



<b>What pupils should already know (prior learning components)</b>	<ul style="list-style-type: none"> <li>• How to produce outcomes (KS 1 and 2)</li> <li>• How to draw from an external (primary or secondary) source using different techniques (KS1 and 2)</li> <li>• How to experiment with different materials (KS 1 and 2)</li> <li>• Knowledge of some artists, craft makers or designers (KS 1 and 2)</li> <li>• How to read starters / content to support understanding (KS 1 and 2)</li> <li>• How to produce an outcome based on their previous work (KS 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>• In line with their study of National Curriculum requirements in art, students should know:</li> <li>• How to produce outcomes in different media (KS1, 2 and Year 7, such as sketchbook work and paintings)</li> <li>• How to draw from an external (primary or secondary source) using different techniques – mapping out/using guidelines and breaking down more complicated images into simple shapes</li> </ul>	<ul style="list-style-type: none"> <li>• How to be proficient in using paint (KS1 and 2)</li> <li>• How to develop work from their initial research recording and ideas (KS 1 and 2)</li> <li>• How to combine their ideas with ideas inspired by other artists (KS1 and 2)</li> </ul>
<b>Transferrable knowledge (skills)</b>	<ul style="list-style-type: none"> <li>• When approaching observational drawing, how to break a subject down into basic shapes.</li> <li>• How to use Mark Making techniques to create different textures in your artwork</li> <li>• How to vary the pressure of the medium you are working with to create a range of light to dark tones.</li> <li>• How to practice a technique before you apply it to the artwork</li> <li>• How to develop dexterity, coordination and control when approaching any medium</li> <li>• How to investigate artist and the techniques they use</li> <li>• How to use artist influence to inform your own work</li> <li>• How to present a response</li> </ul>	<ul style="list-style-type: none"> <li>• How to apply a range of media and techniques such as drawing, painting and clay.</li> <li>• How colours are mixed and how they relate to each other.</li> <li>• How to analyse a painting to determine a story.</li> <li>• To be dexterous and have more coordination (cross curricular)</li> <li>• How to analyse and evaluate others' work</li> <li>• How to engage with art and understand its social and historical context .</li> <li>• Understand how art can have different purposes.</li> <li>• To appreciate Art from different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• How to apply a range of media and techniques.</li> <li>• How colours are mixed and how they relate to each other</li> <li>• How to analyse a painting to understand how it was made.</li> <li>• To represent your artwork as a cohesive journey and creative exploration.</li> <li>• To understand the textures and handling of oil pastels.</li> <li>• To practice using paint effectively.</li> <li>• How to identify areas for improvement within your own work.</li> </ul>
<b>Key vocabulary pupil will know and learn</b>	<ul style="list-style-type: none"> <li>• Shape, Line, tone, form, texture</li> <li>• Shading, cross hatching and hatching, dots, dashes, mark-making</li> <li>• Ghost lines</li> <li>• Mapping out/guidelines</li> <li>• Contour, 3-dimensional, shading, rendering, tonal gradient.</li> <li>• Primary source drawing, secondary source imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Secondary source</li> <li>• Renaissance</li> <li>• Storytelling</li> <li>• Transparent/ Translucent/ Opaque</li> </ul>	<ul style="list-style-type: none"> <li>• Colour</li> <li>• Primary Secondary tertiary</li> <li>• Complementary colours</li> <li>• Harmonising colours</li> <li>• Impressionism</li> <li>• Geometric/ fragments/ Shards</li> <li>• Tone</li> <li>• Gradient</li> <li>• Blending, layering, mixing</li> <li>• Transparent/ translucent/ opaque</li> </ul>
<b>Assessment activities</b>	<ol style="list-style-type: none"> <li>1. Students will complete a baseline skills and knowledge assignment assessed against EDSM criteria <b>(to take place ~post lesson 1).</b></li> <li>2. Continuous 'live' verbal formative assessment within the lesson.</li> <li>3. Outcomes generated to receive written formative assessment against EDSM criteria <b>(to take place at least every twelve weeks).</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Continuous 'live' verbal formative assessment within the lesson.</li> <li>2. Outcomes generated to receive written formative assessment against EDSM criteria <b>(to take place at least every twelve weeks).</b></li> </ol> <p>Work will be monitored through student checklists. Work will be marked holistically against a set of success criteria.</p>	<ol style="list-style-type: none"> <li>1. Continuous live verbal formative assessment throughout the lesson.</li> <li>2. Booklet and outcomes generated to receive written formative assessment against EDSM criteria <b>(to take place at least every twelve weeks).</b></li> </ol> <p>Work will be monitored through student checklists. Work will be marked holistically against a set of success criteria.</p>
<b>Resources available</b>	<ul style="list-style-type: none"> <li>• The work of artists such as; Seurat / Van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>• The work of Fra Angelico</li> </ul>	<ul style="list-style-type: none"> <li>• The work of artists such as; Franz Marc</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>• Introduces the basic requirements of drawing in art to establish Whitcliffe Mount's expectations and routines;</li> </ul>	<ul style="list-style-type: none"> <li>• This topic has been designed to provide students with an understanding of another part of art history.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces students to a basic understanding of colour.</li> </ul>

<p><b>Why this topic is important...</b></p>	<p>Art provision varies significantly between our different feeder schools.</p> <ul style="list-style-type: none"> <li>• Provides students with an understanding of four formal elements: line, shape, form, tone.</li> <li>• Provides opportunities for students to develop both their knowledge and skills within the subject.</li> <li>• Allows students to explore the work of artists in order to inform their own work.</li> <li>• Provides opportunities to analyse the use of line and tone within another artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic allows students to explore the work of an olden day art style in order to inform their own work and develop the visual impact of their work.</li> <li>• From the national curriculum, 'To increase their proficiency in handling different materials.' A special emphasis on mastering key skills and techniques and solidifying learning through retrieval practice and applying their knowledge to a new topic and context.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for student to practice their proficiency with handling a range of new colourful art medium.</li> <li>• Broadens students' knowledge of art by looking at the work of Franz Marc- Historical context.</li> <li>• To use a range of techniques.</li> <li>• It allows students to develop their confidence in mixing colours.</li> </ul>
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