Identify the materials they use and messages they convey	Environmental art. Review the range of images, colour, tactile and decorative qualities found in art installations. Show the students a range of installation art, on the whiteboard, asking similar questions about each. List of installation artists to choose from. Raúl de Nieves., Marelá Zacarías, Graciela Iturbide., Allora & Calzadilla, Natalia Almada, Alejandro Almanza Pereda, Minerva Cuevas, and Elle Pérez. Design a fact sheet on two of these artists. Look at one installation artist above in detail discussing recycled materials they have used within their artwork. Bring in materials to make a small scale model of your installation design.	Creative:Installation design about two artists. Physical: Reflective:Peer assessment Reasoning:which materials to use. Mindful:	Peer assessment	
Mixed media using materials.		Installation art design a small model using any materials, and any colours. Think about joinings, and what you might use, Use of string and textiles, tubes, and wood etc. Remember to design using small sketches in your sketchbooks, labelling materials you have chosen. Peer assess at the end of two lessons. Take photographs using the digital camera from different viewpoints, and different light situations.	Creative:Installation design Physical: Reflective:Peer assessment Reasoning: Mindful:	Self assessment.	

Challenge:
 Create your name using Aboriginal art.

Vocab:
 Aboriginal, techniques, pattern, shade. form, culture, differentiate, didgeridoo, cylindrical form, mask, texture, interlocking pattern, contemporary, art

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Future Learning (Knowledge): Build upon different skills covered this year, but develop and research work in more detail for GCSE

HT5					
Recreating Landscapes. How to construct a landscape.					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular

AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH Ob1 Develop landscape ideas.Research artists. Ob2 Experiment in sketchbooks. Ob3 Record landscapes.	Develop observational skills. Design art folder. Using a landscape within a lettering style. Viewpoints. To consider different styles of lettering for their art folders.	Improving drawing and colouring(PAINTING) techniques. Discussion on how to draw a landscape, how to start! . Foreground middle ground etc Key Words. The visual components of colour, form, line, shape, space, texture, and value. Whiteboard presentation of how artists have portrayed landscapes. Close-ups the Boyd family. Constable country scenes. New sketchbooks for topic, plus individual equipment. Write in sketch books what a landscape can consist of. Label the example given. Analyse different types of landscapes created by different artists aand different cultures, and form an opinion on them. Determine students skills. Test;- draw a landscape in detail adding shading on A4 paper. Colour can be added using pencils or paint. Write in sketch books how to draw an object. (home-works), Add Name designs to folders, name and year group, choice of different different lettering styles.. Recap of rules, discussion. Explain where work will be kept, and their equipment.	Creative: Designing a landscape and lettering. Physical: Use of Pencil ruler. Reflective: Give opinions on different artists work. Reasoning: Mindful:	Test on key word used in the lesson.	Enrichment / Cultural Capital Visits to local places to take photos sketch and find information needed for sketchbooks.
Ob2 Refine and experiment using different media. Ob3 Record using shading techniques.	To know the different grades of pencil. To understand how to shade using a light source. Draw from life (still life group)	Use a photocopied sheet showing different examples of pencils sketches by different artists, critically analyse these works. Use large example on the whiteboard.. Discuss views and thoughts. Explain how using lots of tonal quality in their shading enhances a picture. Recap different grades of pencils, discuss how to shade.(examples on the board) Recap how to position on a piece of paper. Shading activity light to dark tones pencil discuss light sources. Use a still life group of objects,with a light source on one side to highlight tones. Can use smaller still life groups depending upon the size of the class.	Creative: Drawing still life group. Physical: Taking photos. Reflective: How to shade and position work. Reasoning: What types of pencils to use. Mindful:	Test on different types of pencil to use for which activity.	CEIAG. Invite photographers in school to discuss what they do in their job, a reporter from a local newspaper, and a photographer that takes images to help sell houses.
Ob1 Record and discuss different artists portrayal of landscapes. Ob3 Record images in different media.	Understand how different artists portrayed landscapes. To record and analyse secondary source material. To record primary source images by sketching.	Group discussion on landscapes from different cultures. Give the class an example on what aspects they need to observe. Colours, media, mood etc. Observe and record primary sources such as views from the school windows/doors, using a digital camera or drawing from life. Record observations in sketchbooks adding photographs as evidence. Explore artists' creation of detail and mood in landscapes. Recall vivid landscapes consider how they might be recorded. Add key word to sketch books	Creative: Recording from life. Physical: Taking photos and sketching Reflective: Reasoning: What type of pensils to use. Mindful:	Test on what are primary sources and what are secondary ones.	Cross-Curricular. Maths grid for enlarging or reducing art work. English, when recording writing about an artist.
Obj1 &Ob2 Investigate, select refine ideas by different collage artists, group work. Ob3 Make a collage landscape	To understand how visual and tactile qualities of materials and processes can be used to convey ideas and feelings. To know how to present work in different ways by exploring different ideas.	Exploring media. Collage work Discuss:- what materials they can use for a collage, look at Collage artists to get some ideas (whiteboard activity) Famous collage artists:-Hannah Höch, Kurt Schwitters. Raoul Hausmann. Man Ray, Eileen Agar.John Stezaker. Look at materials they used. Group work (in two's) Collect different types of materials that could be used to construct a landscape picture. Give out small outlines of landscapes (differentiated pictures or draw their own landscapes) Use different materials to fill in each areas. Label each one with the correct media used.Take photos for sketchbooks.Discuss use of colours used which give the best effect.	Creative Selecting collage materials. Physical: Designing the collage Reflective: Anlysis of own image in different colour schemes. Reasoning: Layouts in sketchbooks. Mindful:	Write down all the different materials used. What materials could we not use?	
Ob2 Refining ideas using ICT art programmes. Ob3 Record and manipulate ICT landscapes.	To select and discriminate creative potential from the internet, using ICT art programmes. To record how to make art using different manipulating techniques.	ICT LESSON. To record different effects of landscapes using computer programmes. Free art programmes:-Clip Studio Paint, Gimp, Krita, Artweaver Free, Sketchpad, Astropad Studio, Adobe Illustrator, Inkscape. Give reasons for choices. Show group how to select an image and use paintshop-pro/ coral or basic paint on laptops, for different effects. Select images of local landscapes to use., or use your own photographs from the previous weeks. Save and paste images labelling each one. Choose one to print A3 (and a small size A6 for sketchbook analysis)size. Describe their designs noting different effects used in sketchbooks.	Creative: Designing using ICT Physical: Reflective: Choosing best image made. Reasoning: Mindful:	Discussion on best effect from which art programme used.	
Ob1 Develop ideas on the Fauve movement. Ob3 use a grid, use owncolour scheme.	To interpret and translate previous designs into another art form on a different scale. To understand classroom rules when painting.	Fauves exploring techniques used by this movement. Improving drawing and colouring(PAINTING) technique. Explain the fauves movement, give out worksheets. Practise sketches of different landscapes, (sketchbooks) differentiated sheets given. Experimentation of the same landscape image but using different patterns within each are.. Make a display A2 sheet on a Fauves artist, choose one of their landscapes to enlarge onto A3 sugar paper, ready to paint. To use as a wall display. Recap how to enlarge an image using a grid method. How to paint, methods given. teacher/group assessment	Creative: Using pattern work Physical: Painting a fauves landscape. Reflective: Recap on how to use a grid to enlarge an image. Reasoning: Mindful:	Recap how to complete the grid method, ask questions. Recap how to paint a landscape.	
Ob4 presenting a personal response to work produced this term.	Improving drawing and colouring(PAINTING) technique. To be able to evaluate and identify strengths and weaknesses of their own and others work, and note areas for improvement. To identify ideas that may have come from the work of other artists.	Assessment end of ½ term. Improving drawing and colouring(PAINTING) techniques Self assessment sheets, discuss how to fill them in. Review and further modify outcomes as a result of discussions. Display work completed on the desk for peer assessment. Talk about which pieces they enjoyed doing the most. Identify ideas that may have come from the work of other artists. Discuss next terms work	Creative: display work completed tis term on the desk in front of them Physical: Reflective: discuss art work they have enjoyed this term. Reasoning: Mindful: comments on others work.	Write a list of art they have enjoyed completing this term.	

Prior Learning (Knowledge): Learning about different artists in KS2, building upon this knowledge by using individual research and interests.

Future Learning (Knowledge): Building upon skills such as street art and artists that have improved areas around towns to improve the environment with coloured images or murals. To be able to build on this topic in GCSE next year.

HT6					
Recreating Landscapes. How artists portrayed landscapes					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH Ob 1 Developing townscapes, by landscape artists. Ob3 Record artists work in sketchbooks.	To gain confidence in researching specialised subject material. To create and present a collection of well researched information on landscape painting	Townscapes :-types of landscapes test Draw a landscape using colour. Research different townscapes using the information on artists, given. Identify townscapes and landscapes from different times and cultures.Look at the work of Lowry again, Juian Opie , Lucien Herve, Canaletto.and Edward Hopper. Look at the work of these artists, and then collate information about the two artists they like best. Produce a two middle page spread design in sketchbook annotating two artists work. Find a variety of different types of buildings portrayed in artists work. Design a collage page using these images on one A4 page in your sketchbook. Ask the students if they have found any other artists whilst researching, whose work they like, identify reasons why, looking for techniques used.	Creative: Draw a landscape in the stye of an artist Physical: Reflective: Reasoning: Mindful:	Recap how to use one point perspective. Which artists you have researched today uses this perspective.	Please see first half term
Ob1 Research the Boyd Family. Ob2 Refine areas of a landscape, close up images.	To understand that different artists select and develop ideas, using other artists work. To be aware of the impact and quality of different surfaces, textures and colour	Exploring media. Boyle Family is a group of collaborative artists based in London. Recap key areas of students landscapes work such as surfaces, buildings, light shadow, textures etc. Decorative examples.shown on the whiteboard. Study the Boyle Family art look at surface tiles. Work on the whiteboard, discuss as a class. Using a digital camera take close up images of textured images, drains, surafce textures etc. Print out in black and white on the photocopier. Draw two designs in sketchbooks and analyse your own work. Make a small model out of any media, and add colour, use lots of detail and texture. Key words written on the board, copied into sketchbooks. KEY WORDS:- DimensionalL Casts,surface, Earth, Water, Fire. Resin.	Creative: Produce a series of tiles with patterns on. Physical: Reflective: Reasoning: Mindful:	The Boyle Family make art that looks like an exact copy of something in the real world. They recreate every tiny detail. What do you think is most important when you make art?	
Ob2 . Refining printing techniques. Ob3 Recording images.	To experiment with scale and different approaches to communicate ideas and feelings about landscapes. To analyse outcomes as part of the process of exploring ideas.	Demonstration of how to make a print using a polystyrene tile. Explain the different tools, explaining their purposes. Give a simple demonstration using a three colour print. Copy their line drawings/ abstract design onto the tile using a pencil and ruler. Print small tile repeatedly to fill an A3 sheet of sugar paper. Using all the pupils tiles print a larger version to use as a wall display. Review on what has been achieved, ask students questions about the processes used which were the most successful?	Creative: making a tile print Physical: Reflective: Reasoning: Mindful:	Explain in two's how to print on a polystyrene tile.	
Ob1 Look at artists that have used openings or windows in their work. Ob2 & Ob 3 Experiment with different opening or window to draw scenes within these shapes. Ob 4 Present a personal response.	To understand simple printing processes and apply the outcomes to a larger scale. To interpret and translate previous work into another art form on a different scale.	Different ways of working experimentation. Final term piece Examples shown on the white board. Look at images through a window or opening of a landscape. Through an open door, through an archway etc For an end of year assessment students will plan ideas by looking at artists that have used this method in their work, Salvador Dali Spanish artist, Matisse, French, John Bratby, English painter . Practise different ideas of openings and styles of painting that you like, any media can be used, collage, paint, pencils, printing, or clay. Your choice	Creative: Using similar images to artists within artwork. Physical: Reflective: Reasoning: Mindful:	What makes a good painting? Discuss in groups.	
Ob2 & Ob 3 Experiment with different opening or window to draw scenes within these shapes. Ob 4 Present a personal response.	To translate ideas from one process to another. To understand the impact of using different surfaces, textures and colours To be able to work individually and organise their own work.	Continuation of end of term test, record images of different stages of working to use in sketchbooks. Annotate at the end of each lesson what they have completed. Remember the main objectives:- Researching artist's work, and analysing it. Using methods and ideas from artists to incorporate into their own art work. Experimenting with different styles and media and recording into sketchbook. Complete a finish and final piece of work this year using any media.	Creative: Recording artists work Physical: Making design sheets. Reflective: Reasoning: Mindful:	Looking at previous years work on design sheets and crically analyse.	
Ob 4 Present a personal response.	To evaluate their own work, check they have completed their own objectives. Critically analyse their own work.	Third lesson to complete final work for this term. Each objective complete can be recorded into sketchbooks under appropriatte headings or be displayed on A2 sheets. Extension work :- Practise enlarging an image and reducing an image using the grid method. Look at help sheet.	Creative: complete final piece of work Physical: Reflective: Reasoning: Mindful:	To record what they have completed this lesson.	

Ob 4 Present a personal response.	To evaluate their own work and that of others. To discuss and explore the benefits of pursuing ideas beyond what they might see as a finished piece of work	To evaluate their own work and that of others. To discuss and explore the benefits of pursuing ideas beyond what they might see as a finished piece of work.	Creative: Physical: Reflective: Evaluate others work. Reasoning: Mindful:	To evaluate others work.	
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