


| | Autumn Term (14 weeks) | Spring Term (12 weeks) | Summer Term (13 weeks) |
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| Context | Students will explore the theme of portraiture. Developing their own drawing and painting skills and understanding of colour theory. | This project is about Pattern, Texture and using the imagination with the aim to producing a 'weird' and 'wonderful clay sculpture of an 'alien creature hatching out of an egg! | Aboriginal art is based on important ancient stories and symbols centred on 'the Dreamtime' – the period in which Indigenous people believe the world was created. Australian Aboriginal people have no written language of their own, and so the important stories central to the people's culture are based on the traditional icons (symbols) recounted stories, dance or song, helping to pass on vital information and preserve their culture. |
| Topic | Self Image/Portraiture | Exploration – Alien Eggs | Aboriginal Art |
| Knowledge | Students will gain an understanding of basic colour theory – including the use of primary, secondary, harmonious and complementary colours. They will be introduced to a variety of artists who work in different ways in response to the theme of portraiture. Students will be introduced to a range of artists before more in-depth study of Picasso. [Rubens/Michelangelo/Frida Kahlo/Francis Bacon/Lucien Freud/Van Gogh / PICASSO | Students will understand how develop ideas by a) working from primary sources (natural forms) b) Use collage as a means to explore and develop ideas for their own work. c) How to use drawing as a means of developing a plan and ideas for a final outcome Understand what 'frottage' means and generate their own piece of work by making rubbings. They will be introduced to the work of Max Ernst and Seguy and be able to make connections between their own work and the work of these artists. | Students will learn about Aboriginal Art and understand how art can communicate/tell a story through the use of symbols, shape and pattern. Students will learn about the Aboriginal Culture and recognise that art can take different forms and be produced using a range of materials, techniques and processes. Students will learn about 'Dreamtime' |
| Skills  | A.O.3 Drawing/Recording ¹ [Pencil] (from observation (first hand) and secondary sources. Focus: mapping / proportions / scale / Tone / mark making A.O.2 Painting ¹ (consistency/edging/colour mixing / Blending / Building light to dark / Fine point, precision ..outline) A.O.1 – Developing 'writing skills ¹, using writing frame to analyse images and using key subject specific words) A.O.2/A.O.4 – Planning and designing ¹ a) effective composition through sketching and COLLAGE ¹ (CUT UP IMAGE AND RE-CONFIGURE TO EXPLORE DISTORTION AND FRAGMENTATION) b) Understanding how colour, shape, marks can communicate emotion/mood | A.O.3 Drawing/Recording ² [Charcoal/chalk/Biro/Pencil] Re-visit TONE/linear/mark making/layering/drawing for purpose – planning. A.O.2/A.O.4 - Clay –Making ¹. Thumbpots/Manipulate shape/Mould/engrave/carve/Slip/Join/Scored/Pull A.O.2 – Planning and designing ² Front and back designs – understanding how to plan and develop ideas, using imagination and taking ideas from drawings and artists .. COLLAGE ² - Using rubbings as a material to collage with to create an imaginative and weird creature – developing and extending ideas relating to final piece COLLAGE ³ - Using parts from different picture of insects to generate ideas for own 'weird' creature. | A.O.3 Drawing/Recording ³ (pencil/pen . Extension: paint ..) a) Developing own drawings of symbols. B) Drawing of animal ext.: animal link to identity/personality/character/personal. Detail/Depth/layering/accuracy/proportions/tone. A.O.1 – Developing 'writing skills ² - use writing prompts – analyse key images – EXPLAIN – DESCRIBE – JUSTIFY. A.O.2/A.O.4 – Choice ... Plan and produce OWN ART WORK in style of Aboriginal Art either a)Abstract composition using symbols/pattern/shape b) Composition which includes animal. A.O.2 – Painting ²– object & Final outcome: Process – Block colour – building and layering shapes – Edging – Colour mixing – Control and precision – Making dots – consistency of tone – Using white and dark (final steps) to highlight and create contrast and effective composition. |
| Assessment | AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria. | AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria | AFL – Self/Peer, teacher and whole class feedback – Responsive teaching feedback sheets which identify S and I relating to assessment objectives and criteria |
| Literacy/ Numeracy | Literacy – use of prompt sheet – colour theory/composition – Real / un real / detail / simplified/distorted/ Abstract ... Maths – Scale / proportion / half / quarter / divide / shape / oval / circle / rectangle .. | Structure - Shape - 3D – v – 2D Scale – Positive and Negative space – Frottage – Texture – pattern – line – mark making – depth | Literacy use of prompt sheet - Symbol – Dot – composition – shape – pattern – aerial view – relationship – surface – juxtaposition – colour theory .. Repeat |
| See Students ART FOLDERS &/OR SKETCHBOOKS FOR FRONT SHEETS WHICH HAVE 'KEY TASKS' AND REFERENCE TO ASSESSMENT CRITERIA. HOMEWORKS AND KEY TASKS (DIFFERENTIATION THROUGH A) approach B) outcome C) Extension opportunities D) Time invested | | | |