**Eastlea Community School (ART) - Year 7 Scheme of Work**

accurate shapes and contrasting tones in pictures of natural forms.

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| **AUTUMN TERM. Title: Natural Forms. Learning objectives**: Know how to render three-dimensional qualities in an image. **Success criteria**: Demonstrate accurate shapes and contrasting tones in pictures of natural forms. |
| **DPR KOs for the Unit Title: Natural Forms** | **MTP & WKS** | **Resources** | **Exam Skills/links** | **NC** | **Standardised HW** | **Differentiation** |
| Introduction to theme, learning objectives and assessment requirements. Organise sketchbooks. **KO 7 Record. Successful use of a wide variety of drawing techniques.** Make notes and drawings to learn how light affects tones in pictures.T. 1: Outline the symmetrical shapes accurately.T. 2: Add the cast shadows and then 3 different tones.T. 2: Finish the drawing with 4 or more varying tones.Extension: Record shapes and tones by drawing the contents of a pencil case or a pocket.  | W1 & W2 | PowerPoint, sketchbooks. | AO3 | AO3 | **KO 7 Record.** Finish copying the shading information sheet.Extension: Show shading in a drawing of favourite fruit. | HAPs: Show a rich range of tones in images. MAPs: Be able to record cast shadows and 3 contrasting tones on the forms.LAPs: Outline symmetrical shapes.SEN: Provide extra help with using mirror lines.EAL: Vocabulary explained on the PP and on hard copy resources.G. & T.: Make extra drawings from primary sources. |
| **KO 7 RECORD. SUCCESSFUL USE OF A WIDE VARIETY OF DRAWING TECHNIQUES.** Produce a tonal study of an apple to investigate 3d qualities. T. 1: Outline shapes accurately.T. 2: Draw the cast shadows and 3 different tones.T. 3: Finish the drawing with 4 or more varying tones.EXTENSION: Record the shapes and tones seen in a classroom plant.  | W3 | PowerPoint, fruit, plants. | AO3 | AO3 | **KO 2 Visual response to famous art.** Produce an accurate drawing of G. O’Keeffe’s images.Extension: Enlarge part of G. O’Keeffe picture into a new composition. | HAPs: Show a rich range of tones in images. MAPs: Be able to record cast shadows and 3 contrasting tones on the forms.LAPs: Outline symmetrical shapes.SEN: Provide extra help with using mirror lines.EAL: Vocabulary explainedon the PP and on hard copy resources.G. & T.: Produce extra drawings from primary and secondary sources. |
| **KO 3 Refine and experiment. Refine work using in-depth evaluation and then taking steps to improve.** Use a green pen to review skills being developed and then 10 to 15 minutes improving the picture. **KO 7 Record. Successful use of a wide variety of drawing techniques.** Complete the tonal study of an apple. T. 1: Outline shapes accurately.T. 2: Draw the cast shadows and 3 different tones.T. 3: Finish the drawing with 4 or more varying tones.Extension: Record the shapes and tones seen in a classroom plant. | W4 | PowerPoint, fruit, plants. | AO3, AO2 | AO3, AO2 | HAPs: Show a rich range of tones in images. MAPs: Be able to record cast shadows and 3 contrasting tones on the forms.LAPs: Outline symmetrical shapes.SEN: Provide extra help with using mirror lines.EAL: Vocabulary explainedon the PP and on hard copy resources.G. & T.: Produce extra drawings from primary and secondary sources. |
| **KO 1 Develop ideas and knowledge from famous art and design. Written analysis of relevant famous art.** Use a specialist vocabulary to write about G. O’Keeffe’s and Guo Xi’s art.T. 1: Show some understanding of key words.T. 2: Write an evaluation and opinions of famous art.T. 3: Write explanations for your statements and opinions. Extension: Draw a picture which combines parts of G. O’Keeffe’s and Guo Xi’s art. Answer higher order questions.  | W5 | PowerPoint differentiated question sheets. | AO1 | AO1 | **KO 1 Develop ideas and knowledge from famous art and design.** Make a 2-page presentation for the title “Natural Forms in Art.”Extension: Make a drawing and/or a painting from your presentation on natural forms in art. | HAPs: Explain written statements. MAPs: Use appropriate vocabulary to write full sentences about famous art.LAPs: Link key words to techniques and ideas.SEN: Provide extra help with key words. Provide differentiated questions.EAL: Vocabulary explainedon the PP. Provide differentiated question sheet.G. & T.: Answer higher order questions. Produce extra pictures to further understanding of famous artists’ techniques. |
| **KO 10 Present final high- quality piece(s). Demonstrate technical ability and harmonious use of the formal elements.**Produce a pastel and colouring pencil study of natural forms on A3 paper. T. 1: Outline shapes accurately.T. 2: Add colours and 3 different tones by working from dark to light.T. 3: Apply 4 or more tones and lots of details.Extension: Develop complementary colour patterns in the background of the main piece.  | W6 | PowerPoint, pastels, coloured sugar paper. | AO4, AO2, AO1 | AO4, AO2, AO1 | HAPs: Show a rich range of tones in own art. MAPs: Record 3 varying tones.LAPs: Outline accurate shapes and proportions.SEN: Provide extra help with placing shades.EAL: Vocabulary explainedon the PP and during demonstration.G. & T.: Make an extra visual response to famous art and explore complementary colour patterns. |
| **KO 3 Refine and experiment. Refine work using in-depth evaluation and then taking steps to improve.**Use a green pen to assess which target have been met. Then improve the main piece.**KO 10 Present final high- quality piece(s). Demonstrate technical ability and harmonious use of the formal elements.**Produce a pastel and colouring pencil study of natural forms on A3 paper. T. 1: Outline shapes accurately.T. 2: Add colours and 3 different tones by working from dark to light.T. 3: Apply 4 or more tones and lots of details.Extension: Develop complementary colour patterns in the background of the main piece.  | W7 & W8 | PowerPoint, pastels. | AO4, AO2, AO3 | AO4, AO2, AO3 | **KO 7 Record.** Draw a house or garden plant.**KO 7 Record.** Extension: Produce a colour study of an Autumn leaf. | HAPs: Show a rich of tones in own art. MAPs: Record 3 varying tones.LAPs: Outline accurate shapes and proportions.SEN: Provide extra help with placing shades.EAL: Vocabulary explainedon the PP and duringdemonstration.G. & T.: Produce extra colour studies. |
| **KO 3 Refine and experiment. Refine work using in-depth evaluation and then taking steps to improve.**Complete assessments and written self-evaluations.T. 1: Link key words to techniques and ideas.T. 2: Write an evaluation of own art with complete sentences.Target 3: Write explanations of statements and opinions. Extension: Answer higher order questions.  | W9 | PowerPoint, differentiated evaluation questions. | AO1, AO2 | AO1, AO2 | **KO 2 Visual response to famous art.** Enlarge part of Rachel Ruysch’s picture to make a new composition. Extension: Draw your enlargement of Rachel Ruysch’s picture in warm or cool colours. | HAPs: Explain written statements in detail.MAPs: Evaluate by writing complete sentences, explanations and opinions.LAPs: Show understanding of key words.SEN: Provide extra help with vocabulary. Provide differentiated questions.EAL: Vocabulary explainedon the PP. Provide differentiated questions.G. & T.: Complete higher order questions. |
| **KO 2 Visual response to famous art.** Make a pastel copy of one of G. O’Keeffe’s images. List 3 similarities and 3 differences between own and G. O’Keeffe’s art.T. 1: Outline shapes accurately.T. 2: Add colours and 3 different tones by working from dark to light.T. 3: Apply 4 or more tones and lots of details.Extension: Make a warm and then a cool colour study of one picture.  | W10 | PowerPoint, copies of G. O’Keeffe’s art, pastels. | AO1, AO2 | AO1, AO2 | HAPs: Finish images with a rich range of tonesMAPs: Know how to complete pictures with 3 varying tones.LAPs: Outline correct shapes and proportions.SEN: Provide extra help with outlines, proportions and placing shades.EAL: Vocabulary explainedon the PP and during demonstration. G. & T.: Produce warm and cool colour studies. |
| **KO 2 Visual response to famous art.** Look at and discuss other artists’ drawing techniques. Compare the different effects achieved with different materials. T. 1: Glue a copy of a famous drawing onto the top of the page. Then describe the ideas and the materials used by the artist.T. 2: Describe the techniques used by the artist: hatching, cross-hatching, directional lines, blending, tones.T. 3: Explain the effects of the techniques.Extension: Evaluate the success of the artist’s skills.**KO 7 Record. Successful use of a wide variety of drawing techniques.** Produce drawings from life. T. 1: Outline shapes accurately.T. 2: Draw the cast shadows and 3 different tones.T. 3: Finish the drawing with 4 or more varying tones.Extension: Record the shapes from varying angles.REPEAT THE ABOVE IN ACCORDANCE WITH THE TIME AVAILABLE. | 2 to 3 WKS | PowerPoint, copies of drawing made in different times and countries, different drawing materials. | AO3 | AO3 | **KO 7 Record. Successful use of a wide variety of drawing techniques.** Set up a still life of interesting objects. Record the still life with accurate shape and 3 to 10 different tones.Extension: Draw the still life from 2 angles. | HAPs: Finish images with a rich range of tones. Explain written statements.MAPs: Know how to complete pictures with 3 varying tones. Use key words correctly to describe techniques.LAPs: Outline correct shapes and proportions. Be able to link key words to ideas and techniques.SEN: Provide extra help with outlines, proportions, placing shades and vocabulary. EAL: Vocabulary explainedon the PP and during demonstration. G. & T.: Extend observational skills by drawing forms from varying angles. Answer extension questions.  |

**DPR Assessments**

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| **DPR 1** |
| DPR deadline date: Assessments will be ongoing. |  | Social, moral and cultural developments (and British values): Acquire an appreciation of and respect for their own and other cultures. Learn about images made by female and male artists in different countries. The Rule of Law: Undertake safe practices, following class rules during projects and activities for the benefit of all. Understand the consequences if rules are not followed.  | Literacy and numeracy links: Literacy - Learn to use key words during oral and written analyses of own and others’ art.Numeracy - Practise symmetry and measuring. |
| What % of the actual GCSE exam does this DPR cover? 1.3% to 4.7%. | **KS4 - How will current grade for internal tracker be generated? (not reported on DPR).** n/a | **KS3 - How will on/off track be determined?** Classwork and homework tasks are set to cover the DPR KOs which are based on the GCSE 4 Assessment Objectives. Students will be provided with targets which relate to DPR levels. | Any cross - curricular links: English literacy skills and Mathematical symmetry and measuring skills.  |