accurate shapes and contrasting tones in pictures of natural form

**Eastlea Community School (ART) - Year 9 Scheme of Work**

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| **AUTUMN AND SPRING TERM. Title: Natural and Man-made forms.** Learning objectives: Know how to use drawing and painting techniques to record and represent ideas. Success Criteria: Develop expressive Fine Art techniques. | | | | | | |
| **DPR KOs for the Unit Title: Natural and Man-made Forms** | **MTP & WKS** | **Resources** | **Exam Skills/links** | **NC** | **Standardised HW** | **Differentiation** |
| Introduction to GCSE Fine Art.  Group discussion on natural and man-made forms in art.  **KO 7 Record. Use a variety of drawing techniques to record ideas and observations.** Make a pencil drawing of a flying bird, bat or butterfly.  T. 1: Outline accurate shapes.  T. 2: Draw 3 different shades with directional lines in the correct positions.  T. 3: Add 4 or more varying tones.  Extension: Copy part of the pencil drawing with colour to study tints and shades. | W1 | PowerPoint, resource sheets on natural forms, copies of G. O’Keeffe’s art. | AO3, AO1 | AO3, AO1 | **KO 2 Develop ideas and knowledge from famous art and design. Show visual understanding of other artists’ techniques.**  Copy one of G. O’Keeffe’s pictures.  Extension: Produce a painting of one of G. O’Keeffe’s enlargements. | HAPs: Apply a rich range of tones.  MAPs: Record volume with 3 tones.  LAPs: Draw accurate shapes.  SEN: Provide extra help with shapes, proportions and tones.  EAL: Vocabulary explained on the PP and during practical demonstrations.  G. & T.: Produce extra studies on tone and colour. |
| **KO 7 Record. Use a variety of drawing techniques to record ideas and observations.** Record - Produce a pastel drawing of fruit and/or leaves.  T. 1: Outline accurate shapes.  T. 2: Block in the main colours, working from dark to light to show 3 or more tones.  T. 3: Add details with colouring pencils.  Extension: Enlarge part of the pastel picture in the style of G. O’Keeffe’s art.  **KO 1 Develop ideas and knowledge from famous art and design. Describe and interpret famous art.** Produce a written analysis of G. O’Keeffe’s art.  T. 1: Show some understanding of key words.  T. 2: Describe your understanding and opinions of a famous artist’s techniques and ideas.  Target 3: Write explanations for your statements and opinions.  Extension: Answer higher order question(s). | W2 | PowerPoint,  leaves, fruit, pastels, differentiated analysis sheets, copies of G. O’Keeffe’s art. | AO3, AO1 | AO3, AO1 | **KO 7 Record.** Make a pen drawing of a shell.  Extension: Enlarge part of the shell picture into a detailed tonal study. | HAPs: Build up layers of tones and details in imagery. Develop writing with explanations and opinions.  MAPs: Draw accurate shapes and 3 for more tones. Write about famous art with appropriate vocabulary.  LAPs: Outline accurate shapes. Link key words to techniques and ideas.  SEN: Provide extra help drawing shapes, proportions and tones and with key words.  EAL: Vocabulary explained on the PP, on differentiated question sheet and during practical demonstrations.  G. & T.: Produce extra compositional study. |
| **KO 7 Record.** Experiment with mark-making by making a fantastic composition from leaves rubbings.  T. 1: Use correct pressure on the pencil to record detailed textures.  T. 2: Blend colours in the rubbings of leaves.  T. 3: Show an excellent layout of shapes.  Extension: Make rubbings from varying surfaces.  **KO 1 Develop ideas and knowledge from famous art and design. Describe and interpret famous art.** Produce a written analysis of G. O’Keeffe’s art.  T. 1: Show some understanding of key words.  T. 2: Describe your understanding and opinions of a famous artist’s techniques and ideas.  Target 3: Write explanations for your statements and opinions.  Extension: Answer higher order question(s). | W3 | PowerPoint,  leaves, colouring pencils, differentiated analysis sheets, copies of G. Balla’s art. | AO3, AO1, AO2 | AO3, AO1, AO2 | **KO 2 Show visual understanding of other artists’ techniques.**  Make a pencil drawing of G. Balla’s machinery image.  **KO 7 Record.** Extension: Draw and photograph  machinery at home. | HAPs: Make extra studies on textures. Answer higher order questions.  MAPs: Record textures with blended colours. Write about famous art with appropriate vocabulary.  LAPs: Know how to use appropriate pressure on pencils to make textural rubbings. Link key words to techniques and ideas.  SEN: Provide extra help with mark-making, layouts and key words.  EAL: Vocabulary explained on the PP, on differentiated question sheet and during practical demonstrations.  G. & T.: Produce extra studies on tones and colour. |
| **KO 6 Record. Use a variety of methods such as photography, drawing, annotation, collage, video and other means.** Photograph machinery – students will take turns over a period of 3 or 4 weeks.  T. 1: Zoom in and photograph contrasting shapes.  T. 2: Choose and photograph from 3 different angles an interesting section of the machinery. Print images A4 size.  T. 3: Photograph 2 sections of the machinery from 4 different angles. Print images A4 size.  Extension: Experiment with photographing from different distances.  **KO 7 Record. Use a variety of drawing techniques to record ideas and observations.** Draw machinery from life.  T. 1: Outline accurate shapes and cast shadows.  T. 2: Draw 3 or 4 different shades with directional lines in the correct positions.  T. 3: Add 5 or more varying tones.  Extension: Copy part of the pencil drawing with colour to study tints and shades. | W4 & W5 | PowerPoint, machinery, differentiated question sheet, cameras. | AO3, AO1 | AO3, AO1 | **KO 2 Show visual understanding of other artists’ techniques.**  W4: Produce a 2-page pres. of famous art showing natural forms and man-made forms.  W5: Make a pen or pencil drawing of a famous image of natural or man-made forms.  Extension: Make pictures from the research pages to combine natural and man-made forms. | HAPs: Study the effects of photographing from varying distances. Draw lots of details and tones.  MAPs: Photography selected forms from different angles. Finish drawing with 3 or 4 varying tones.  LAPs: Be able to use the camera zoom function to photograph chosen forms. Draw accurate shapes and cast shadows.  SEN: Provide extra help with camera functions and with drawing shades in correct places.  EAL: Vocabulary explained on the PP and during practical demonstrations.  G. & T.: Produce extra studies on tones and colour. |
| **KO 3 Refine, explore and experiment. Evaluate and identify actions needed to improve own art.**  Self and peer assessment. Use evaluations to refine techniques.  T. 1: Show accuracy, neatness, good layouts and cast shadows.  T. 2: Show strong layouts, descriptive mark-making, 4 or more shades and depth.  T. 3: Show experimental layouts, depth and lots of tones and details.  Extension: Develop a charcoal drawing from imagery made so far. | W6 | PowerPoint, varying materials. | AO1, AO2, AO3 | AO1, AO2, AO3 | Improve and complete work done so far. | HAPs: Independently review and develop compositions, tones and details.  MAPs: Independently review and refine layouts and tones.  LAPs: Improve neatness, layouts and shades.  SEN: Provide extra help with proportions, layouts, shading and mark making.  EAL: Vocabulary explained on the PP and during practical demonstrations.  G. & T.: Extend studies into a charcoal drawing. |
| **KO 5 Refine, explore and experiment. Select and control materials, techniques and processes.** Produce a detailed drawing of a sweet wrapper.  T. 1: Outline accurate shapes.  T. 2: Draw 4 different shades with directional lines in the correct positions.  T. 3: Add 5 or more varying tones.  Extension: Enlarge part of the sweet wrapper image into a monochromatic picture.  **KO 1 Develop ideas and knowledge from famous art and design. Describe and interpret famous art.** Produce a written analysis of Sarah Graham’s art.  T. 1: Show some understanding of key words.  T. 2: Describe your understanding and opinions of a famous artist’s techniques and ideas.  Target 3: Write explanations for your statements and opinions.  Extension: Answer higher order question(s). | W7 |  |  |  | **KO 5 Refine, explore and experiment.** Complete the detailed drawing of a sweet wrapper.  Extension: Enlarge part of the sweet wrapper image into a monochromatic picture. | HAPs: Build up layers of tones and details in imagery. Develop writing with explanations and opinions.  MAPs: Draw accurate shapes and 3 for more tones. Write about famous art with appropriate vocabulary.  LAPs: Outline accurate shapes. Link key words to techniques and ideas.  SEN: Provide extra help drawing shapes, proportions and tones and with key words.  EAL: Vocabulary explained on the PP, on differentiated question sheet and during practical demonstrations.  G. & T.: Make an extra monochromatic colour study. |
| **KO 5 Refine, explore and experiment. Select and control materials, techniques and processes.** Make a monochromatic painting of natural forms.  T. 1: Outline accurate shapes. Paint 3 varying shades.  T. 2: Mix and paint 5 or more correct tints and shades.  T. 3: Add descriptive details with a small brush.  Extension: Copy the painting with a new colour.  **KO 1 Develop ideas and knowledge from famous art and design. Describe and interpret famous art.** Produce a written analysis of Sarah Graham’s art.  T. 1: Show some understanding of key words.  T. 2: Describe your understanding and opinions of a famous artist’s techniques and ideas.  Target 3: Write explanations for your statements and opinions.  Extension: Answer higher order question(s). | W8 | PowerPoint, machinery, differentiated question sheet, acrylic paint. | AO2, AO1 | AO2, AO1 | **KO 2 Show visual understanding of other artists’ techniques.**  Make a pencil drawing of Sarah Graham’s art.  Extension: Copy Sarah Graham’s art with paint. | HAPs: Draw lots of details with a brush. Answer higher order questions.  MAPs: Paint 5 or more monochromatic tones. Write about famous art with appropriate vocabulary.  LAPs: Show accurate shapes and paint 3 varying tones. Link key words to techniques and ideas.  SEN: Provide extra help with mark-making, mixing acrylic tones, brushstrokes and key words.  EAL: Vocabulary explained on the PP, on differentiated question sheet and during practical demonstrations.  G. & T.: Produce extra studies on tones and colour. |
| **KO 5 Refine, explore and experiment. Select and control materials, techniques and processes.** Make a monochromatic painting of natural forms.  T. 1: Outline accurate shapes. Paint 3 varying shades.  T. 2: Mix and paint 5 or more correct tints and shades.  T. 3: Add descriptive details with a small brush.  Extension: Copy the painting with a new colour.  **KO 1 Develop ideas and knowledge from famous art and design. Describe and interpret famous art.** Produce a written analysis of G. Balla’s art.  T. 1: Show some understanding of key words.  T. 2: Describe your understanding and opinions of a famous artist’s techniques and ideas.  Target 3: Write explanations for your statements and opinions.  Extension: Answer higher order question(s). | W9 & W10 | PowerPoint, machinery, differentiated question sheet, acrylic paint. | AO2, AO1 | AO2, AO1 | **KO 7 Record.** W8: Draw the close-up photo of machinery.  Extension: Enlarge part of the machinery drawing into an abstract image.  W9: Draw kitchen utensils.  Extension: Make a new image by copying part of the kitchen utensils. | HAPs: Draw lots of details with a brush. Answer higher order questions.  MAPs: Paint 5 or more monochromatic tones. Write about famous art with appropriate vocabulary.  LAPs: Show accurate shapes and paint 3 varying tones. Link key words to techniques and ideas.  SEN: Provide extra help with mark-making, mixing acrylic tones, brushstrokes and key words.  EAL: Vocabulary explained on the PP, on differentiated question sheet and during practical demonstrations.  G. & T.: Produce extra studies on tones and colour. |
| **KO 3 Refine, explore and experiment. Evaluate and identify actions needed to improve own art.**  Self and peer assessment. Use evaluations to refine techniques in the acrylic painting, digital photos, sweet wrapper picture and textural rubbings.  T. 1: Show accuracy, neatness, good layouts and neat brushstrokes.  T. 2: Show strong layouts, descriptive mark-making, 4 or more drawn and painted tones and depth.  T. 3: Show experimental layouts, depth and lots of tones and details.  Extension: Develop 3 colour pen drawing from imagery made so far. | W11 | PowerPoint, varying materials. | AO1, AO2, AO3 | AO1, AO2, AO3 | Improve and complete work done so far. | HAPs: Independently review and develop compositions, tones and details.  MAPs: Independently review and refine layouts, brushstrokes and tones.  LAPs: Improve neatness, layouts, brushstrokes and shades.  SEN: Provide extra help with proportions, layouts, shading and mark making.  EAL: Vocabulary explained on the PP and during practical demonstrations.  G. & T.: Extend studies into a coloured pen drawing. |
| CONTINUED DURING TERM 2 | | | | | | |

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| **DPR 1** | | | | |
| DPR deadline date: Assessments will be ongoing. |  | **Social, moral and cultural developments (and British values):** Practise individual liberty by making choices within a safe environment both individually and collectively. Under others by studying art made in different countries. Show mutual respect by reviewing each other’s work respectfully. | | Literacy and numeracy links: Literacy - Use a specialist vocabulary to describe and evaluate own and others’ art. Numeracy - Measuring proportions and scales. |
| What % of the actual GCSE exam does this DPR cover? Term 1 – 25% (2a) to 36% (3c) of coursework. Coursework is 60% of the final grade. | | **KS4 - How will current grade for internal tracker be generated? (not reported on DPR).** The marks for each of the 4 assessment objectives are recorded on the tracker along with the overall grade.  . | **KS3 - How will on/off track be determined?** n/a | Any cross - curricular links: Develop English language and Mathematical measuring skills. History – understand the context in which Pop Art was developed. |