



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>INTRODUCTORY COURSE</p> <p>(NB Each teacher to use each learning programme as a guide. To be adapted to suit creative interests and to encourage new project ideas and further motivate the students)</p>	<p>To develop accuracy and presentation.</p> <p>To develop the ability to concentrate fully and to spend quality time in order to produce intricate outcomes.</p> <p>To aim to create original ideas and designs.</p>	<p>Assessment For Learning (AFL)</p> <p>Font</p> <p>Accuracy</p> <p>Clarity</p> <p>Precision</p> <p>Imaginative</p> <p>Original</p> <p>Creative</p> <p>Detail</p>	<p>‘Blessed Trinity’ font sheet.</p> <p>AFL system and curriculum explained.</p> <p>Study past students work.</p> <p>Group discussion.</p> <p>Describe what an exceptional outcome looks like.</p> <p>Self and peer informal assessment of drawing skills.</p>		<p>Equipment list: Pencils (HB and 2B), eraser, sharpener, ruler, pencil crayons.</p> <p>Complete ‘Blessed Trinity’ design sheet. Each letter to be accurate and in pencil. Each background to be creative and varied, full of detail, pattern and in pencil crayon</p>
<p>Drawing skills and techniques</p>	<p>To develop observational drawing skills and mark-making techniques.</p> <p>To be able to select appropriate mark-making techniques to create realistic textures.</p>	<p>Texture</p> <p>Layering</p> <p>Cross-hatching</p> <p>Mark-making</p> <p>Tactile</p> <p>Grained</p>	<p>Study observational drawings containing detailed mark-making for texture and realism.</p> <p>Discuss what mark-making techniques are and discover that it is important to use mark-making to add texture to a drawing to create realism.</p> <p>Mark-making/drawing skills in preparation for orange slice test (or other relevant observational drawing objects). Discover and invent a wide variety of techniques . Also layer them for sophisticated textures.</p> <p>Using different grades of pencils to work out which to select for different types of drawing.</p>		<p>Mark-making squares. To be full of variety and layers. Hardly any white paper left.</p> <p>Invent techniques by look around your environment for textures.</p>



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<p>Drawing skills and techniques</p>	<p>To develop shading and use of a full range of tones.</p> <p>To learn how to observe an object in order to record details accurately.</p>	<p>Shading</p> <p>Tone</p> <p>Halftone</p> <p>Depth</p> <p>Contrast</p>	<p>‘Tone’ sheet or other task to develop shading techniques.</p> <p>Discuss why a full range of tones is necessary to enhance drawing and in order to create 3D effects.</p> <p>Critical studies—To study artists work who use tone effectively.</p> <p>Discuss different styles.</p> <p>Create a tone ladder and use tone to turn a circle in to a sphere.</p>	<p>Connect with the work of artists</p>	<p>Tone related work sheet.</p> <p>Adapt the letters into an original design, Include a full range of tones inside each section. Consider light and shade, and depth, whilst aiming to create 3D effects.</p>



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Observational Drawing	To learn how to observe an object in order to record details accurately.	Observational Intricate Tone Grayscale Mark-making Texture	Orange slice observational drawing test (or other relevant observational drawing objects). Teacher to coach students through the drawing. How to really look at objects. Create a list of Top Ten drawing tips. Review progress and feedback which drawing tip enhanced drawing skills the most.	Build on drawing skills	Observational drawing. Students to choose an object to draw from direct observation. Aim to consider and use the drawing tips.
Colour theory	To develop colour blending skills and understand colour theory.	Blending and layering Colour transitions Primary, Secondary, Tertiary and Complementary colours	Colour blending samples. Study examples of sophisticated colour blending. Discuss the colour effects and discover how they are created. Colour theory explained and the use of the colour wheel when selecting colour combinations. Study Art from different cultures as inspiration for a headdress	Other cultures	Headdress design or a task which incorporates all drawing skills covered so far. Texture, tone, colour blending and accuracy/detail. Theme being animals and creature, realistic or fantasy/myth.
Painted dodecagon	To learn how to construct a dodecagon. To develop accurate painting techniques. To learn how to mix secondary and tertiary colours.	Dodecagon Colour wheel Pigment Hue Tints and shades Harmonies Colour associations Contemporary Technique	12 segment colour wheel (dodecagon) to be constructed. Practice painting accurately and smoothly. Practice mixing colours. Paint accurate colours on the dodecagon. Recap colour theory and introduce facts about brushes, pigments and hues, harmonies etc. Study examples of Contemporary African art.	Mathematics	Critical studies research. Find images and facts about Art from different cultures. Could be Contemporary African Art. This is preparation for future work combining pattern design and cultural imagery.



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Introduction to print concepts	To understand the concept of printing.	Transfer Symmetry Expressive Print Redefine	Wax crayon print inspired by African Art and/or other cultures (including contemporary artists) – introduction to Critical Studies. Focus on how to use research as a source of inspiration in order to create original designs. Discuss symmetry. Discover the relevance and benefits of studying the work of other artists.	Build on Critical studies experience. Mark-making and pattern skills Recap colour theory	A task focusing on use of pattern.
Introduction to creating a print	To use previously learnt drawing skills whilst creating a print.	Refine Review Modify	Use mark-making and pattern skills to create a detailed print. To choose the dark hues only when selecting wax crayons. Some students to use watercolour in an expressive style on the opposite side to the wax crayon before transferring and creating a print.	Mark-making and pattern skills Recap colour theory	Students to decide on own design plan or to develop a polysymetric pattern as demonstrated during the lesson.
Project review and consolidation of outcomes	To learn how to review, refine and modify outcomes.		Students assess outcomes, make improvements, select and mount. Group crit.	Review drawing skills	Own choice personal studies. Select an object or image to draw. Aim to demonstrate as many of the drawing skills learnt during the introductory course.



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<p>PORTRAITURE</p> <p>(NB Each teacher to use each learning programme as a guide. To be adapted to suit creative interests and to encourage new project ideas and further motivate the students)</p>	<p>To develop pupil drawing skills using a variety of media. For example; pencil, oil pastel, chalk and charcoal, clay work.</p>				
<p>Portrait construction and drawing</p>	<p>To learn how to draw a well proportioned self portrait..</p>	<p>Portrait Proportion Observation Features Light source Personality Exaggeration Highlights Contrast Contour lines</p>	<p>Eye and mouth drawings (drawing facial features). Self portrait. Other portraiture related drawings for example, caricatures.</p>	<p>Year 7 Half Term 1—Observational drawing skills including mark-making and tone</p>	<p>Practice drawing facial feature Self portrait Caricature</p>
<p>Abstract and expressive drawings</p>	<p>To understand abstract and expressive drawings and portraiture. To learn how to use oil pastel and other media in a controlled and then an expressive way.</p>	<p>Expressive Abstract Dynamic Character</p>	<p>To develop oil pastel blending techniques when drawing facial features and studying artists work. To use chalk and charcoal to encourage and expressive approach to drawing.</p>	<p>Year 7 Half Term 2—Studying artists critically Academic Text—Pablo Picasso</p>	<p>Secondary source drawing Portraiture research</p>



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Critical studies discussions and presentations	To develop speaking and listening through group work.	Evaluation Analysis	Group discussion based on critical studies – portraiture related images.		Personal research.
Project development	To learn how to use outcomes to design and develop a final piece. To understand composition. To learn how to work independently in order to develop a final piece.	Annotation Display Triptych Negative space Composition Balance Angles Layout	To learn how to use outcomes to design and develop a final piece. To develop drawing skills using new media. If appropriate – to introduce other media during this process. For example, Collage/Frottage and Multi – media during independent work	Year 7 Half Term 2– Design a composition for Wax crayon print	Annotation design sheet Observational drawing Personal studies to enable the development of the final piece
Develop the concept of Self Image using clay or other appropriate media	To learn to draw using a wide range of media. To build on the pencil drawing skills whilst using other media To recap and develop further painting skills. To learn how to blend colours and create tints.	Raw clay Kiln Slab work Slip Leather-hard Biscuit firing Brittle Plasticity Structure	For example, students could enlarge their abstract and expressive drawing during the development of a clay slab tile. To paint the clay tiles.		Design sheet Secondary source drawings Tasks in preparation for project three



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<p>LANDSCAPES/ CITYSCAPES</p> <p>(NB Each teacher to use each learning programme as a guide. To be adapted to suit creative interests and to encourage new project ideas and further motivate the students)</p>	<p>To research and draw from images related to the landscape/cityscape theme</p> <p>To consider architecture and environmental issues whilst developing related studies.</p> <p>To develop understanding and interpretation of a variety of Critical Studies and theme images.</p>	<p>Environmentalist</p> <p>Architecture</p> <p>Spiral</p> <p>Urban landscape</p> <p>Ecology</p> <p>Pollution</p> <p>Incineration</p> <p>Perspective</p> <p>Mood</p> <p>Design</p> <p>Foreground</p> <p>Background</p>	<p>Observational drawing.</p> <p>Possibly - Choose a landscape to interpret in 3 layers for the foreground, middle ground and background.</p> <p>Critical studies - Discuss artists' responses to the landscape/cityscape theme.</p> <p>Secondary source drawing - consider composition, mood and perspective.</p> <p>Chalk and charcoal (if not covered during the last project)</p>		<p>Secondary source drawing</p> <p>Critical studies</p> <p>Theme research</p> <p>Observational drawing</p>



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<p>LANDSCAPES/ CITYSCAPES</p> <p>Creating printing blocks, print surfaces and single colour printing</p>	<p>To create an effective design for printing based on landscape/cityscape studies.</p> <p>To learn how to add mark-making techniques, pattern and detail to the quick print surface.</p> <p>To learn how to create an effective surface to print on to.</p> <p>To learn how to print using rollers and ink.</p>	<p>Repeat pattern</p> <p>Crisp transfer</p> <p>Spatula</p> <p>Mass production</p> <p>Block printing</p> <p>Relief printing</p> <p>Brick format</p>	<p>Poly-print design</p> <p>Poly-print - design drawn on the quick print</p> <p>Possibly oil pastel and ink resist on printing paper. Consider the red to yellow spectrum to complement the blue ink to be used later. Could possibly discuss Hundertwassers' use of complementary colours.</p> <p>One colour printing. Create a repeat pattern using printing ink</p>	<p>Year 7 Half Term 2—Wax crayon print</p>	<p>Personal project – individually set drawings and research</p>